South Lane School District

Title III/EL Plan

Revised
March 2019

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Section 1: DISTRICT DEMOGRAPHICS

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

South Lane School District is a smaller school district located south of Eugene. It has five elementary schools, one middle school, one traditional high school, one alternative high school, and one school, that offers both charter and alternative placements.

Limited-English proficient students make up about 3.6% of the total school population.

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

Total school district enrollment*	2,563

(*Student numbers are taken from data on January 19, 2018)

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

Ethnic breakdown*

White	2485	(92.7%)
Am/AK Native	118	(4.4%)
African American	34	(1.3%)
Asian	29	(1.1%)
Native Hawaiian/Pacific Islander	13	(0.5%)

(*Student numbers are taken from data on January 19, 2018)

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

Languages spoken by the EL population*	# of Speakers
Spanish	43
Mayan Languages	45
Punjabi	2
Chinese	1
Bisaya	1

(*Student numbers are taken from data on January 19, 2018)

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

Number of limited-English proficient students*	92	(3.6%)
Bohemia Elementary	58	
Harrison Elementary	1	
Lincoln Middle School	12	
Cottage Grove High School	21	

(*Student numbers are taken from data on January 19, 2018)

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

EL students in Special Education*	8
Autism	2
Communication Disorder	4
Specific Learning Disability	2
504 Plan	1

(*Student numbers are taken from data on January 19, 2018)

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

EL students in the TAG Program*		
Active LEP students	0	(0%)
Former LEP	1	

(*Student numbers are taken from data on January 19, 2018)

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.).***

South Lane School District uses a magnet school model. Elementary English-Language-Development (ELD) services are provided at Bohemia Elementary. Middle and high school ELD is provided at Lincoln Middle School and Cottage Grove High School, respectively.

All elementary schools in the district, including Bohemia, are School-Wide Title I.

We have no Title 1-A Targeted Assisted, Focus, Priority or Model schools.

We have one alternative high school, Al Kennedy High School, and one school, Child's Way, that offers both charter and alternative placements.

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).***

Students progressing to a higher proficiency level (AMAO 1):		
All ELs	20	34.48%
ELSWD	0	0%
ELs identified for 5 or more years	4	36%

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

Students exited in June 2017 from the ELD Program (AMAO 2A):		
All ELs	5	(7.25%)
ELSWD	0	(0%)
Students exited in June 2017 after more than 5 years (AMAO 2B):		
All ELs	3	(27.27%)
ELSWD	1	(.09%)

11. ***The number of students in monitoring year 1 status.***

Students on monitoring status year 1:	9

12. ***The number of students in monitoring year 2 status.***

Students on monitoring status year 2:	8

13. The number of students in monitoring year 3 status

Students on monitoring status year 3: 13

14. The number of students in monitoring year 4 status.

Students on monitoring status year 4: 8

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

Former ELs (excluding monitored students) 27

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

Students who have been re-entered into the
ELD Program from monitoring status (2016/17 & 2017/18): 0

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).

Students who have met or exceeded state assessments	Reading		Math	
All Students in Monitor Year 1:	2	29%	3	43%
All Students in Monitor Year 2:	2	29%	2	29%
All Students in Monitor Year 3:	8	57%	5	36%
All Students in Monitor Year 4:	1	25%	1	25%
ELSWDs in Monitor Year 1:	N/A	-	N/A	-
ELSWDs in Monitor Year 2:	0	0%	0	0%
ELSWDs in Monitor Year 3:	0	0%	1	100%
ELSWDs in Monitor Year 4:	0	0%	1	100%

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

Current ELs who have not reach English proficiency for

5 years	7
6 years	7
7 years	1
8 years	2
9 years	1
10 years	1

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

Students whose parent/guardians declined services: 2 (2%)

Section 2: SCHOOL DISTRICT INFORMATION ON PROGRAM GOALS (OCR Step 1)

Goal Statement:
It is the intent of South Lane School District to provide an equal opportunity education for all students. In order to fulfill the district vision for students whose primary language is other than English, we must provide appropriate programs leading to successful participation in regular classroom instruction and all other educational opportunities.

Beliefs:
Our goal of student success recognizes both the need for a significantly high level of proficiency in the English language, as well as the reality of the time involved to get to that level of language development. Although students are immersed in a community that is primarily English speaking, our current literature (Cummins, 1981; Collier, 1995; Cook, Boals, & Lundberg, 2011) tells us that second language acquisition parallels that of first language learning, and may take as long as four to seven years even when daily instruction is provided.

We recognize the importance of first language understanding and literacy as precursors to second language proficiency. Several of our students enroll in our school system with little to no previous education and poorly developed first language skills.

Our program must address both the issues of time and approach in giving genuine, effective education to second language learners.

It is our belief that a comprehensive program must consist of: ongoing and intensive parent/guardian involvement, research-based teaching strategies, open and ongoing communication between teachers, administrators, students, parents/guardians and the community, needs-driven staff development, and supplemental programs.

20. Describe the district's educational approach (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 for English language acquisition and core content.

	English Language Acquisition	Core Content
Elementary	Pull-out ELD	Sheltered Instruction/GLAD
Secondary	Daily class period	Sheltered Instruction/SIOP

21. Include the relevant research that supports the each of the district's educational approach(es) for educating ELs. (NOTE: only citation for research is needed)

ELD Instructional Approach:
Due to the number and diversity of ELL students in the district, South Lane School District has chosen the research-based (Cummins, 1981; Goldenberg, 2008) English as a Second Language model to serve its ELL students. Students are instructed in the use of the English language with little or no use of their native language. Elementary students are served daily in a pullout model. Middle and high school students have a class period of ELD instruction. Both the ELD pullout model and ELD class period use the Content-Based ELD approach. Language forms and functions are explicitly taught (Dutro, 2008) through subject matter that students are learning in the general education classroom.

Core Content Instruction – Sheltered Instruction Approach:
The amount of ELD services provided to each student is determined by student needs. When students are not receiving ELD instruction, they are in a general education classroom. General education teachers use sheltered instruction techniques to ensure equal and full access to classroom content. Primary teachers are trained in GLAD strategies (Project GLAD) or other sheltered techniques. Secondary teachers are trained to use SIOP strategies (Echevarría, Vogt & Short). Our goal is to have 100% of our teachers fully trained. Each year we access training opportunities through our membership in a Title III Consortium.

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).

South Lane School District's ELD Program is designed to ensure that a student's lack of English proficiency will not act as a barrier to the student's participation in a quality education.

The goals of the ELD Program therefore are as follows:

- Provide an ELD curriculum designed to support content-area instruction and move students' progress toward benchmarks and meeting the same academic content and achievement standards that all students are expected to meet.
- Ensure that English learners graduate high school at a rate equal to or above that of the general population (students may stay in high school until age 21 in order to meet graduation requirements and/or may demonstrate Essential Skills in the native language).
- Provide ongoing staff development and training opportunities that will have a positive and lasting impact on teachers' understanding of second language acquisition and teaching techniques proven beneficial to English language learners.
- Ensure meaningful participation in the district's educational program for all English learners.
- Assist schools and families with concerns that may negatively affect student achievement.
- Facilitate parent/guardian involvement in the schools and in the education of their children.

The District provides additional educational assistance to individual students using the following strategies:

- Small group reading instruction
- Additional reading instruction based on our Pyramid of Interventions
- Supplemental reading curriculum (i.e. fluency, comprehension)
- Extended school day intervention groups
- ELD instruction pushed into classroom
- Supplemental math curriculum
- Incentive programs for reading at home
- Referral to "Peggy's Primary Connection" for home support

English Language Proficiency Goals:

There is a measurable goal for English language proficiency based on our AMAO history and the state's targets. Students will acquire English-language proficiency within five years of enrollment in ELD Program services and be tested annually to measure progress in English-language proficiency. The Woodcock-Muñoz Language Survey (until the state's screener becomes available) will be given to all new students when they enroll in school and the English Language Proficiency Assessment (ELPA21) will be given to all continuing students each spring to measure their progress in acquiring English-language proficiency and to determine who will need extra assistance in meeting the prescribed proficiency targets.

Our district is relatively small and ELs comprise only 3.6% of the student population. As such, our district-wide ELD goals apply to all ELs as a whole. This includes Recent Arrivers, ELSWD, and SIFE.

Rate of English acquisition:

Specific	**Measurable**	**Achievable**	**Relevant**	**Time-bound**
The percentage of English Learners…	*moving up one or more proficiency levels on ELPA21…*	*will increase from 34% to 40%...*	*in order to ensure that students are able to meet grade-level standards…*	*by June 2019.*

Demonstration of English proficiency:

Specific	**Measurable**	**Achievable**	**Relevant**	**Time-bound**
The percentage of English Learners…	*attaining English proficiency as measured by a "Proficient" on the ELPA21…*	*will be 10% or above…*	*in order to ensure that students are able to meet grade-level standards…*	*by June 2019.*

Demonstration of English proficiency (long-term ELs):

Specific	**Measurable**	**Achievable**	**Relevant**	**Time-bound**
The percentage of English Learners with five or more years in an ELD Program…	*attaining English proficiency as measured by a "Proficient" on the ELPA21…*	*will be 35% or above...*	*in order to ensure that students are able to meet grade-level standards…*	*by June 2019.*

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.

Below is our data from the Oregon State Report Card:

	2016 – 17 ENGLISH LANGUAGE ARTS Percentage of Students who Met or Exceeded	2016 – 17 MATH Percentage of Students who Met or Exceeded
Elementary – All Students	46.1%	42.1%
Elementary – English Learners	27.3%	19.6%
Middle School – All Students	53.4%	36.2%
Middle School – English Learners	15.2%	<5%
High School – All Students	82.2%	43.4%
High School – English Learners	14.3%	14.3%

Our goals for subject matter mastery are:

Elementary Students:

Specific	**Measurable**	**Achievable**	**Relevant**	**Time-bound**
The percentage of elementary English Learners…	*meeting or exceeding benchmark on the Smarter Balanced ELA test…*	*will be within 10 percentage points of the total student population…*	*in order to demonstrate increased access to curriculum…*	*by June 2019.*

Specific	**Measurable**	**Achievable**	**Relevant**	**Time-bound**
The percentage of elementary English Learners…	*meeting or exceeding benchmark on the Smarter Balanced Math test…*	*will be within 15 percentage points of the total student population…*	*in order to demonstrate increased access to curriculum…*	*by June 2019.*

Secondary Students:

Specific	**Measurable**	**Achievable**	**Relevant**	**Time-bound**
The percentage of secondary English Learners…	*meeting or exceeding benchmark on the Smarter Balanced ELA test…*	*will be within 30 percentage points of the total student population…*	*in order to demonstrate the essential skills required for graduation…*	*by June 2019.*

Specific	**Measurable**	**Achievable**	**Relevant**	**Time-bound**
The percentage of secondary English Learners…	*meeting or exceeding benchmark on the Smarter Balanced Math test…*	*will be within 15 percentage points of the total student population…*	*in order to demonstrate the essential skills required for graduation…*	*by June 2019.*

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.*

The following measures will be used to determine the effectiveness of our English language proficiency goals. Formative assessments are given throughout the year and progress is measured over time. Instruction is based on the results of these tests.

Summative Assessment:

- ELPA21

Formative Assessments:

- ADEPT
- Gap Finder (part of *Systematic English Language Development* by Susana Dutro)
- Express Placement (part of *Systematic English Language Development* by Susana Dutro)
- Curriculum-based Measures

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.*

See answer to #26

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

Measurement:	Frequency:
Summative Assessment:	
♦ Smarter Balanced ELA and Mathematics Assessments	Once yearly
Formative Assessment:	
♦ Easy CBM progress monitoring for Reading	3 times per year for Benchmark assessments
♦ Grades 3-5 also administer EasyCBM for Math	three times per year for Benchmark assessments
♦ In addition to Benchmark assessments, EasyCBM probes	every month for all students between the 10th and 30th percentile and every two weeks for students below the tenth percentile
♦ Success Tracker (used to design interim formative assessments)	at the end of each math unit
♦ Oral Reading Fluency	three times yearly at the secondary level

Teachers at Bohemia meet regularly in grade-level groups to discuss student progress and plan interventions accordingly.

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 district's goals for English learners are the same as for all district learners. Teachers work to ensure that all instruction is comprehensible with the understanding that English learners often have a longer way to go to reach grade level benchmarks.

The Bohemia Elementary principal and vice principal have school-wide goals that address the needs of English learners as they work to progress towards grade level benchmarks and English proficiency.

The goals for Recent Arrivers and Students with Interrupted Formal Education (SIFE) are unique. These students require a different set of goals and have their own educational plan that fits their particular needs. This plan is managed by the ELD Program teacher who works with them over the years. It is our expectation and goal that all students will graduate from high school with a regular diploma. During a student's first year in our school district, our goals for them include:

- familiarizing them with their new country and school culture
- teaching students and parents/guardians about our credit and grading systems
- teaching basic English skills
- giving native-language support, where possible, to assist students in acquiring academic skills while learning English
- placing them with teachers who are familiar with strategies proven effective for newcomers

Even when students arrive at the high school level as newcomers, it is our goal to help them meet essential skills requirements and earn a regular diploma. If students need more than four years to make this happen, they can continue to attend school until age 21.

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.

The goal of South Lane School District is for every student to be able to demonstrate essential skills in order to meet the requirements for the Oregon diploma. This is true for English learners as well. Sheltered Instruction techniques and English Language Development are provided to ensure that all students are able to meet the rigorous Oregon standards and be career-and college-ready after graduation.

In both middle school and high school, students have opportunities to visit our local college campuses to learn about what college is like. In addition many universities come to our high school and students are able to go to our Career Center to learn about what each school offers and/or get help filling out college applications. High school students have an Advisory period where students are advised about taking the PSAT, SAT and other standardized tests. They learn about requirements for graduation, as well as requirements for post high school education. Our Transition Office helps students with Internships and Apprenticeship Programs for vocational work. Our local branch of Lane Community College is currently offering *Puertas Abiertas*, a program designed to teach Hispanic youth that college is a possibility for them.

Recent Arrivers/SIFE are given special attention during their Advisory period. The high school has created a specific Advisory for Spanish speakers that is taught by a Spanish-speaking teacher. This will ensure that they can understand the credit and grade requirements here in the United States.

Access to Classroom Curriculum:

It is the goal of South Lane School District that *all* students are college- and career-ready by the time they graduate from high school. In order to ensure that English learners meet this goal, classroom teachers must be trained to use scaffolding techniques that will make content and academic language understandable and accessible to even those with less than proficient English skills.

SLSD ensures access to the regular curriculum by making sure that our classroom teachers are trained in the specific needs of English learners. Over the past years we have trained many teachers in the methods of sheltered instruction. Through our Title III Consortium, the local ESD provides several yearly opportunities for teachers to get training in these research-based techniques.

As part of our Pyramid of Interventions and tiered instructional approach, supplemental programs are provided for students as they become necessary at each grade level across elementary and secondary schools. Such programs include extended-day programs and targeted intervention groups based on formative assessments done in the classroom and school wide.

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.

During the registration process, the state-approved Language Use Survey is given to all families. The survey is included in all enrollment packets to ensure that each family fills one out.

The state-approved Language Use Survey was adopted for the 2017/18 school year. The surveys are evaluated using the state's scoring guide to determine which students need to be evaluated for ELD Program entrance.

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

Initial evaluation, program placement, and parent/guardian notification will take place within 30 days from the start of the school year. If the student is identified after the start of the school year, evaluation, program placement, and parent/guardian notification shall be completed within the first two weeks of the child's entry into school.

Timeline in brief:

New student:

Within 5 days of enrollment	⇨	ELD staff notified of student's enrollment in school. Staff responsible: Office manager, ELD Program teacher
Within 14 days of enrollment	⇨	Complete initial evaluation, program placement and parent/guardian notification (when student enrolls during the school year) Staff responsible: ELD Program teacher
Within 30 days of enrollment:	⇨	Complete initial evaluation, program placement and parent/guardian notification (when student enrolls at beginning of the year) Staff responsible: ELD Program teacher

Continuing student:

Within 30 days of the start of the school year:	⇨	Determine program placement and complete parent/guardian notification Staff responsible: ELD Program teacher

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

There are two questions on the Language Use Survey that trigger screening for a Native American student. If a family marks that a student speaks or understands a Tribal/Heritage/Native Language, the student will be tested to determine English proficiency. If the student does not demonstrate English proficiency on the district screener, or ELPA21 Screener, that student will be entered into the ELD Program.

Native American students can also be screened if the family indicates in question 5 on the Language Use Survey that the student participates regularly in cultural activities, even if the student's language is English.

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

Upon enrollment some students may require additional consideration during the initial EL identification process. If a student enrolls with special needs, a team (the IEP team if appropriate) will be assembled to determine what accommodations, if any, need to be put into place to help the student access the placement screener. This team will include the parent/guardian who can contribute vital academic and medical background information to the team. An interpreter will be provided as necessary. In determining accommodations or domain exemptions, the following will be taken into consideration:

- An existing IEP, IFSP or 504 Plan which documents testing accommodations
- Medical history
- Early Childhood Education records
- Parent/Guardian input
- Input from Specialists (e.g. Speech Pathologist, School Psychologist)

If the team determines that the language proficiency screener should not be administered due to a profound disability, other tools should be considered to gain more information about the student's expressive and receptive language. Those tools may include the:

1. Oregon Extended Assessment: Oregon Observation Rating Assessment (ORora)
2. Augmentative Communication Screening Checklist

If the team determines that the language proficiency screener should not be administered and no definitive decision can be made to determine if the student is an English learner, the student will be classified as a "Potential EL." This decision will be revisited annually at the IEP meeting to determine if the student can then be assessed. The screener will be administered as soon as the team determines it is accessible to the student. Any testing must agree with the IEP or 504 Plan. A potential EL will not be included in extra weighted funding or be required to take the ELPA21.

Refugee students (e.g. those from Guatemala seeking political asylum) may need special attention for initial identification. If a student enrolls but is unable to accurately take the screener due to emotional barriers or recent trauma, an individualized plan will be made on how to interpret the scores and if re-testing at a later date will be necessary.

33. Describe the district's plan for 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 the Woodcock-Muñoz Language Survey is used to test a student's initial proficiency in English. The Woodcock-Muñoz Language Survey is designed to test a student's CALP (Cognitive Academic Language Proficiency). This assessment has seven subtests and measures a student's English ability in reading, writing, listening and speaking. All subtests are administered. Students qualify for ELD services if their "Broad English Overall" score on the Woodcock-Muñoz is below a level 4.

As soon as the state has the ELPA Screener ready for implementation, our district will begin using it in lieu of the Woodcock-Muñoz Language Survey for initial identification. The state's established fluent score for the screener will also be used.

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

Each year the ELD Program teachers and educational assistants are trained to administer the ELPA21 during a district-wide OAKS/Smarter Balanced training. Our local Title III Consortium provides training to administer the Woodcock-Muñoz. Other assessments such as the Gap Finder and Express Placement, which are used for progress monitoring, are part of the Systematic ELD materials. Training to use these instruments was provided by the Title III Consortium.

If future staff needs to be trained, the local ESD will assist with this process.

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

Teachers are notified by ELD Program staff in September and when ELPA21 results arrive as to which of their students has limited English proficiency and of each individual student's language level. When students enter school after the beginning of the year, teachers are notified immediately after testing and provided with information regarding the student's level of language proficiency. This notice will occur either in person or in writing.

The ELD Program teachers collect and maintain a record of all proficiency testing. Copies are kept in each student's permanent file.

Progress monitoring data is shared during grade level and SST meetings or upon teacher request.

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

All ELPA21 and Woodcock-Muñoz results, as well as identification and exiting records, are stored in a yellow ELD File within the student's permanent file. If a student moves during the school year, this information will be sent to the new school district.

Progress monitoring tests are kept in the student's ELD file located in the ELD Office, along with Woodcock-Muñoz test protocol and copies of ELPA21 results.

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

Once testing is complete, the ELD Program teacher will send written notification to parents/guardians of their child's eligibility status within the program – eligible as an EL or initially fluent. This notification happens within 30 days after the beginning of the school year for continuing students and within ten days of enrollment for newly identified students.

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

Our current parent/guardian notification letters are based on those available through TransAct. When languages other than English or Spanish are needed, TransAct is used. If a language is not available on TransAct, a private translator will be used.

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

The following list of items is maintained in the student's permanent file according to OAR 116-400-0060(10), (12), (26):

- ✓ Language Use Survey
- ✓ Initial identification screener results
- ✓ Initial Identification/Program Placement – Parent Notification Letter (signed and dated mm/dd/yyyy)
- ✓ Initial Identification/Initially Fluent – Parent Notification Letter (signed and dated mm/dd/yyyy)
- ✓ Annual ELPA21 results
- ✓ Continuing Program Placement letter (signed and dated mm/dd/yyyy)
- ✓ Waiver of Service letter, if applicable (signed by parent/guardian)
- ✓ Re-Entry into the ELD Program, if applicable – Parent Notification Letter (signed and dated mm/dd/yyyy)
- ✓ LEP Exit (Reclassification) – Parent Notification Letter (signed and dated mm/dd/yyyy)
- ✓ All monitoring documentation
- ✓ Completion of Four-Year Monitoring Period – Parent Notification Letter (signed and dated mm/dd/yyyy)

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 and grade level; include all EL programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.).

Due to the number and diversity of ELL students in the district, South Lane School District has chosen an English as a Second Language model to serve its ELL students. Students are instructed in the use of the English language with little or no use of their native language. Elementary students are served in a pullout model. Middle and high school students have a class period of ELD instruction. Elementary and secondary students are grouped based on their English proficiency level and grade level.

All ELD instruction is delivered by an ELD teacher, with additional support from an educational assistant at the elementary level.

School/Grade Level	Program of Service for all ELs	Additional supports for SIFE	Additional supports for Recent Arrivers	Additional Supports for ELSWD
Bohemia Elementary – grades K – 5	Pull-out ELD	Additional small-group instruction with the ELD teacher and/or Reading/Math Specialists	Additional small-group instruction with the ELD teacher for language and cultural support	Additional small-group instruction with the SpEd teacher or alternative placement as disability dictates
Lincoln Middle School – grades 6 – 8	One class period of ELD	Specialized scheduling to include reading and math support classes; direct reading instruction as needed	Two periods of ELD held at the district high school	Specialized class schedule as determined during the IEP meeting; Life Skills placement as necessary
Cottage Grove High School – grades 9 – 12	One class period of ELD	Additional academic supports during the day (e.g. additional Lang. Arts support class), a beginning Reading/Math class as needed, and extra EA support	Additional ELD class as needed	Specialized class schedule as determined during the IEP meeting; Life Skills and Community Classroom placement as necessary

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

At both elementary and secondary levels, English language development is done using the Instructor-led Method. The teacher presents the information in a systematic way and students are provided with different activities to develop a full understanding of the language form and function being taught. Instruction is aligned with the Oregon English Language Proficiency Standards. Methods from Systematic ELD (Focused Approach) are used. The ELD Program teachers have strong backgrounds in language acquisition and linguistics.

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.).

EL students usually do not miss any academic classes or special programs in order to receive ELD instruction.

At the elementary level, ELD is delivered during an intervention block. At this time all students in the school are moving from their general education classroom in order to receive specialized services. At the middle and high school level, ELD replaces one elective period, but students at the high school level receive more than one elective period during the school day and they are, therefore, often still able to choose classes of interest such as music, vocational education, etc.

Scheduling is done with the personal attention of school counselors. Each student's needs and wishes are considered as schedules are formed.

Student Group:	Academic Content	Elective and Special Programs
All ELs	Elementary: Placed in all core-content academic classes Secondary: Placed in all core-content academic classes	Elementary: Participate in all specials with their homeroom class Secondary: Given choice of elective placements at the high school. Middle school students miss their one elective period, but participate in their choice of activities during a special "FLEX" period
SIFE	Elementary: Placed in all core-content academic classes, but may receive instruction in small groups outside of the regular classroom Secondary: Reading, writing and math placements are made based on academic ability. If additional academic support classes are necessary, those supports may temporarily take the place of regular language arts and science classes.	Elementary: Participate in all specials with their homeroom class Secondary: May miss an elective opportunity in order to receive remedial academic support. As soon as these academic supports are no longer necessary, students are moved into elective classes

Student Group:	Academic Content	Elective and Special Programs
Recent Arrivers	Elementary: Placed into all core-content academic classes with additional in-class supports Secondary: Placed into all core-content academic classes with additional in-class supports	Elementary: Participate in all specials with their homeroom class Secondary: May not receive their first choice of an elective during their first year due to special scheduling for newcomers (i.e.: cluster scheduling, additional ELD period, etc.)
ELSWD	Placements are determined during IEP team meetings. Elementary: Where appropriate students are placed into core-content academic classes in the regular classroom, or a specialized setting. If not appropriate, students are given alternate placements, such as a Life Skills setting Secondary: Where appropriate students are placed into core-content academic classes in the regular or special-education classroom. If not appropriate, students are given alternate placements, such as a Life Skills setting	Placements are determined during IEP team meetings. Elementary: Participate in all specials with their homeroom class Secondary: Students who participate in regular or special-education core content classes also receive their choice of electives. Students in alternate placements, such as a Life Skills class, participate as appropriate in elective classes.

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.

When students are not receiving ELD instruction, they are in a general education classroom and access curriculum through the Sheltered Instruction approach. More and more staff members are being trained in specific strategies, (i.e., SIOP and GLAD) to make them more aware of how they need to modify their lesson plans to make sure all students have equal access to the curriculum regardless of their English fluency level.

Currently South Lane School District has designated Bohemia Elementary as the magnet site for all ELD services. It is our goal to ensure that all English learners have full access to academic content regardless of their English proficiency level. We have worked in coordination with the Lane ESD to train all our elementary teachers at this site in Sheltered English Instruction methods for providing comprehensible input in content-area lessons.

Currently 18 of the 21 teachers at Bohemia have completed either the complete GLAD training or a one-day sheltered instruction training. Both principals have also been GLAD trained.

OAKS/Smarter Balanced, EasyCBM and other assessment data are analyzed by the principal and teaching staff to determine where we need to offer professional development for teachers in order to improve the academic performance of our English learners at all proficiency levels. Performance goals for ELs in both literacy and math have been put into the school-wide improvement goals. The expectation is that all students are able to participate and that all students can explain what they are doing in any particular lesson.

South Lane School District is in the process of working to establish a similar environment at the secondary level. Currently we have 23 teachers trained to implement the SIOP method of sheltering instruction.

Next year South Lane School District will continue its membership in a Title III Consortium and be able to access further training opportunities in the SIOP method. As part of the Consortium, these trainings are free to our teachers and easy to access. All South Lane teachers will be encouraged to become trained if they have not yet done so. Although GLAD training is no longer accessible through the Consortium, trainings in effective strategies for elementary teachers to use with English learners continue to be offered and are available for our teachers who have not been trained in GLAD.

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.

Students are tested when they enroll in the school district and each spring thereafter to determine their English fluency level. Along with a personal knowledge of the students, this proficiency level dictates the educational program that will be established for that student during the following school year. Students who score at a lower proficiency level will receive more ELD time than a student who is nearing a level to exit the program.

When students enroll, background information is gathered about past schooling and skill levels. After proficiency testing is complete, decisions are made about type and quantity of ELD services. This decision is made by the ELD teacher. As appropriate, classroom teachers, specialists and parent/guardians are involved in the decision.

<u>Delivery of Services:</u>
South Lane School District delivers English Language Development instruction at our elementary magnet site, our middle school and our high school. Services differ depending on proficiency level (as determined by the ELPA21) and grade level. Our plan is as follows:

Elementary Level:

Proficiency level 3 or 4
- ELD in a pull-out model grouped by grade level
- monitoring to check progress in the general education classroom

Proficiency level 1 or 2
- ELD in a pull-out model grouped by grade level; <u>plus</u>
- additional pull-out time with a newcomer curriculum
- in-class support (with native language support, if possible)
- monitoring to check progress in the general education classroom

Secondary Level:

Proficiency level 3 or 4	♦ one daily class period of English language development ♦ monitoring to check progress in content-area classes
Proficiency level 1 or 2	♦ one or two daily class periods of English instruction ♦ in-class support (with native language support, if possible) ♦ monitoring to check progress in content-area classes ♦ native language materials for content-area classes, where available and appropriate
ELSWD:	♦ decisions are made with the IEP team

If an English learner needs a specialized educational program (e.g. for medical or behavioral reasons), that student will still receive appropriate English language development services. In this case, a team will meet to determine the student's educational needs. This team will include the ELD Specialist, parent/guardian, district office personnel, building administration and special education staff, if applicable.

Effectiveness of ELD services is measured by:

Summative Assessments:

- ELPA21
- SBAC or other state testing

Formative Assessments:

- GAP Finder
- ADEPT
- Curriculum-based measures

Monitoring:

- Teacher feedback
- Parent/guardian feedback
- Check of report card

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 addresses both ELD and access to content and includes a plan for timely graduation.

Student Group	Program Placement – process for determination
ELSWD – significant cognitive disabilities:	Life Skills placement with the ESD – ELD services, where deemed appropriate (see question 32), will be written into the IEP plan and delivered by classroom staff or ELD teacher
ELSWD – emotional disability:	Depending on need, students are offered PBIS supports, resource room support, specialized settings or self-contained classrooms. In the case of a specialized setting, ELD services will be determined at the IEP meeting and delivered by classroom staff or ELD teacher. Students placed in a general-education classroom will receive ELD with their grade-level peers.
ELSWD – behavioral disability:	Depending on need, students are offered PBIS supports, resource room support, specialized settings or self-contained classrooms. In the case of a specialized setting, ELD services will be determined at the IEP meeting and delivered by classroom staff or ELD teacher. Students placed in a general-education classroom will receive ELD with their grade-level peers.
ELSWD – deaf/hard of hearing:	Students are provided one-on-one interpreter services in the general education setting or specialized school. ELD services will be determined at the IEP meeting and will be delivered by the classroom staff or ELD teacher
ELSWD – blind/vision impaired:	Students are provided one-on-one services in the general education setting or specialized school. ELD services will be determined at the IEP meeting and will be delivered by the classroom staff or ELD teacher
Recent Arrivers:	Recent Arrivers are clustered into certain classrooms for content-area instruction; these classrooms are provided extra academic and/or language supports ELD services determined by academic and language testing when the student first enrolls in the district
SIFE:	SIFE students are placed into academic supports based on their instructional level. Students who enter with limited or no literacy skills receive small-group beginning reading and math instruction ELD services determined by academic and language testing when the student first enrolls in the district

Timely Graduation:

The goal for all students is make progress toward a high school diploma as well as college/career readiness skills. It is recognized that for some groups, meeting graduation requirements may take longer. All English learners have until the age of 21 to meet the essential skills and credit requirements to earn a diploma. The primary goal is to help them meet those requirements within the normal four years of high school. To meet this goal students are placed into as many regular core-content academic classes as their abilities allow. This decision is made with the parent/guardian and IEP team, where applicable. The IEP team may determine that a Modified Diploma is most appropriate.

Section 5: STAFFING AND RESOURCES (OCR Section 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).

South Lane School District currently has two full-time ELD teachers and three educational assistants to support our English learners.

Elementary:

Elementary ELD is provided at our district's elementary magnet school, Bohemia Elementary. This school has a full-time ELD teacher with an ESOL Endorsement. The teacher is supported by two bilingual educational assistants.

Secondary:

A full-time ELD teacher with an ESOL Endorsement supports both the high school and middle school ELs. She is supported by an educational assistant at the high school.

All staff, including the ELD Program teachers, classroom teachers and paraprofessionals, work with English learners and are responsible for meeting their specific needs. All staff are informed of the language proficiency levels of the students and are trained to be aware of how proficiency levels will affect student ability to learn in an English-only environment.

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.

ELD Program teachers must have an ESOL endorsement and knowledge of English acquisition processes and techniques to systematically teach students as they progress in the acquisition process. Classified staff are also trained in language acquisition and techniques, although they do not deliver any initial instruction. In accordance with OAR 581-037-0006, South Lane School District provides training and testing procedures to classified employees to ensure that they have the knowledge and ability to assist in instructing in all academic areas. If an educational assistant has not completed two years of college study or received an Associate's Degree, the WorkKeys Program is used to train and assess staff. A staff member meets the qualifications for being "highly qualified" once (s)he has completed the coursework and successfully passed the exam.

Since the ELD Program educational assistant(s) will also be required to do both written and oral translations in Spanish, applicants are tested as part of the interview process to determine their level of Spanish proficiency. Testing includes both written and oral proficiency.

Next year South Lane School District will continue its membership in a Title III Consortium and be able to access further training opportunities. There is usually one training per year specifically for paraprofessionals, but all staff are able to attend all trainings and are encouraged to do so.

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

Certified Staff:

Certified staff assigned to the ELD Program must have, or be working towards, an ESOL Endorsement. Ongoing training in both legal requirements and sound educational practices will be accessed through our participation in the Title III Consortium at Lane ESD.

Classified Staff:

In accordance with OAR 581-037-0006, South Lane School District provides training and testing to classified employees to ensure that they have the knowledge of and ability to assist in instructing in all academic areas. If an educational assistant has not completed two years of college study or received an Associate's Degree, the WorkKeys Program is used to train and assess staff. A staff member meets the qualifications for being "highly qualified" once (s)he has completed the coursework and successfully passed the exam.

Since the ELD Program educational assistant(s) will also be required to do both written and oral translations in Spanish, applicants are tested as part of the interview process to determine their level of Spanish proficiency. Testing includes both written and oral proficiency.

49. Describe the contingency plan for addressing staffing issues for the EL program (include all specialized 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 temporary staff without an ESOL endorsement has to be employed to deliver English Language Development instruction, South Lane would reach out to the Title III Consortium with the local ESD for technical support and training. If possible, a retired teacher with an ESOL endorsement will be hired as a mentor.

Temporary staff would be in place immediately with a plan to have permanent qualified staff in place within 30 calendar days. Recruitment of qualified staff will be done via our district's website, by attending job fairs and by hosting practicum students.

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

It is the belief of the South Lane School District's ELD Program that students need to develop CALP (Cognitive Academic Language Proficiency) in English before they can perform successfully in the general education classroom without additional support from the ELD Program staff. Therefore, ELD curriculum is designed to promote content-based vocabulary and language within an academically-rich curriculum in order to increase students' abilities to read, write, speak and understand English.

In grades K – 5 National Geographic's *Reach* curriculum is used to develop English language proficiency. This curriculum is supplemented with strategies from the *Focused Approach* by Susana Dutro. These strategies provide structured opportunities for students to practice the language forms and functions being taught in the *Reach* series. This curriculum is well designed to instruct students in the language necessary for classroom success. Components are also provided

in the curriculum to develop beginning fluency in students who are still developing BICS (Basic Interpersonal Communication Skills).

At the middle school level students use the *Keystone* curriculum by Pearson, while high school level students use National Geographic's *Edge* supplemented with *High Point, Keys to Learning* and *Focus on Grammar*. *Keystone* and *Edge* focus on improving literacy and study skills while allowing for English-language acquisition. Activities are designed to help students develop strategies for increasing their comprehension, vocabulary, grammar, and writing skills in order to have success in their content-area classes and reach college- and career-readiness. *Focus on Grammar* provides structured practice in language forms.

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.

South Lane School District is on a plan to adopt ELD curriculum in accordance with the state's adoption schedule and publication of its list of approved curricula. At the end of each year, a program evaluation is completed and supplemental materials are reviewed for effectiveness and modified accordingly.

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.

During adoption years, the district uses general funds to ensure that all necessary materials are purchased. If, for some reason, this is not possible, the Title III Consortium will be used as a resource for necessary materials.

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.

A student is exited from the ELD Program when (s)he scores at the Proficient level on ELPA21.

As per Executive Numbered Memo 004-2018-19 **"**English Learners may only be exited from an EL program if they receive a proficient score on Oregon's English Language Proficiency Assessment (ELPA21). ELs who score proficient on ELPA21 will exit the district's EL program as proficient in English. Students who score proficient on the ELPA21 enter EL Monitoring Status (monitoring year 1) the subsequent school year. The use of the ELPA21 as a consistent measure of English proficiency applies to all ELs in Oregon, including English Learner Students with Disabilities (ELSWD). ELs scoring proficient may not be retained in the EL program, per executive numbered memo 003-2017-18."

EL Exiting Procedure

1. Participation in ELPA21
   - ELSWD or ELs with 504 plans may be exempted from one to three language domains based on their Individualized Education Plan (IEP)/504 plan.
2. Scoring proficient on Oregon's English Language Proficiency Assessment (ELPA21).
3. Exiting from the EL program.

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.

As per Executive Numbered Memo 004-2018-19 there is no more promotion procedure. Students may only be exited as proficient based on their ELPA scores.

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

Students who score as proficient on the ELPA21 will be exited as proficient.

Person Involved:	Responsibility:
ELD Program Teacher	➢ Receive test results ➢ Notify teacher and parents/guardians
Classroom Teacher/Content-Area Teacher	➢ Complete monitoring forms
Parent/Guardian	➢ Give input during the monitoring process and possible re-entry into the ELD Program

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 ELD teacher is responsible for maintaining all placement and exiting documentation in the student's permanent file. Our district uses a yellow file folder to store all documentation within the permanent file. This folder will include:

- ELPA 21 results
- A copy of the letter sent to the parent/guardian notifying of the exit
- Any documentation signed by the parent/guardian regarding the exit decision
- All monitoring documentation

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.

When a student exits as Proficient, a copy of the ELPA21 results and a letter notifying the parents/guardians that their child will be exited is sent home.

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).

Once a student is exited or promoted from the ELD Program, the following process is followed:

- A review of grade reports (each trimester) and teacher input (at least twice a year) will be done.
- If a student is struggling academically, more frequent monitoring will be done. This will include frequent checks with the teacher (at monthly grade-level data meetings), as well as monitoring progress on curriculum-based assessments and/or EasyCBM data.
- Each of the four monitoring years, parents/guardians will be notified in writing. If a student is re-entered into the program, parents/guardians will receive written notification.
- All monitoring documentation (grades, teacher input) is maintained by the ELD Program teacher and stored in the student's permanent file.

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.

If a student is academically unsuccessful during the monitoring period, the ELD teacher will meet with the classroom teacher to discuss the possible reasons the student is not being successful. Work samples will be reviewed and further testing with the ADEPT or Gap Finder may be done. Evidence must show that the student has a language issue in more than one of the four language domains (speaking, listening, reading and writing) in order for the student to be considered for re-entrance.

If re-entry into the ELD Program is being considered, a team will be assembled. A school-level team must, at minimum, include a content-area teacher, an ELD teacher familiar with the student's language ability, a school-level administrator, and a parent/guardian. In the event that a parent/guardian cannot attend the school-level meeting, their input must be obtained prior to any decision making about the student's return to the ELD Program.

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.

Each school has a plan to help all students, including current and former ELLs, who are struggling academically.

At Bohemia Elementary, grade level teams meet monthly to plan academic interventions for all students. Extra language support is also offered to current, former, and monitored ELs as necessary during Boost Groups offered during and/or after the regular school day. These Boost Groups are structured to meet the specific language needs of the students as curriculum is based on student testing.

At Lincoln Middle School students are given extra assistance during a morning intervention class (FLEX). In addition, classes are chosen for students based on testing and teacher recommendation. Students move fluidly through these supports as needed.

At Cottage Grove High School students are offered Read 180 to assist with reading fluency and comprehension. There are also writing and math support classes, as well as after-school credit recovery classes.

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.

Sometimes parents/guardians waive ELD services for their child. In this case, classroom teachers are still responsible for ensuring that classroom content is comprehensible and for working to improve the student's English skills.

Students whose parent/guardian has waived services are tested each year on the ELPA21. These results are sent home along with a notice that ELD services can be accessed at any time.

The ELD Program teacher monitors the academic progress of students on a waiver (along with active ELs) throughout the year and maintains that data.

If a student on a waiver is struggling due to a lack of English proficiency, a meeting is called with the parents/guardians to explain what services are available and how their child would benefit from these services. At this meeting, the classroom teacher and ELD teacher are present, along with any specialists who also work with the student. If appropriate, culturally appropriate resources would be accessed.

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.

Written parent/guardian notifications are sent home once a year when a student:

- initially exits from the ELD Program.
- continues on monitoring status (each of the four years).
- re-enters the ELD Program during the monitoring period.
- finally exits from the ELD Program after the four-year monitoring period.

In addition, oral parent/guardian notification is made via a phone call or a team meeting when a student:

- initially exits from the ELD Program
- is being considered for re-entry into the ELD Program

Section 7: EQUAL ACCESS TO OTHER SCHOOL DISTRICT PROGRAMS (OCR Step 7)

Every effort is made to ensure that there are no opportunity gaps for any of our students. There are processes in place to help students with fees, language barriers, transportation issues, etc.

If an English learner wishes to participate in any district program, such as sports, clubs, or after-school activities, school district staff will make every attempt to facilitate such participation. ELD staff, in conjunction with the staff at our family center, Peggy's Primary Connection, will help contact parents/guardians, help with any necessary paperwork and help attain financial assistance if necessary.

ELD staff will make every effort to contact parents/guardians via phone or letters translated into Spanish to notify them of events and activities that their children may benefit from. School-wide newsletters, as well as individual teacher newsletters, are also translated into Spanish so that parents/guardians are aware of school activities and opportunities.

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.

Special Education:
The following was created by a team consisting of the Special Education director, the ELD Program Coordinator, a school psychologist, two Speech & Language teachers, and the magnet school principal. Several trainings were attended and several resources were consulted, including: *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades,* published by the U.S. Department of Education, and *Special Education Assessment Process for Culturally and Linguistically Diverse (CLD) Students,* published through the Oregon Department of Education, and *Multicultural Students with Special Language Needs* published by Academic Communication Associates.

A specific process was designed to differentiate between a learning disability and academic problems created by limited English fluency. When a teacher has a concern that an EL may have a learning disability, the concern is brought to an SST meeting and the teacher is informed of the appropriate process for English learners. The pre-referral and referral process is as such:

Intervention Process:
ELD Student Assistance Process: Response to Intervention
Teacher experiences difficulty with EL accessing the classroom curriculum:

Compare current ELP level expectations on Oregon Standards document to the student's current functioning

1. Request for Assistance
   If the teacher is still concerned, parent/guardian will be notified of the concern. The teacher will then complete the *ELD Request for Student Assistance* form and deliver it to school psychologist.

2. Data Collection
   - Completed Request for Assistance Form (from Teacher)
   - Observation Report/s (Principal, Learning Specialist, ELD Coordinator)
   - Student Strengths Checklist (Teacher, ELD Coordinator)
   - Developmental Profile & File Review (ELD Coordinator)

   Learning Specialist will make sure the Request for Assistance is complete.
   Observations of current services in the classroom and of student performance will be conducted by Principal, Learning Specialist, ELD Teacher.

3. Data Meeting

   Classroom teacher, ELD Teacher, Student Learning Specialist, Principal, Parent/Guardian, and any additional adults who deliver instruction will meet to discuss the collected data

4. Student Support Plan

   Based on the data meeting, a Student Support Plan will be developed. The plan will contain:

   - Specific objectives including interventions, accommodations, and modifications to support the area/s of concern
   - Measurement of the objectives
   - A time frame (6-10 weeks) to assess progress

5. Intervention Review

   At the end of the determined time frame, intervention and progress will be analyzed for effectiveness & possible need for sped referral.

<u>Special Education Referral:</u>

1. If there is still a concern after recommended interventions have been tried, the next step will be to compile anecdotal information about the student. This will be done by the ELD teacher who will compile a report including the following information:

   - ❑ Developmental history of the child and any pre-school information, if applicable
   - ❑ Family history including a parent/guardian interview and comparisons to siblings and peers
   - ❑ Parent/guardian concerns
   - ❑ Second language acquisition (BICS/CALP, Woodcock-Munoz Scores) history including how many years the child has been speaking English
   - ❑ Amount of English spoken in the home
   - ❑ Prior school experiences—academically and socially
   - ❑ Cultural background
   - ❑ Academic information (e.g., work samples, curriculum-based measures, anecdotal information)
   - ❑ Response to interventions previously attempted

2. This information will be used to differentiate between typical characteristics of a second language learner and characteristics of a potential disability.
3. After this information is compiled, the Multidisciplinary Team will meet to decide whether formal evaluation is appropriate and in which language, or languages, the child is to be assessed. If testing is to be performed, the school psychologist will work with the ELD coordinator to choose tests appropriate for an English-language learner (tests that focus more on nonverbal skills).
4. After testing is complete the team will meet again to decide whether the testing results indicate: a disability, whether the disability is impeding the ability of the student to make progress in the general education curriculum and whether the student needs specialized instruction. If the eligibility team agrees that the child is eligible for special education, parents/guardians will be given the option as to agree or disagree for the student's initial placement into special education.

5. Placement into Special Education
    - If parent/guardian disagrees or does not allow initial placement of their child into special education, no services will be provided.
    - If parent/guardian agrees to initial placement of their child into special education, the ELD teacher/coordinator
        - will ensure parents/guardians are notified of all special education related meetings in a language they can understand,
        - will attend annual IEP meetings,
        - will provide interpreter services when needed for meetings, and
        - will help to explain information presented to ensure parents/guardians are able to participate in the IEP process.

South Lane School District has many standardized tests that are used in Special Education and TAG identification. If a test is needed that the district does not have, the Lane ESD will be used to help acquire the necessary assessment.

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

The ELD teacher attempts to attend every IEP meeting for all active, monitored, and former English learners. If this is not possible, (s)he meets with the case manager before the meeting. This ensures that a student's language proficiency level is taken into consideration as the team makes educational decisions.

The ELD teacher is a key member of the team during the pre-referral process, as well, in order to give input on realistic expectations for English learners at that particular proficiency level. (S)he contributes data on the student's English proficiency level and progress made by that student over time. (S)he also contributes comparison data on how that student's progress compares to typical language learners.

Sometimes classroom teachers will make a referral because they are unaware of the difference between a disability and limited English proficiency. The pre-referral process is designed to clarify that difference and ensure a valid referral.

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

The best ELD educational program for ELSWD is determined as part of the IEP process within the IEP team.

Options include, but may not be limited to:

- participation in the regular ELD classroom
- one-on-one instruction
- the ELD teacher working in the Special Education classroom
- consultation between the ELD teacher and the Special Education teacher
- classifying the student as a "potential EL" until testing is feasible

This decision is made based on the student's individual needs and disability and must include parent/guardian input.

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.

Interpreters for all languages will be provided to parents/guardians during the IEP meeting. If parents/guardians are new to the Special Education process, an awareness of cultural sensitivity is necessary. Each step of the process will be explained in a manner appropriate for the parent/guardian. The Spanish-language interpreter has been trained by our local ESD. If future staff needs training, the Title III Consortium resources will be accessed.

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

Students may be referred for TAG by the classroom teacher, ELD teacher, school counselor, school administrator, or parent/guardian. In addition, school psychologists, during annual OSA data reviews, may refer a child for TAG.

If a student with limited-English proficiency is referred for TAG, it will be determined if he/she can qualify using the standards that are currently in place in the district for intellectually gifted, academically talented in reading and/or mathematics:

- A score of 97th percentile or greater on a nationally standardized mental ability test.
- A score equal to or greater than the 97th percentile on a nationally standardized achievement test in reading or in math for students identified as academically talented in reading or in math.

If a student is not able to qualify using the nationally standardized tests as noted above:

- The school psychologist may use a non-verbal intelligence test and/or anecdotal information (work samples, level and rate of learning, and parent/guardian and teacher interviews) to determine if the student demonstrates the *potential* to perform at the 97th percentile.

Indicators of the potential to perform at the 97th percentile include:

- acquiring a second language more rapidly than usual
- a mature sense of culture and language
- code switching easily, which shows the ability to think easily in two languages
- demonstrating an advanced understanding of English expressions and idioms
- translating at an advanced level
- navigating appropriately behaviors in two cultures

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.

English learners have equal access to all core instructional programs offered by the district. Building principals, school counselors and the ELD Program teacher work to make sure this happens.

At Bohemia Elementary, the building principal prepares the master schedule with English learners in mind first. After each grade is assigned an ELD time slot, other supports are scheduled for reading, writing, mathematics, Special Education, physical education, music and computer lab, etc. so that none overlap. Students come to ELD during their intervention block when all students are moving between classes to receive specialized services.

At Lincoln Middle School and Cottage Grove High School, students receive one period of English-Language Development. During the rest of the periods, they receive core instruction and, in many cases, still have at least one period available for elective choices. The counselors and ELD teacher are responsible for overseeing the schedule and making sure that ELs are able to access all core-instructional programs.

South Lane School District is working to train every teacher in sheltered-instruction strategies. Where possible, students are placed with teachers who have been trained in these methods. However, even in cases where the teacher has not been officially trained, it is expected that teachers will take steps to make all instruction comprehensible and accessible for English learners in their classroom.

The ELD Program teacher maintains a list of trained teachers, registers teachers for available trainings and is available to assist all teachers.

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

South Lane School District has no Title I-A Targeted Assisted Programs. Our elementary is a School-Wide Program where students receive Title I support during their core instruction times and thereby avoid any conflicts with ELD.

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).

The goal for all students is to earn a high school diploma, as well as college/career readiness skills.

It is recognized that for some groups, meeting graduation requirements may take longer. All English learners have until the age of 21 to meet the essential skills and credit requirements to earn a diploma. The primary goal is to help them meet those requirements within the normal four years of high school. To meet this goal students are placed into as many regular core-content academic classes as their abilities allow. This decision is made with the parent/guardian and IEP team, if applicable. The IEP team may determine that a Modified Diploma is most appropriate.

ELs who enroll prior to high school will graduate in four years with their high school cohort. In order to make this happen, credit recovery classes are offered as necessary and support classes are offered to develop and pass essential skills requirements.

ELs who enroll as newcomers in high school will graduate in four or five years:

- Students arriving from other countries with secondary-level education will receive school credit for classes taken and passed in the home country (based on transcripts provided).
- Essential skills requirements can be proven in the native language for students who meet the requirements to do so.
- SIFE newcomers will be allowed additional time (until the age of 21) to earn credits and gain the essential skills necessary to earn a diploma. In order to make this happen, additional supports are put into students' daily schedules, such as a Language Arts support class in Spanish, remedial reading instruction classes, and remedial math instruction classes.

ELSWD: Individualized graduation plans are made during the IEP meeting. Where possible, these students will be working toward a regular or modified diploma.

Section 8: PARENT AND COMMUNITY INVOLVEMENT:

It is the belief of SLSD that the involvement of parents in the education of their children is fundamental to student success. Parents/guardians who do not fluently speak English often have a more difficult time participating in the education of their children. The ELD Program, therefore, makes every attempt to help access the school system.

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).

Parents/guardians are notified in writing of all ELD Program placement decisions made regarding their child. Every attempt is made to ensure that this notice is given in the home language. TransAct is used for languages other than Spanish.

When students are newly enrolled in the ELD Program, parent/guardians are provided written notification of their child's eligibility status within the ELD Program and what services their child will receive. The written notification specifies the services that are available for their child.

The parent/guardian may decline services at this point by contacting the ELD Office staff. The letter describes how this can be done.

Each year when students continue in the program, parents/guardians are notified of their child's eligibility within the ELD Program and what services their child will receive.

Timeline in brief:

New student:

Within 5 days of enrollment	⇨	ELD staff notified of student's enrollment in school. Staff responsible: Office manager, ELD Program teacher
Within 14 days of enrollment	⇨	Complete initial evaluation, program placement and parent/guardian notification (when student enrolls during the school year) Staff responsible: ELD Program teacher
Within 30 days of enrollment:	⇨	Complete initial evaluation, program placement and parent/guardian notification (when student enrolls at beginning of the year) Staff responsible: ELD Program teacher

Continuing student:

Within 30 days of the start of the school year:	⇨	Determine program placement and complete parent/guardian notification Staff responsible: ELD Program teacher

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.

Often parents/guardians are contacted by phone or greeted in person to welcome them to the school, inform them of the services available and to begin developing an academic history of the student. At this point, Spanish-speaking families are informed of how to can contact Spanish-speaking personnel with questions or to access other services, such as after-school supports. These options are also discussed with parents/guardians during parent-teacher conferences.

When students enroll, families are advised that our district uses a magnet-school model at the elementary level for ELD services. If they do not live in the area of that magnet school, they are contacted by phone and told their options.

Parents/guardians who wish to access alternative or charter schools are counseled through our family center, Peggy's Primary Connection. Staff members there help enroll the student and arrange transportation. That center has two Spanish-speaking bilingual staff members.

Additionally, school counselors and administrators also work with families whose child would benefit from an alternative placement.

Interpreters are contracted if parents/guardians require a language other than Spanish or English.

73. Describe the district's methods used to notify parents of ELs regarding school activities communicated in a language parent 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?

Every effort is made to ensure that there are no opportunity gaps for any of our students. There are processes in place to help students and parents/guardians with fees, language barriers, transportation issues, etc.

Parents/guardians who need interpretation and/or written translation are identified through the language survey and/or during the registration process.

Written Translations: Currently South Lane School District serves families who speak seven different languages (English, Spanish, Mam, Qanjobal, Chinese, Bisaya, and Punjabi). We regularly translate school documents into Spanish. It is the common language amongst our families that come from Mexico and Central America.

Our policy is the translate documents into Spanish if they deal with parent/student rights, discipline issues and educational opportunities.

All documents related to the ELD Program are available through TransAct and are therefore available in many languages.

Occasionally other documents are translated into other languages, especially if parents/guardians wish to waive important rights. It is essential that they know what they are signing so professional translation services are accessed.

Oral Interpretation: South Lane School District has two in-house Spanish-language interpreters. We contract with outside trained interpreters for meetings if the parents/guardians speak a language other than Spanish or English.

Several of our parents/guardians are non-literate. Our Spanish-language interpreters make many calls home to inform parents/guardians of school events and activities for students. Mam interpreters can be accessed by phone and are used during parent-teacher conferences as needed.

ELD Program staff:

- provide interpretation services during parent conferences
- provide interpretation services during IEP meetings
- provide written translations of district-wide, school and classroom documents
- make phone calls to advise families of school and classroom activities, student progress and community programs, especially if a parent/guardian is non-literate.

Parents/guardians are personally invited to all elementary parent-teacher conferences and all IEP meetings via a phone call or notice home. Interpreters are provided for these meetings, regardless of the native language of the parent/guardian. Families of EL students regularly have 100% attendance at parent conferences and special education meetings. ELD staff is proactive in notifying parents/guardians by phone when important information is being sent home. This is to alert parents/guardians of the importance of the information and of any action they need to take.

South Lane School District has a family resource center that is well attended by the Latino community. "Peggy's Primary Connection" has bilingual staff and, among other services, offers parenting training and translation and interpreter services. A strong component of the resource center is its ability to provide support to language minority families in empowering them to access school and community resources.

It is understood that English language learners and their parents/guardians are often unfamiliar and/or uncomfortable accessing school resources and extracurricular activities. In order to bridge the gap between home and school the ELD Program does the following, while recognizing that in a small school district personal contact is often better than written communication:

- Provide personal counseling for middle and high school students regarding class choices and educational opportunities, including college scholarships
- Provide personal counseling for high school students regarding the credit system and graduation requirements
- Notify students of extracurricular activities and phone parents/guardians when students are interested in participating
- Translate school and teacher newsletters, which often detail school events and activities, such as Parent Club meetings and fund-raising events
- Translate report cards and progress reports
- Interpret at parent conferences
- Interpret at IEP meetings and call families to translate any notices from the Special Education Program
- Be available as much as possible for parents/guardians by providing a phone line with a message in Spanish so that parents/guardians may contact school throughout the day or leave messages at any time

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

Each year the district Special Services Coordinator makes contact with the private schools in our area to determine the needs of any ELs enrolled in the school and what services the district can provide. We currently have only one private school in the area and this school has always declined any district services.

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.

Each year, the district Special Services Coordinator makes contact with the private school in our area to determine if there are any ELs enrolled in the school, including any Recent Arrivers. This includes a discussion of what services and/or training the district can offer the private school. Documentation of any Recent Arrivers is maintained by the ELD staff.

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

Each year, after the ODE EL Legislative Report is published, the Special Services Coordinator shares it with the school board. It is also posted in English and Spanish on the district's webpage under the English-as-a-Second-Language Program.

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.

All of our schools have a Parent Club that meets to discuss ways to support and improve the school and educational programs for all students. Spanish-speaking parents are recruited via school newsletters and personal invitation during parent meetings. Interpreters are made available during these meetings as necessary.

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 include 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 parent/guardians/students or focus groups, and grievances/ complaints made to the district regarding district program implementation or service delivery***.

South Lane School District's ELD Program evaluation process includes a check of the following to determine if the district has followed the established plan and met the applicable procedural and service requirements:

- identification of potential English learners
  - includes an audit of permanent files to check for home language surveys and a file review of testing dates and parent/guardian notification letters
    - ✓ Did every family fill out a home language survey?
    - ✓ Were all possible ELs tested and identified?
- assessment of English language proficiency
  - includes a list of tests available and staff trained to administer tests
    - ✓ Do the tests used include a measure of all four domains of language: reading, writing, listening, speaking?
    - ✓ Are all staff members who administer the tests trained?
- timely parent/guardian notification
  - includes a check of initial enrollment dates and copies of parent/guardian notification letters
    - ✓ Are all parents/guardians notified within the required time period of student placement and program options?
- service of all eligible students
  - includes a student-by-student check of services provided to all students
    - ✓ Were all students who were eligible for services served?
    - ✓ Did families who refused services sign a waiver of services?
- appropriate use of resources
  - includes an audit of quantity and quality of both staff and curriculum resources
    - ✓ Are curricula of adequate quantity and quality?
    - ✓ Are staff (both regular and ELD Program staff) of adequate quantity and quality?

- ♦ exit/retention/monitor procedures
    - includes a review of student progress, including current, monitored and former ELs on both formative and summative district assessments
        - ✓ Are students who have been exited making adequate academic progress to graduate on time and be college- and career ready?
        - ✓ Are procedures to check on academic progress of monitored students in place and carried out according to the plan?
- ♦ progress toward district academic and English language development goals
    - includes a review of student progress, including current, monitored and former ELs on both formative and summative district assessments
        - ✓ Are ELs learning English at a fast enough rate to meet the district's academic and language goals?
        - ✓ Are current, monitored and former ELs making adequate academic progress to graduate on time and be college-and-career-ready?

This evaluation will be done through:

- ♦ file reviews
- ♦ analyses of SBAC/OAKS, ELPA21, and EasyCBM results
- ♦ analyses of AMAO data
- ♦ analyses of report card grades
- ♦ analyses of teacher surveys and reports of student progress
- ♦ investigation into any complaints (none were filed)
- ♦ analyses of parent/guardian input

A formal program evaluation occurs in the spring. The evaluation process includes the ELD Program teacher and the ELD Program Coordinator. An informal program evaluation, however, is ongoing. The ELD Program teacher and the ELD Program Coordinator meet periodically to adjust resources and make any necessary program changes.

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?

A language use survey is included in the enrollment packet for all new students. Since all Kindergarten students are new to the district, our evaluation was a file review of every Kindergarten student at our magnet elementary school. This is a larger than normal class and is therefore an appropriate sample size.

Data is from February 12, 2018 (the day of the file review):

Total Number of students enrolled as of 2/12/18	Total number of home language surveys completed	Total number of home language surveys mentioning a language other than English	Total number of students tested for possible entry into the ELD Program	Total number of students found to qualify the ELD Program	Total number of students found to be proficient in English and not eligible for ELD Program	Total number of students entered into the ELD Program	Total number of students whose parent/guardians waived services
Kinder: 83	81	13	12	12	0	12	0

Out of the 83 files reviewed, two did not include a language use survey. This is a two percent failure rate, four percentage points lower than the last time a file review was done.
Although we have improved our rate of LUS completion, it is essential that 100% of families complete a language use survey. To fix this problem, office managers will have a refresher training in March (right before Kindergarten registration begins) on the importance of getting a form for every student. If a family chooses not to complete one, a blank form will be included in the student's file with a notation that the parent/guardian refused to complete it. This training will be managed by the ELD Program Coordinator.

Did all families complete a home language survey at registration? NO
Were all potential English learners identified for testing? It is impossible to say without a home language survey from every student. This highlights the importance of making sure one is completed by every family.
Were all potential ELs testing within the 30 or 10 day allotted period of time? Yes, those who were tested, were tested within the allowable time window.

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

The following chart shows the data for elementary students who enrolled in the 2017/18 school year and were administered the initial identification test:

Student / Grade		Date of Home Language Survey	Date of Enrollment (Entry) into District	Date or Woodcock-Muñoz Test
St #1	K	9/5/17	9/6/17	9/13/17
St. #2	K	9/28/17	9/6/17	9/13/17
St. #3	K	5/25/17	9/6/17	9/13/17
St #4	K	4/2/17	9/6/17	9/28/17
St #5	K	5/25/17	9/6/17	9/13/17
St #6	K	9/25/17	10/2/17	10/4/17
St #7	K	1/9/18	1/11/18	1/18/18
St #8	K	8/28/17	9/6/17	9/13/17
St #9	K	9/12/17	9/14/17	9/15/17
St #10	K	6/13/17	9/6/17	9/12/17
St #11	K	4/19/17	9/6/17	9/20/17
St #12	K	6/5/17	9/6/17	9/18/17
St # 13	1	9/29/17	10/2/17	10/4/17
St #14	3	8/28/17	9/6/17	9/12/17
St #15	5	8/29/17	9/6/17	9/18/17
St #16	4	9/11/17	9/13/17	9/18/17
St #17	3	1/9/18	1/11/18	1/18/18
St #18	1	1/9/18	1/11/18	1/18/18

For new students who enrolled at the beginning of the year:

Were students tested within 30 days? **YES**

For new students who enrolled after the beginning of the year:

Were students tested within 14 days? **YES**

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

Newly enrolled students:

Student / Grade		Date of Enrollment (Entry) into District	Date of Student Entry into ELD Program (instruction began)
St #1	K	9/6/17	9/11/17
St. #2	K	9/6/17	9/11/17
St. #3	K	9/6/17	9/11/17
St #4	K	9/6/17	9/11/17
St #5	K	9/6/17	9/11/17
St #6	K	10/2/17	10/2/17
St #7	K	1/11/18	1/11/18
St #8	K	9/6/17	9/11/17
St #9	K	9/14/17	9/14/17
St #10	K	9/6/17	9/11/17
St #11	K	9/6/17	9/11/17
St #12	K	9/6/17	9/11/17
St # 13	1	10/2/17	10/2/17
St #14	3	9/6/17	9/11/17
St #15	5	9/6/17	9/11/17
St #16	4	9/13/17	9/11/17
St #17	3	1/11/18	1/11/18
St #18	1	1/11/18	1/11/18
St #19	8	9/7/17	9/6/17
St #20	8	1/17/18	1/17/18
St #21	7	9/13/17	9/13/17
St #22	9	1/17/18	1/17/18
St #23	9	1/8/18	1/8/18
St #24	9	1/8/18	1/8/18
St #25	9	10/25/17	10/25/17
St #26	9	12/5/17	12/5/17
St #27	9	1/8/18	1/8/18
St #28	9	9/28/17	9/28/17

Continuing students:

Grade	Date of Enrollment (Entry) into District	Date of Student Entry into ELD Program (instruction began)
Grades 1 – 5	prior to current school year	9/11/17
Grades 6 – 12	prior to current school year	9/6/17

Were all new students who qualified for ELD services placed into an ELD class in a timely manner? YES

Were all continuing students who qualified for ELD services placed into an ELD class? NO

Why not? ONE FAMILY REFUSED SERVICES

Was a waiver signed? YES

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

QUANTITY OF STAFF AND MATERIALS:

	Elementary	Secondary
Is there an adequate amount of staff and instructional time to cover student needs?	Staff: 1.0 certified ELD teacher, with assistance from two part-time EAs Instructional time: 30 minutes of ELD per day	Staff: 1.0 certified ELD teacher for high school and middle school Instructional time: One class period per day
Are there an adequate amount of instructional materials available for ELD instruction?	Curriculum: *Reach* Amount: Grade level set for each grade.	Curriculum: *Keystone* for middle school and *Edge*, supplemented with *High Point*, *Keys to Learning*, and *Focus on Grammar* for high school Amount: Our student population has grown significantly during the school year and there are no longer enough books for every student

Our curriculum is from the list approved by Oregon. The amount of instruction is standard among districts in the state.

Adequate? *The quantity and availability of curriculum is adequate at the elementary level, but needs to be supplemented at the secondary level due to a marked increase in students.*

QUALITY OF STAFF AND MATERIALS:
In order to determine quality of staff and materials, an analysis of student progress needs to be done. The data on the following page is for the 2016/17 school year.

An analysis of the data shows that our biggest concern is students at the Intermediate (level 3) proficiency level in all four language areas: reading, writing, listening and speaking.

Since language acquisition happens throughout the day, not just during the ELD block, all teachers need more professional development and guidance, particularly around students who are beginning to appear proficient in English, but still lack CALP.

Adequate? *The quality of staff and materials does <u>not</u> appear to be adequate.*

Question 82, continued

Number of ELLs that moved up one level from level 1 to level 2				Number of ELL Students that moved up two or more levels from level 1 to level 3, 4 or 5				Level 1 = Stayed the same				Number of ELL Students that moved up one level from level 2 to level 3				Number of ELL Students that moved up two or more levels from level 2 to levels 3, 4 or 5				Level 2 = Stayed the same				Number of ELL Students that moved up one level from level 3 to level 4				Number of ELL Students that moved up two or more levels from level 3 to levels 4 or 5				Level 3= Stayed the same			
R	W	S	L	R	W	S	L	R	W	S	L	R	W	S	L	R	W	S	L	R	W	S	L	R	W	S	L	R	W	S	L	R	W	S	L
5	3	7	8	3	3	3	5	15	14	13	3	5	4	4	2	-	-	3	1	3	6	1	2	1	-	5	4	-	2	3	1	13	13	3	10
Total Level 1 Making Progress Reading = 35% Writing = 30% Speaking = 44% Listening = 81%												Total Level 2 Making Progress Reading = 56% Writing = 29% Speaking = 58% Listening = 33%												Total Level 3 Making Progress Reading = 6% Writing = 12% Speaking = 62% Listening = 33%											
Level 1 that Did Not make Progress Reading = 65% Writing = 70% Speaking = 56% Listening =19%												Level 2 That Did Not Make Progress Reading = 44% Writing = 71% Speaking = 42% Listening = 64%												Level 3 That Did Not Make Progress Reading = 94% Writing = 88% Speaking = 38% Listening = 67%											

Number of ELLs that moved up one level from level 4 to level 5				Level 4 = Stayed the same				Level 5 = Stayed the same			
R	W	S	L	R	W	S	L	R	W	S	L
1	2	3	1	-	1	1	9	3	1	-	4
Total Level 4 Making Progress Reading = 50% Writing = 67% Speaking = 43% Listening =7%											
Level 4 that Did Not make Progress Reading = 50% Writing = 33% Speaking = 57% Listening =93%											

Number of ELL Students that moved down one or more levels from level 2				Number of ELL Students that moved down one or more levels from level 3				Number of ELL Students that moved down one or more levels from level 4				Number of ELL Students that moved down one or more levels from level 5			
R	W	S	L	R	W	S	L	R	W	S	L	R	W	S	L
1	4	4	-	3	2	2	-	1	-	3	4	-	-	3	1

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

The information below is for the students in their four years of monitor status and includes data from the first trimester of the 2017/18 school year. This shows their academic performance, as well as their reading ability.

	Number of failing grades received (middle/ high)	GPA (high school only)	EasyCBM Reading **RISK FACTOR** (K-8 only)		Oral Reading Fluency Percentile (9^{th}/10^{th} grades)		Number of failing grades received (middle/ high)	GPA (high school only)	EasyCBM Reading **RISK FACTOR** (K-8 only)		Oral Reading Fluency Percentile (9^{th}/10^{th} grades)
			Fall	Winter					Fall	Winter	
Monitor Year 1:						Monitor Year 3					
Stu #1	1	2.14			31^{st}	Stu #19	0		low	low	
Stu #2			low	low		Stu #20	0		low	low	
Stu #3			some	some		Stu #21	0		low	low	
Stu #4	0		low	low		Stu #22	0		low	low	
Stu #5	0	3.38			30^{th}	Stu #23			low	low	
Stu #6	0	2.57			22^{nd}	Stu #24	0	2.86			23^{rd}
Stu #7			some	low		Stu #25			some	some	
Stu #8			low	low		Stu #26			low	low	
Stu #9			low	low		Stu #27	0		low	low	
						Stu #28	0		low	low	
						Stu #29			some	low	
Monitor Year 2:						Monitor Year 4:					
Stu #10			low	low		Stu #30	0	3.37			
Stu #11			low	low		Stu #31	0		low	low	
Stu #12	0		low	low		Stu #32	0	3.06			
Stu #13	1	3.21			Not available	Stu #33	0	1.68			30^{th}
Stu #14	0		low	low		Stu #34	0	3.39			
Stu #15			low	low		Stu #35	0		low	low	
Stu #16	1	2.29			16^{th}	Stu #36	0	3.29			
Stu #17			low	low		Stu #37	0		low	low	
Stu #18			low	low							

The data shows an extremely low number of Fs among monitored students. The majority are also reading well enough to be a low risk factor for academic failure. Overall our monitored students are doing very well.

Is the district's exiting/reclassification process appropriate and effective? YES

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

South Lane School District's plan calls for monitoring exited English learners for four years after exit. This monitoring process includes checking grades and doing a teacher survey twice a year. Where necessary, students may be reentered into the ELD Program.

So far this year, we have administered one monitor survey and completed one trimester. Grades were checked at both mid-term and end of the first trimester for monitored students. All monitor surveys were returned by teachers.

Out of the 23 monitored students at the secondary level, 96% have passed all of their classes this year and are in good standing academically.

100% of the monitor surveys were returned and indicated that the students should continue on monitor status (as opposed to being re-entered in the ELD Program).

Was a grade check done on all monitored students? YES
Was a monitor survey filled out by all teachers? YES
Were all monitored students academically successful? NO
Was testing and analysis done on all struggling monitored students? YES

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

Although we have excellent turn-out at parent conferences and other parent meetings, we have not had good success at getting EL parents/guardians to participate in our decision-making groups. Since the passage of Measure 98 several new staff positions have been added to the district. One of their duties is to ensure that all parent groups can be actively involved with the school and their child's education.

Currently we have actively recruited at two Spanish-language events for parents to participate in the Parent Club at the high school and middle school. We've had two families sign up and will be providing an interpreter at all of the Parent Club meetings.

Student Performance Evaluation – English Language

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?

Our Section 2 goal for AMAO 1 states that 40% of LEP students will move up one or more proficiency levels by June 2018.

Our actual results for AMAO 1 show an inconsistent progression over the years and we've been on the decrease since 2015.

AMAO 1:	2009/10	55%
	2010/11	48%
	2011/12	49%
	2012/13	45%
	2013/14	42%
	2014/15	66%
	2015/16	45%
	2016/17	34%

Our Section 2 goal for AMAO 2A and AMAO 2B is 10% and 35%, respectively, by June 2018. We appear to be on track to meet the AMAO 2B goal, but not the AMAO 2A goal.

AMAO 2A:	2009/10	15%	AMAO 2B:	2009/10	38%
	2010/11	16%		2010/11	50%
	2011/12	18%		2011/12	25%
	2012/13	17%		2012/13	57%
	2013/14	16%		2013/14	45%
	2014/15	19%		2014/15	40%
	2015/16	16%		2015/16	20%
	2016/17	7%		2016/17	27%

Is our rate of progress consistent with our program goals? NO

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

For the 2016/17 school year we had 35% of our ELs make progress toward English proficiency as measured by the ELPA21. On both the Reading and Math SBAC tests, our ELs performed well below the population as a whole.

Is our rate of language development compatible with the district's core content objectives? **NO**

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

Fifty-nine percent of elementary students made progress this year, compared to 61% last year; and 50% of our secondary students progressed compared to 75% last year.

Progress made in individual language domains (each student has four scores):

Grade Band	+3 proficiency levels	+2 proficiency levels	+1 Proficiency level	+0 No change in proficiency	-1 proficiency level	-2 proficiency levels	-3 proficiency levels
1 – 5	5	12	26	60	18	2	1
6 – 8	1	1	9	29	2	2	0
9 – 12	0	5	19	26	2	0	0

<u>2016/17 ELPA21 results by grade level:</u>

Elementary:

48% of scores indicated no change in proficiency
35% of scores indicated a growth in proficiency
17% of scores indicated a decrease in proficiency

Middle:

66% of scores indicated no change in proficiency
25% of scores indicated a growth in proficiency
9% of scores indicated a decrease in proficiency

High School:

50% of scores indicated no change in proficiency
46% of scores indicated a growth in proficiency
4% of scores indicated a decrease in proficiency

At all grade levels, the majority of students failed to show progress in gaining English proficiency in at least one of the four scored areas of the ELPA21 (reading, writing, listening, speaking).

Did we meet our English acquisition goal? **NO**

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

The goal of the ELD Program is to help students acquire enough English-language skills that they can fully benefit from instruction in the regular classroom. As such, an analysis of grades and reading fluency should determine if students are successfully able to handle regular coursework.

Students at the elementary are graded on a proficiency basis and most score as "progressing" towards proficiency. That data, therefore, is difficult to analyze. Because of this, the information that follows is for middle and high school ELs.

An analysis of first trimester grades for secondary ELs is as follows:

Student	Grades	Number of A's and B's and P's (pass)	Number of C's and D's	Number of F's
11 students	6 – 8	55 (90%)	6 (10%)	0 (0%)
17 students	9 – 12	69 (60%)	35 (30%)	11 (10%)

An analysis of EasyCBM and ORF data for ELs shows:

Grade Band	Risk Rating – Fall	Risk Rating – Fall (%)
K – 5	low risk = 12 some risk = 12 high risk = 34	low risk = 21% some risk = 21% high risk = 58%
6 – 8	low risk = 5 some risk = 0 high risk = 5	low risk = 50% some risk = 0% high risk = 50%
9-12	low risk = 1 some risk = 1 high risk = 9	low risk –=9% some risk = 9% high risk = 82%

This evidence shows that ELs are passing the majority of their classes; however their oral reading fluency is quite low. At the elementary level, EasyCBM scores include testing in vocabulary and comprehension skills. These scores are also low for a majority of the ELs. Another area of concern is that 91% of the F's received by high school ELs were in a math, science, or social studies. All are classes that require a great deal of academic English.

Our EasyCBM and ORF numbers have not been like this is the past. This negative change is likely due to the number of Recent Arrivers and SIFE that are enrolling in our district.

Are students learning English quickly enough to be successful in regular coursework? NO

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

An analysis of first trimester grades for secondary monitored ELs is as follows:

Student	Grades	Number of A's and B's and P's (pass)	Number of C's and D's	Number of F's
12 students	6 – 8	62 (87%)	9 (13%)	0 (0%)
11 students	9 – 12	52 (68%)	22 (28%)	3 (4%)

An analysis of EasyCBM and ORF data for monitored ELs shows:

Grade Band	Risk Rating – Winter	Risk Rating – Winter (%)
K – 5	low risk = 14 some risk = 1 high risk = 0	low risk = 93% some risk = 7% high risk = 0%
6 – 8	low risk = 12 some risk = 0 high risk = 0	low risk = 100% some risk = 0% high risk = 0%
9-12	low risk = 6 some risk = 1 high risk = 0	low risk = 86% some risk = 14% high risk = 0%

Based on the analysis of grades and reading fluency data, the ELs on years 1 – 4 of monitor status are doing very well academically.

Are monitored English learners generally successful in regular coursework? YES

Are monitored English learners generally at low risk of academic failure? YES

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

An analysis of first trimester grades for secondary monitored ELs is as follows:

Student	Grades	Number of A's and B's and P's (pass)	Number of C's and D's	Number of F's
4 students	6 – 8	24 (100%)	0 (0%)	0 (0%)
20 students	9 – 12	110 (80%)	24 (17%)	4 (3%)

An analysis of EasyCBM and ORF data for former ELs shows:

Grade Band	Risk Rating – Winter	Risk Rating – Winter (%)
K – 5	low risk = N/A some risk = N/A high risk = N/A	low risk = N/A some risk = N/A high risk = N/A
6 – 8	low risk = 4 some risk = 0 high risk = 0	low risk = 100% some risk = 0% high risk = 0%
9-12	low risk = 8 some risk = 0 high risk = 0	low risk = 100% some risk = 0% high risk = 0%

We have no former ELs at the elementary level. Based on the analysis of grades and reading fluency data, our former ELs are doing very well academically.

Are former English Learners generally successful in regular coursework? YES

Are former English Learners generally at low risk of academic failure? YES

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.

South Lane School District tests students from Kindergarten through eighth grades three times a year using the EasyCBM. Students are tested in reading fluency and, at the elementary level, passage comprehension and vocabulary skills. Students are then rated based on their performance as having "low" risk of academic failure, "some" risk of academic failure, or "high" risk of academic failure.

For the below chart, only students who participated in both the fall and winter rounds of testing were included.

An analysis of EasyCBM and ORF data for ELs shows:

Grade Band	Risk Rating – Fall	Risk Rating – Winter	Change
K – 5	low risk = 25% some risk = 31% high risk = 44%	low risk = 23% some risk = 23% high risk = 54%	low risk = -2 some risk = -8 high risk = +10
6 – 8	low risk = 45% some risk = 22% high risk = 33%	low risk = 55% some risk = 0% high risk = 45%	low risk = +10 some risk = -22 high risk = +12
9-12	low risk = 14% some risk = 0% high risk = 86%	low risk = 14% some risk = 14% high risk = 72%	low risk = 0 some risk = +14 high risk = -14

At both the elementary and middle school levels, students did worse in the winter than in the fall. There are now more students at "high risk" of academic failure. Only the high school level showed progress during the school year.

Are English learners making adequate academic progress to meet program goals?

Elementary Level: NO

Secondary Level: NO

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.

According to our Oregon Department of Education Report Card, our current English Learners performed as follows, compared to the academic performance of all other students for the combined 2015/16 and 2016/17 school years:

	2016 – 17 ENGLISH LANGUAGE ARTS Percentage of Students who Met or Exceeded	2016 – 17 MATH Percentage of Students who Met or Exceeded
Elementary – All Students	46.1%	42.1%
Elementary – English Learners	27.3%	19.6%
Middle School – All Students	53.4%	36.2%
Middle School – English Learners	15.2%	<5%
High School – All Students	82.2%	43.4%
High School – English Learners	14.3%	14.3%

Four-Year Cohort Graduation Rate:	
All Students	68%
English Learners	100%

Our local 2016/17 data for monitored ELs shows that:

English Language Arts Local Data				Math OAKS Local Data			
Did Not Meet	Nearly met	Met	Exceeded	Did Not Meet	Nearly Met	Met	Exceeded
6	13	13	0	6	16	9	1
Not Met: 59%		Met: 41%		Not Met: 69%		Met: 31%	

Our local 2016/17 data for former ELs shows that:

English Language Arts Local Data				Math OAKS Local Data			
Did Not Meet	Nearly met	Met	Exceeded	Did Not Meet	Nearly Met	Met	Exceeded
0	4	12	2	4	7	4	3
Not Met: 22%		Met: 78%		Not Met: 61%		Met: 39%	

Our former and monitored English learners are much closer to the district average than our current English learners. This is to be expected since those students have developed enough English skills to fully benefit from core-content instruction.

Is the performance level of English learners comparable to that of the general population over time? YES

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.

South Lane School District uses the following formative assessments to monitor progress of English learners and to modify interventions and instruction throughout the year:

- EasyCBM
- GapFinder
- Express Placement
- Curriculum-based Assessments

Our summative assessment, the English Language Proficiency Assessment (ELPA21) is heavily relied on in order to make program decisions since it is also the assessment used to calculate our AMAO results. We also use Smarter Balanced results to form decisions on appropriate interventions.

Program Improvement/Modifications

95. List any identified concern(s) based on this evaluation.

96. Describe how the district will address the concern(s).

Area of Concern	Plan of Action	Person(s) Responsible	Timeline
Not every family has a Language Use Survey on file	Train/re-train office managers and office staff on the importance of getting a form from every family or, if a family refuses to fill one out, to include a blank form with the refusal noted Make sure building principals understand this process as well	ELD Program Coordinator and teacher	Spring Kindergarten registration – 2018
Adequate English progress is not being made by our ELs, especially those at a level 3	More professional development for classroom teachers – target specific teachers who have not previously been trained, or key teacher leaders within buildings Work with principals (at the secondary level specifically) to identify teacher leaders who can attend the COSA English Learners Alliance Conference, as well as the other trainings offered through our Title III Consortium Additional 1.0 FTE ELD teacher hired, as well as additional EA hours added New elementary curriculum adopted and implemented Allocate more staffing to the high school and middle school ELD and core-content classes	ELD Program Coordinator ELD Program Teachers Elementary Principal at magnet site Title III Consortium Lead	Professional development – March 2018 – 2018/19 SY
AMAO 1 and 2 are not consistently being met, and sometimes fall very short of the goal			COSA – March 2018
Current, monitored and former ELs are not passing state testing at a rate comparable to the general population			Completed
ELs at all grade levels are not making adequate progress on ORF testing, a key indicator of academic success			Completed Spring 2018

Appendices

The following is a list of OAR and ORS that relate to English Language Learners (ELL):

OAR 581-021-0030	Limitation on Administration and Utilization of Tests in Public Schools
OAR 581-021-0045	Discrimination Prohibited
OAR 581-021-0046	Program Compliance Standards
OAR 581-021-0260	An Educational Agency or Institution's Annual Notification
OAR 581-022-0610	Administration of State Assessments
OAR 581-022-0615	Assessment of Essential Skills
OAR 581-022-0617	Essential Skill Assessments for English Language Learners
OAR 581-022-1140	Equal Educational Opportunities
OAR 581-022-1363	Expanded Options -- Definitions
OAR 581-023-0100	Eligibility Criteria for Student Weighting for Purposes of State School Fund Distribution
ORS 327.013	State School Fund distribution computations for school districts
ORS 327.345	Grants for training English as second language teachers; qualifications; use; rules
ORS 336.074	Teaching in English required; exceptions
ORS 336.079	Special English courses for certain children
ORS 336.081	Opportunity to qualify to assist non-English-speaking students
ORS 339.351	Definitions for ORS 339.351 to 339.364.
ORS 659.850	Discrimination in education prohibited; rules
ORS 659.855	Sanctions for noncompliance with discrimination prohibitions

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