



# CHERRY CREEK SCHOOL DISTRICT #5

## *COMPREHENSIVE PLAN FOR SUPPORTING ENGLISH LEARNERS*

# Fall 2018



# Process

In December of 2017, a district Title III English Language Support (ELS) Plan Committee convened to begin the process of revising a district English Language Support plan with the following goals:

- Give stakeholders clear and concise guidance about serving English learners (ELs).
- Consolidate previous district efforts related to English learners into one document.
- Align with other district departments and initiatives to enhance the educational experience of English language learners.
- Be in compliance with federal and state laws.

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The group, comprised of representatives from district administration, school administration, district support staff, general education teachers, parents, community and business members and ELA specialists, divided into four smaller groups, each focusing on sections of the ELA plan. The task for the small groups was to evaluate the research, legislation, Colorado Federal Integrated Review System (C-FIRS) findings, district values and goals, data and demographics, and current practices, and to solicit feedback from district stakeholders through online surveys and focus groups. In addition, they considered and provided their own unique perspectives and experiences as they relate to the work of the committee.

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The final product is a clear, concise and user-friendly document ***designed for general audiences*** to include teachers, parents and administrators. Therefore, the plan itself does not include specific details about assessment, identification, programming and compliance requirements with regards to the role of the ELA specialist in schools. Those specific details are found in an ELA specialists' guidebook which is explicitly designed to assist ELA specialists.

Throughout the fall 2018 semester coordinators made revisions based upon the group's input to reflect our current program. The revised version was completed in Fall of 2018.

This plan is evaluated regularly to ensure alignment with district initiatives, state, and federal laws and is revised as necessary. (Fall 2018 is the most recent version.)



# Acknowledgements

***We would like to thank the following people for their contribution to the initial development of this plan:***



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# Table of Contents

<i>Purpose</i> .....	1
<i>Responsibility</i> .....	2
<i>Legal Requirements</i> .....	5
<i>Demographics</i> .....	11
<i>Identifying English Learners</i> .....	13
<i>Assessing English Learners</i> .....	15
<i>Reclassifying and Exiting English Learners</i> .....	18
<i>Program Model</i> .....	19
<i>Instructional Practices and Strategies</i> .....	20
<i>Curriculum</i> .....	22
<i>Interventions and Support</i> .....	23
<i>Professional Development</i> .....	25
<i>Parental Involvement</i> .....	28
<i>Immigrant and Refugee Families</i> .....	31
<i>Interpretation and Translation</i> .....	33
<i>Evaluation</i> .....	34
<i>Glossary</i> .....	36
<i>Appendix A – Home Language Survey</i> .....	40



# Purpose

Our district mission is

***“To inspire every student to think, to learn, to achieve, to care.”***

***Excellence means equity for all***

The purpose of the Cherry Creek School District Comprehensive Plan for English learners (ELs) is to inspire every EL, family, community member and all educational personnel to think, to learn, to achieve, and to care.

<b>To Inspire</b>	<b>Few organizations have a more compelling mission than the Cherry Creek School District.</b> We ask our staff “to inspire” every child, every day. Our job is to instill a hunger for learning in our students so they are prepared to meet the challenges of a complex and changing world.
<b>Every Student</b>	<ul style="list-style-type: none"><li>▪ Inclusive Excellence is a key focus of our work in Cherry Creek. We are dedicated to increasing the achievement of all students and eliminating the predictability of scores by student characteristics.</li><li>▪ It is important to attract quality personnel who reflect the diversity of our community, are knowledgeable, and care deeply about young people.</li></ul>
<b>To Think</b>	<ul style="list-style-type: none"><li>▪ Students learn curriculum that is aligned with state standards</li><li>▪ Every student has access to and training in the use of technology as an effective tool for learning and problem solving</li><li>▪ Students improve thinking skills through district wide implementation of Thinking Maps™</li><li>▪ Elementary students learn science through FOSS Science™ program</li></ul>
<b>To Learn</b>	<ul style="list-style-type: none"><li>▪ In our district, our goal is that all teachers have the knowledge and skills to teach the current and future student population.</li><li>▪ Cherry Creek School District values engaging students, parents and community members as partners in the educational process.</li></ul>
<b>To Achieve</b>	<ul style="list-style-type: none"><li>▪ Our students are an increasingly diverse group of young people who consistently score above the state and national averages on standardized assessments. They possess unlimited potential and bring us a bright hope for the future.</li><li>▪ In Cherry Creek, we believe every student should have the knowledge and skills necessary to succeed in college and other post-secondary options, including vocational education, the military, and the workforce..</li><li>▪ Our schools have earned prestigious honors, including Blue Ribbon and John Irwin School of Excellence designations. As of 2011-2012, 95% of our schools were assigned to Performance Plans, and 5% were assigned to Improvement Plans.</li></ul> <p>The English Language Supports and Services Dept. has been awarded the ELPA Award 2014, 2015, 2016 and 2017</p>
<b>To Care</b>	<ul style="list-style-type: none"><li>▪ One of the District's goals is to increase the percentage of high school seniors who indicate they are prepared for participation in a democratic society and intend to engage in various civic activities. For instance, it is important that they are knowledgeable about government operation, voting, volunteering and other forms of community service.</li><li>▪ Cherry Creek School District is committed to increasing the percentage of students who indicate that their school environment is characterized by civility and that they have displayed character traits such as honesty, respect for others, and appreciation for different cultures and racial groups.</li></ul>



# Responsibility

***“We are wise not by the recollection of our past,  
but by the responsibility for our future.”***

***~George Bernard Shaw***

In this endeavor we hold a set of values committed to:

- Placing the needs and welfare of students above all else
  - Providing safe and caring environments for learning
  - Holding high expectations for the growth and achievement of each student
  - Developing meaningful relationships with students and families
  - Respecting and understanding the diversity of the students and families we serve
  - Engaging students, parents, and community members as partners in the educational process
  - Utilizing organizational strategies that promote involvement and empowerment
  - Attracting quality personnel who reflect the diversity of our community, are knowledgeable, and care deeply about young people
  - Demonstrating a strong service orientation to students and parents
  - Encouraging creativity and innovation to attain the vision
  - Improving the organization continuously
  - Fostering a desire for lifelong learning, achievement, and service to others
- 

## **District Personnel**

All district personnel are responsible for implementing this plan with fidelity. All levels of the organization will hold the responsibility of carrying out and acquiring new behaviors and beliefs specific to the actions outlined in this plan. It is essential that every school and the school district in large accept the success of the English learner (EL) population as a district-wide responsibility.

## **District Leadership**

District leadership and administrative personnel will continue to guide and support the overall organization in its attainment of the goals, vision and mission outlined in the Excellence in Action Strategic Plan which is based on federal, state and school board expectations.

## **School Leadership**

School administration and leadership will remove barriers, provide support and promote the development of all teachers, outlining their responsibilities for the achievement of each EL and the implementation of this plan.



## Teachers and School Staff

Our program model seeks to build the capacity of both the classroom teacher and the ELS Specialist. Together they co-plan and co-instruct lessons that scaffold instructional experiences and differentiate assessment tasks so that all students can have access to grade level standards as well as increase their proficiency in reading, writing, listening and speaking in English in these content areas. During co-planning, co-teachers and specialists analyze the learning target as well as the language function, forms and fluency needed in order to understand and attain the specific learning target.

In order to maximize the success of ELs, every teacher must be skilled in scaffolding instructional experiences and differentiating assessment tasks so that all students can participate meaningfully as well as understand the functional language needed for the specific content/thinking required in the lesson. Co-teachers and English Language Support (ELS) Specialists co-plan considering what content needs to be learned as well as the linguistic demands and functional language of a lesson and specifically what students should produce during that time. English language support (ELS) specialists will be an on-site resource to content-area teachers sharing a wide repertoire of effective strategies to not only ensure access to the content but prepare lessons that explicitly teach English within that content.







# Responsibility

## Parent Partnerships

Parent partnerships will be garnered through effective practices as outlined in the **Parental Involvement** section of this plan. Parents and families will support students through meaningful opportunities for engagement and participation.

## Data Analysis

The data from the English learner (EL) subgroup will be analyzed as part of the building school improvement plan equity goal. The Office of Assessment and Evaluation will provide meaningful disaggregated data from Colorado standards-based assessments in a timely manner for schools to review. District leadership from the English Language Acquisition department will provide support to building leadership in the analysis of these results. Longitudinal language acquisition results, both formative and summative, will be monitored collaboratively by teachers and building leaders.

## Professional Development

Ongoing job embedded professional development, professional learning community collaboration, peer coaching through ELS Program Coordinators, and collaboration with principals, will provide the means of assuring implementation of this plan.







# Legal Requirements

***“Education is a human right with immense power to transform.”***

***~Kofi Annan, Co-recipient of the 2001 Nobel Peace Prize***

## ***Title III***

Title III of the No Child Left Behind (NCLB) Act provides funding to support English learners (ELs) in attaining English language proficiency and content knowledge.

It requires that all ELs receive quality instruction for learning both English and grade-level academic content. NCLB allows local flexibility for choosing programs of instruction, while demanding greater accountability for ELLs' English language and academic progress. Under Title III, states are required to develop standards for English language proficiency and to link those standards to the states academic content standards. Schools must make sure that ELs are part of their state's accountability system and that their academic progress is monitored over time.

Here are some of the NCLB requirements concerning ELs:

### **Testing**

- All ELs' English language proficiency will be tested annually using ACCESS (Assessing Comprehension and Communication in English State-to-State) as required by the state of Colorado.
- All ELs take state academic achievement tests in language arts and math, ELs who have been in the United States for less than one-year do not have to take the language arts test for that first year.
- ELs who have been enrolled in United States schools for at least three consecutive years and who participate in a program funded under Title III are to be tested in English for reading and language arts.

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### **Parental Notification**

- The Cherry Creek School District provides parent notification as to why their child is in need of placement in a specialized language instruction program.
- The Cherry Creek School District also implements parental outreach to encourage parents to become informed and active participants in their child's participation in a language instruction educational program. See **Parental Involvement** section for more information.



# Legal Requirements

## Accountability

The Cherry Creek School District receives Title III funds; therefore, we are responsible for meeting Annual Measurable Achievement Objectives (AMAOs). The objectives are used to measure the effectiveness of language instruction programs. There are three specific AMAO targets:

- Percent of students making annual progress in learning English
- Percent of students attaining English proficiency
- Meeting Median Adequate Growth Percentiles (MAGP) requirements for the EL subgroup

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## Programming

The Cherry Creek School District:

- Certifies that all teachers in a language instruction educational program for limited English proficient (LEP) students are fluent in English, including written and oral communication skills. ELS specialists have an endorsement in Culturally & Linguistically Diverse Education.
- Ensures that the programs will promote speaking, reading, writing and the comprehension of English language as well as enable children to meet state academic content standards
- Based our plan on scientifically-based research for teaching limited English proficient children
- Consulted with teachers, researchers, school administrators and parents, and, if appropriate, with education related community groups and nonprofit organizations and institutions of higher education in developing the English learner (EL) plan
- Is not in violation of any State laws, including state constitutional law, regarding the education of limited English proficient children, consistent with Section 3116(d)(5)





# Legal Requirements

## English Language Proficiency Act (ELPA)

*(Senate Bill 462-1981; Article 24 of Title 22, Colorado Revised Statutes as amended)*

### Legislative Declaration

The general assembly hereby finds, determines, and declares that there are substantial numbers of students in this state whose educational potential is severely restricted because a language other than English is their primary means of communication. The general assembly recognizes the need to provide for transitional programs to improve the English language skills of students. It is the purpose of this article to provide for the establishment of an English language proficiency program in the public schools and to provide for the distribution of moneys to the several school districts to help defray the costs of such program.

*(Section 22-24-105. Specifies district-powers and duties as follows)*

It is the duty of the district to:

- Identify, through the observations and recommendations of parents, teachers, or other persons the students whose dominant language may not be English;
- Assess such students, using instruments and techniques approved by the department, to determine if their dominant language is not English;
- Certify to the department those students in the district whose dominant language is not English;
- Administer and provide programs for students whose dominant language is not English.

A student whose dominant language is not English is defined as a public school student whose academic achievement is impaired due to his/her inability to comprehend or speak English adequately. English language proficiency is determined by his/her local school district through use of instruments and tests approved by the department. Such a student would have one or more of the following attributes and would be considered:

- A student who speaks a language other than English and does not comprehend or speak English
- or
- A student who comprehends or speaks some English, but whose predominant comprehension or speech is in a language other than English
- or
- A student who comprehends or speaks English and one or more other languages and whose dominant language is difficult to determine, if the student's English language development and comprehension is:
  1. At or below district mean or below the mean or equivalent on a nationally standardized test
  - or
  2. Below the acceptable proficiency level English language proficiency test approved by the department.



# Legal Requirements

## ***Federal Legislation Regarding District's Obligation To Serve Limited English Proficient (LEP) Students***

The current Office for Civil Rights (OCR) Policy on the District's Obligation toward LEP students is based on the following federal laws and court decisions:

1964	Title VI of the Civil Rights Act
1968	Bilingual Education Act
1970	May 25 <sup>th</sup> Memorandum
1974	Lau v. Nichols U.S. Supreme Court decision
1974	Equal Education Opportunities Act
1978	Education Amendments
1981	Casteneda v. Pickard 5 <sup>th</sup> Circuit Decision
1985	OCR: Title VI Language Minority Compliance Procedures
1991	OCR Policy Update

### **1964 Title VI of the Civil Rights Act**

Prohibits discrimination based on race, color, or national origin. Districts must provide equal educational access and opportunity to language minority students. The access must be meaningful. This provided for alternative language programs. Schools may not restrict an individual's enjoyment of an advantage or privilege enjoyed by others. Schools may not provide services, financial aid, or other benefits that are different or provide them in a different manner.

### **1968 Bilingual Education Act**

The Bilingual Education Act was the first federal recognition that limited English speaking ability students have special educational needs. In the interest of equal educational opportunity, bilingual programs should be federally funded.

### **1970 May 25<sup>th</sup> Memorandum**

Clarification of Civil Rights Act of Title VI of 1964. On May 25, 1970, the Department of Health, Education, and Welfare issued a memorandum regarding the education of limited English speaking ability children. The memorandum informed school districts that they must take affirmative steps to rectify English language deficiencies of children which go beyond providing the same books and teachers to all pupils. The same education is not equal education. They must not place students in classes for the mentally retarded solely because they do not know English, deny them access to college preparatory courses, nor place them in dead-end tracking systems. Finally, school districts have the responsibility to adequately notify parents in languages other than English concerning school activities (which are called to the attention of other parents) so they understand and have equal access and opportunities for participation. Schools must help students overcome language barriers and provide opportunities for them to participate meaningfully. The question of need for an alternative program is resolved by determining



# Legal Requirements

whether language minority students are able to participate effectively in the regular instructional program. When they are not, the school district must provide an alternative language program. Districts must ascertain that the program is designed to ensure the effective participation of language minority students. Steps should be taken to ensure that sound and appropriate programs are in place. It is expected that a sound program will include the maintenance of reasonably accurate and complete data regarding its implementation and the progress of students who move through it. Students cannot be excluded from effective participation in school because of the inability to speak and understand the language of instruction.

## **1974      Lau v. Nichols U.S. Supreme Court Decision**

In 1974, the U.S. Supreme Court in the Lau v. Nichols case ruled on a class action suit brought against the San Francisco school District by parents alleging that 1,800 Chinese students were being denied an equal education because of their limited English skills. Justice William O. Douglas wrote that because the students knew little or no English, they were foreclosed from any meaningful education. The Supreme Court decided that it was not enough for school districts to provide the same teachers and books for language minority students but they had to provide special assistance in English so limited English proficient (LEP) students could take a meaningful part in the educational system. The court mandated a Lau plan for school districts with 20 or more identified language minority students. Schools must take affirmative steps to overcome educational barriers that impede equal participation in instructional program.

## **1978      Education Amendments**

The 1978 Education Amendments expanded the eligibility for bilingual programs from those who were students of limited English speaking ability to those who were of limited English proficiency. This term refers to students with sufficient difficulty speaking, understanding, reading, or writing the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English (Public Law 95-561).

## **1981      Castaneda v. Pickard 5<sup>th</sup> Circuit Decision**

This decision in Raymondville, Texas, stated that schools must have a program for LEP students and it should be based on a legitimate foundation. The program must be implemented and not just on paper. The program must be evaluated to see if it is working and adapted accordingly.

## **1991      Office for Civil Rights (OCR) Policy: Three-pronged Castaneda approach**

### **Soundness of Educational Approach**

It is the prerogative of each district to select a specific educational approach to meet the needs of its particular English learner (EL) population. A district may use any educational approach that is recognized



# Legal Requirements

as sound by some experts in the field, or an approach that is recognized as a legitimate educational strategy.

Regardless of the educational approach selected by the district, in assessing compliance with Title VI a twofold inquiry applies: (1) whether the approach provides for English language development; and (2) whether the approach provides for meaningful participation of English learners (ELs) in the district's educational program. The Office for Civil Rights (OCR) encourages districts to develop their own specific program goals. Whether or not such goals are formally developed, OCR requires the program to meet the twofold requirements of Title VI.

## **Proper Implementation: staffing requirements, exit criteria, and access to programs such as Gifted and Talented and Special Education**

Once a district has selected an educational approach, it needs to provide the necessary resources to implement the program. The variations in programs implemented by districts may be as diverse as the populations served by those districts.

### **Program Evaluation**

Once a district has selected an educational approach, it needs to provide the necessary resources to implement the program. The variations in programs implemented by districts may be as diverse as the populations served by those districts.

- Is the program working?
- Are ELs gaining the proficiency in English that will enable them to participate meaningfully in the district's education program?







# Demographics - 2018

***“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.”***

***~Maya Angelou***

Total Student Population: 55,699

Total English language learner (ELL): 6,053 10.87% of total population

	ELL	% of ELL Population	Non ELL	% Non-ELL
Free & Reduced Lunch	4,003	66.13%	12,622	25.42%
Gifted Talented	13	.21%	4,166	8.39%
Migrant	10	.165%	3	.006%
Special Education	807	13.33%	6,022	12.13%
Non-English Proficient (NEP)	258	4.26%		
Limited English Proficient (LEP)	4,578	75.63%		
Fluent English Proficient (FEP)	1,217	20.10%		

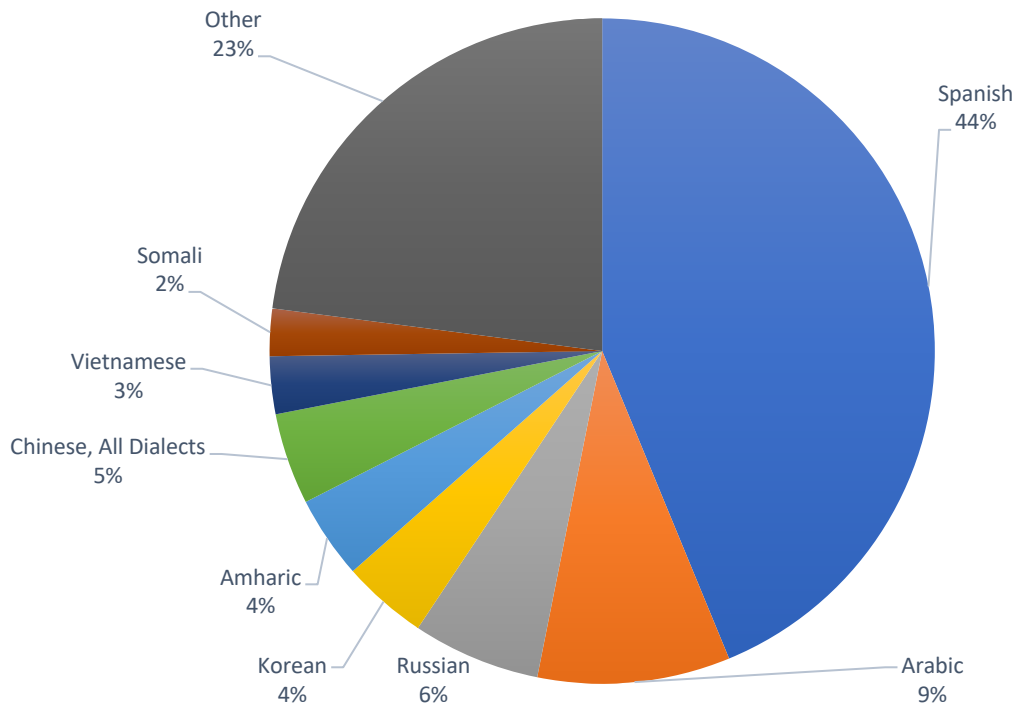
## Languages Represented in Cherry Creek School District

English	41,802	75.05%
Spanish	5,392	9.68%
Arabic	970	1.74%
Russian	887	1.59%
Korean	791	1.42%
Amharic	624	1.12%
Chinese, Mandarin	551	0.99%
Vietnamese	473	0.85%
Hindi	288	0.52%
Other	3,921	7.04%

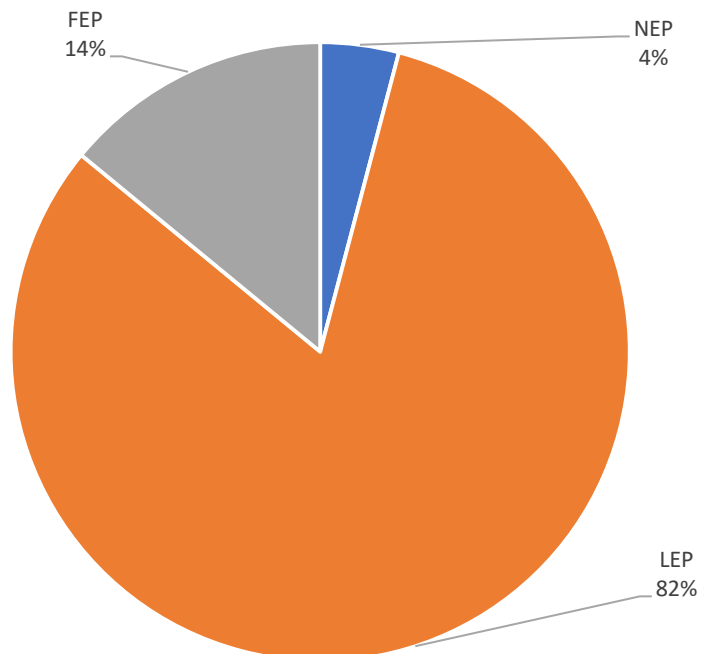


# Demographics - 2018

## Percentage of EL Population, by Language



## EL Population by Proficiency





# Identifying English Learners

***“We are not what we are, nor do we treat or esteem each other for such,  
but for what we are capable of being.”***

***~Henry David Thoreau***

## **Initial Identification**

Every student who speaks, understands, reads, and/or writes a language other than English will be evaluated for English proficiency upon enrollment in the Cherry Creek School District.



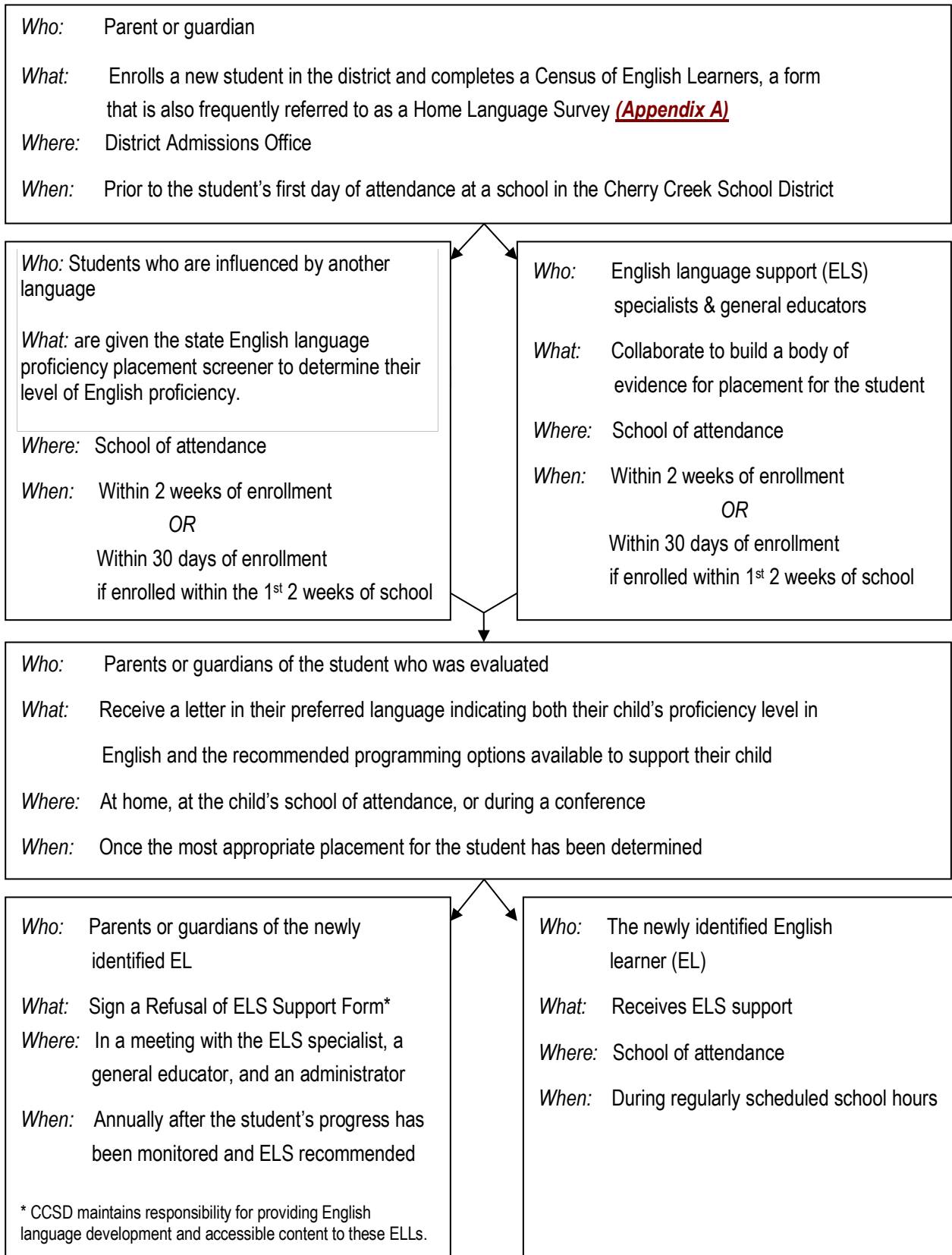
## **Later Identification**

If a current student in Cherry Creek Schools is not receiving English language support and demonstrates a need for such support due to suspected limited proficiency in one or more of the four linguistic domains, he or she may be assessed to determine whether EL support is appropriate and would be beneficial. The request for an English language proficiency evaluation may be requested by a parent, general educator, or another school staff member who knows and works with the student. After a request has been submitted to the ELS specialist, the student will be evaluated with an assessment designed to measure English language proficiency.



# Identifying English Learners

## Flow Chart





# Assessing English Learners

***“Excellence is the gradual result of always striving to do better.”***

***~Pat Riley***

Determination of appropriate support for an English learner (EL) will be based on multiple assessment results. Analysis of authentic assessments of academic and English language proficiency levels informs the design of instruction that is appropriate and challenging for the EL.

EL data will be analyzed as part of the building's school improvement goals and expectations. Classroom teachers, English language Support (ELS) specialists, content area teachers and instructional coaches will collaboratively review formal and informal data sources to craft and implement effective instruction for all students within their building.

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## **Assessment**

The **assessment matrix** on page 16 represents the broad range of assessments that can assist in diagnosing the instructional needs of ELs, monitoring their progress over time, and assessing their annual linguistic and academic growth. This comprehensive view aids in linking instruction to the specific assessment results of ELs and helps in assessing the district's progress towards meeting the Annual Measurable Achievement Objectives (AMAOs).

Classroom teachers, ELS specialists and building administrators will use data from the Colorado state standards-based assessments and ongoing English Language Development (ELD) checklist results when working with students and looking at growth. The district will provide training and support for using the data. Questions to consider include: Does the student meet growth targets, as defined by the state AMAO targets? Is the student moving toward proficiency (gaining at least one level per academic year)?

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## **Progress Monitoring**

Cherry Creek School District annually uses a body of evidence (BOE) to evaluate students to determine English language proficiency in listening, speaking, reading, writing, and overall comprehension.

The BOE chart (**Appendix B**) describes the required and optional components of the BOE for monitoring the progress of ELs. These measures should be used with students throughout their ELS educational experience.



# Assessing English Learners

The body of evidence (BOE) is documented in the district database and includes information from multiple sources such as:

- Annual ACCESS Proficiency Test (required for all limited English proficient students)
- Annual standardized assessments
- Formal or informal content-specific achievement tests
- Diagnostic tests
- Developmental or achievement checklists
- Observations documented through anecdotal records and portfolios
- Language samples, surveys, and language proficiency tests
- Parent, teacher, or student questionnaires
- Student performance portfolios
- Logs or journals

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## WIDA Speaking and Writing Rubrics

The district utilizes the WIDA Speaking and Writing rubrics which provide a method for monitoring an English learner's (EL's) progress toward proficiency in the English language domains of speaking and writing. These monitoring tools are helpful to both the general educator and the English language support (ELS) specialist as they co-plan and design the best instructional approach for the EL.







# Assessing English Learners

## Assessment Matrix - Speaking, Listening, Reading, Writing

Test	Purpose	Type	When Administered	English Language Development – what is assessed?
ACCESS for Proficiency	Listening, Speaking, Reading, Writing,	Summative	January	Listening, Speaking, Reading, Writing
Grade level Reading Assessment, iReady, or Independent Reading Level Assessment (IRLA)	English Reading Skills Grades K-5	Screening and progress monitoring	Three times a year	Reading
Naglieri Non-verbal Ability Test (NNAT)	Non-verbal ability Grade 3	Diagnostic	Fall	
Colorado Measure of Academic Success (CMAS)	Reading, Writing, Math (3-10) Science (5, 8, 10)	Summative	Spring	Reading, Writing
WIDA-Screener Placement Test (W-APT) for Kindergarten	Instructional Placement (K-12)	Formative	Within 30 days of enrolling in district or 2 weeks after October 1, for students with a home or primary language other than English	Speaking, Listening, Reading, Writing



# Reclassifying English Learners

***“Success is a journey, not a destination”***

***~Ben Sweetland***

Cherry Creek School District has established objective exit criteria to ensure that English Learners (ELs) are meeting the same high standards as their non-EL peers before being reclassified or exited from their English language support (ELS) program. A collaborative decision-making process is used to determine if a student has met these criteria and is ready to be reclassified to a monitored status and no longer receive direct ELS support.

## **Process:**

- Progress monitoring reveals that an EL consistently demonstrates:
  - English language proficiency in each of the four domains: speaking, listening, reading, & writing
  - Academic proficiency in Language Arts, Science, Social Studies, Math and Social and Instructional Language
- In collaboration with content area teachers, parents/ guardians, and the student, the ELS specialist
  - Compiles data from valid and reliable assessments and documented observations to create a body of evidence to determine whether reclassification from limited English proficient (LEP) to fluent English proficient (FEP) is appropriate.
  - Documents the information contained within the body of evidence (BOE) in the district database
  - Monitors the student's progress for a period of two years to determine his or her success in the general education program
  - Formally exits the student from the program after he or she has demonstrated academic and linguistic success during two consecutive years of monitoring
- Schools are obligated to provide any assistance necessary to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English.

## **Redesignation and Exit for English Learners with Exceptionalities**

The decision to redesignate a student who receives Special Education and ELS is made by members of the Individual Education Program (IEP) team (special & general educators, the ELS specialist, parents and the student) as well as other individuals who are familiar with the EL and his/her performance. If a student's disability interferes with his/her ability to meet ELS redesignation/exit criteria, the team will convene and document student data in a body of evidence (BOE) in order to develop appropriate programming supports based on the needs of the individual student. This BOE may include: the student's IEP, Response to Intervention (RtI) documentation and/or ACCESS results.



# Program Model

## English Language Support Vision

*To provide culturally and linguistically diverse learners with equitable access to cohesive learning opportunities that accelerate their social and academic English, provide meaningful access to grade level content and increase their overall achievement through collaboration and co-teaching.*

Our program model at each elementary, middle, and high school is based on the above vision statement. Therefore, at each level English learners:

- 1) Receive developmental language support in social & instructional English and in the language of math, science, social studies, and language arts
- 2) Have access to grade-level content as determined by state standards

### Elementary School

English Learners receive instruction in the core content areas (math, science, social studies, and language arts). English learners are supported in their English language development through co-teaching. In a co-taught class, there is a general educator and a specialist trained in English language development.

### Middle School

English Learners receive instruction in the core classes (math, science, social studies, and language arts). In a co-taught class, there is a general educator and a specialist trained in English language development. English learners are supported in their English language development through support classes for students new to the country/ NEP as well as co-teaching.

### High School

English Learners receive instruction in the core classes (math, science, social studies, and language arts). In a co-taught class, there is a general educator and a specialist trained in English language development. English Learners are supported in their English language development through support classes for students new to the country/ NEP as well as co-teaching.



# Instructional Practices and Strategies

**"When students don't learn the way you teach them, teach them the way they learn."**

**- Mary Ann Christison**

To carry out the district mission we must ensure that all teachers have the knowledge and skills to teach the current and future student population who will be living and working in a global economy. That calls for instruction focused on preparing students for the 21st century and beyond. As a district, we are committed to giving all teachers the tools they need to work effectively with every student so that each child can reach his/her potential.

The Cherry Creek Instructional Framework is a cycle with four key components: **plan, teach, monitor, and adjust**. While these components overlap to a degree, the framework outlines the key ideas within each one separately and links them to specific aspects of the Cherry Creek Teacher Observation Record.

## **Purpose of the Framework**

The Cherry Creek School District's Instructional Framework is grounded in the principles of classroom practice, climate, and organization that research has demonstrated are the most effective methods in increasing student achievement.

- According to The Mid-continent Research for Education and Learning (McREL), a nonprofit education and research organization based in Denver, Colorado, one hallmark of successful school districts is the use of a broad but common framework for classroom instructional design and planning that provides a common instructional language or vocabulary, and leads to the consistent use of research-based instructional strategies in each school.
- Other researchers agree — successful schools and school districts promote instructional coherence or an instructional framework that specifies and aligns the content, tools, methods of teaching and assessment (*Newman, Smith, Allensworth, and Bryk, 2001*).
- Researchers at McREL and other institutions have identified a number of specific instructional practices that lead to higher student achievement (e.g., *Classroom Instruction that Works*). This framework incorporates those practices and links them to the Cherry Creek Teacher Observation Record.
- Using a common instructional framework is consistent with the findings of an in-depth self assessment conducted by the Cherry Creek School District during the 2006–07 school year. That process calls for the district to develop a more coherent and intentional approach to instruction and curriculum.

## **Effective instruction for ELs includes all of the above plus:**

- Instruction based on the *Sheltered Instruction Observation Protocol*, by Echevarria, Vogt, & Short
- Instruction based on *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning* by Villa, Thousand, Nevin
- Guidebook on Designing, Delivering, and Evaluating Services for English Learners (2016), available at [Colorado EL Guidebook](#)
- Instruction considering forms, functions and fluency of content



# ***Instructional Practices and Strategies***

These elements must be planned for and implemented in a successful co-taught lesson:

<b>Consider:</b>	<b>Questions to Ask:</b>
<b><i>L</i>earning Targets</b>	<ul style="list-style-type: none"><li>• What do we want students to learn?</li><li>• What are our big ideas and essential questions?</li><li>• What is the functional language necessary to achieve the learning target (at the word, sentence and discourse levels)?</li></ul>
<b><i>A</i>nalysis of Data</b>	<ul style="list-style-type: none"><li>• What are our data telling us about our students?</li><li>• What concepts/skills/language have our students mastered and what concepts/skills/language are likely to cause them difficulty?</li><li>• What cultural, personal, behavioral or other information do we have about our students that will inform our instruction?</li></ul>
<b><i>S</i>trategies and Scaffolds</b>	<ul style="list-style-type: none"><li>• Which instructional strategies would best support the learning and language targets?</li><li>• Which strategy would best teach to the identified difficulties?</li><li>• Which co-teaching approach(es) will we use to address students' needs?</li></ul>
<b><i>E</i>valuation</b>	<ul style="list-style-type: none"><li>• How will we know if students master the learning and language targets?</li><li>• What will we do if they don't? and how will we monitor progress toward mastery?</li></ul>
<b><i>R</i>oles and Responsibilities</b>	<ul style="list-style-type: none"><li>• What are the specific tasks that we will do before, during, and after the lesson?</li></ul>



# Curriculum

**ELS is not a separate curriculum. It is a process that students go through to learn English (English Language Support). Our ELS specialists co-teach in the regular classroom to help make the content comprehensible and support the teachers in ensuring that the students' language development occurs concurrently while learning the content.**







# Interventions and Support

***A teacher is one who makes himself progressively unnecessary.***

***~Thomas Carruthers***

First and foremost, English Learners (ELs) in Cherry Creek Schools will be afforded access to any and all intervention services available to their peers who are native English speakers, including Title I, Special Education or Advanced Academic and Gifted services. This includes consideration for federally funded Title I and Special Education programs as well as state and district-supported programs and services for academically advanced or struggling learners through Response to Intervention (RtI) structures.

**The provision of English language support (ELS) support may not preclude a student from receiving needed interventions in reading, math, or written language.**

Regardless of the intervention program or model implemented, we support the inclusion of the following promising and proven practices in closing any performance gaps between ELs and native English speakers:

- Universal screening
- Frequent progress monitoring and sustained accountability of student growth
- Culturally and linguistically responsive research-based instructional methods, including, but not limited to these mentioned in this guide.
- Collaboration among general educators, ELS specialists, other program specialists and parents

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## **The Response to Intervention Framework**

In Cherry Creek, by utilizing the Plan, Teach, Monitor, and Adjust expected approach to instruction, staff identify needs at the school, grade, group, and individual levels to ensure adequate growth toward mastery for all students. Response to Intervention allows teachers and administrators to use the training, expertise, and talents across the staff and beyond to establish a learning community that moves all students along the path of college and career readiness.

- Within each school, an infrastructure shall exist that enables all children to have timely and equitable access to supplemental interventions. This may be delivered through the assignment of standard school-based interventions or through an individual problem-solving team process
- The Problem Solving or Intervention Planning Team should consider the student's language(s) and cultural background when meeting to determine appropriate interventions, with support from the family
- In order for all students to be college and career ready, interventions chosen for ELs are outcome-based, rigorous, and supplement grade level curricula regardless of the student's native language development, literacy attainment, and overall academic abilities



# Interventions and Support

- These interventions provide direct alignment to and additional time for instruction in the vocabulary, skills, and conceptual knowledge essential to access grade level curricula and to meet rigorous state standards and provide equitable opportunities to learn. In some cases, when the student does not adequately respond to an intervention, it may be appropriate to supplant rather than supplement core instruction



## Special Education:

- English Learners (ELs) are entitled to special education services, when appropriate, as identified by a body of evidence which may include Response to Intervention (RtI) data.
- Parents will be informed of their rights, the child's rights, the staffing process, and safeguards in the placement process when determining eligibility for Special Education services.
- When the student is referred to Special Education, the parents will be provided with the reasons for the referral and given an opportunity to discuss their child's needs with school personnel.
- All communication with parents will be conducted in their preferred language and format.
- The English language support (ELS) specialist will be an active member of the Individualized Education Program (IEP) team.
- Steps will be taken to analyze assessments to make sure they are both reliable and valid for the EL in question.
- Students will continue to receive English Language Support while receiving Special Education services.

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## Retention:

English Learners shall not be retained in grade solely on the basis of their level of English proficiency. The U.S. Department of Education, Office for Civil Rights, considers such retention to be discriminatory because these students would be retained for not having adequate prior exposure to English. A team of specialists/teachers may consider retaining a student if:

- Student has been continuously enrolled for more than one academic year
- Student has been given an English language proficiency test (ACCESS)
- Student is receiving ELS support
- Modifications are being implemented in lesson delivery, assignments, homework and assessments
- Student has an individualized learning plan to document student progress and classroom modifications.
- Alternate grading strategies have been implemented

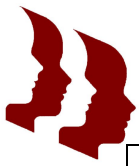
This team must consider the positive and negative impacts retention could have on this student.



# Professional Development

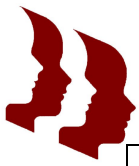
*Who dares to teach must never cease to learn. ~John Cotton*

Focus Area	Professional Development Goals	Ongoing Professional Development	Additional Professional Development Opportunities
Identification/ Placement Reclassification Retention	<p>Teachers of English learners (ELs) (including content, mainstream, and ELS specialists) will:</p> <ul style="list-style-type: none"> <li>• Know the identification and placement processes for ELs</li> <li>• Understand the difference between native English speakers' language needs and ELs' language needs</li> <li>• Know the characteristics of ELs with exceptional needs</li> <li>• Understand their role and responsibility with regards to students who are identified as fluent English proficient (FEP) (Students who are identified as Monitor 1, Monitor 2, and Exited)</li> </ul>	<ul style="list-style-type: none"> <li>• All English language Support (ELS) specialists trained on administration of Colorado standard-based assessments for English Learners</li> <li>• Gifted and Talented (GT) teachers are trained on the characteristics of gifted ELs and on data analysis to identify gifted English learners</li> <li>• All ELS specialists are trained on policy and procedures for identifying, placing, and reclassifying ELs</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers of ELs (including content, mainstream, and special education) have access to training that includes identification, placement, and reclassification requirements</li> <li>• Communicate and provide opportunities for parents to discuss policies and procedures regarding ELS placement and reclassification</li> </ul>
Assessment and Evaluation	<p>Cherry Creek School District (CCSD) will:</p> <ul style="list-style-type: none"> <li>• Ensure consistency regarding assessment practices for English learners</li> <li>• Develop common assessments for monitoring listening, speaking, reading, and writing</li> <li>• Offer differentiated professional development based on building needs</li> </ul>	<ul style="list-style-type: none"> <li>• ELS specialists receive support in analyzing student and programming standardized assessment data as well as data on effective co-teaching from the co-teaching rubric</li> <li>• District professional learning opportunities are offered by the Office of Assessment and Evaluation around data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• All ELS specialists receive ongoing professional development and coaching around essential instructional components for ELs</li> <li>• Data dialogue and analysis</li> </ul>
Curriculum and Instruction	Teachers of English learners (ELs) (including content, mainstream, and English	We provide a variety of professional development	<ul style="list-style-type: none"> <li>• Thinking Maps Path to Proficiency training at school level</li> </ul>



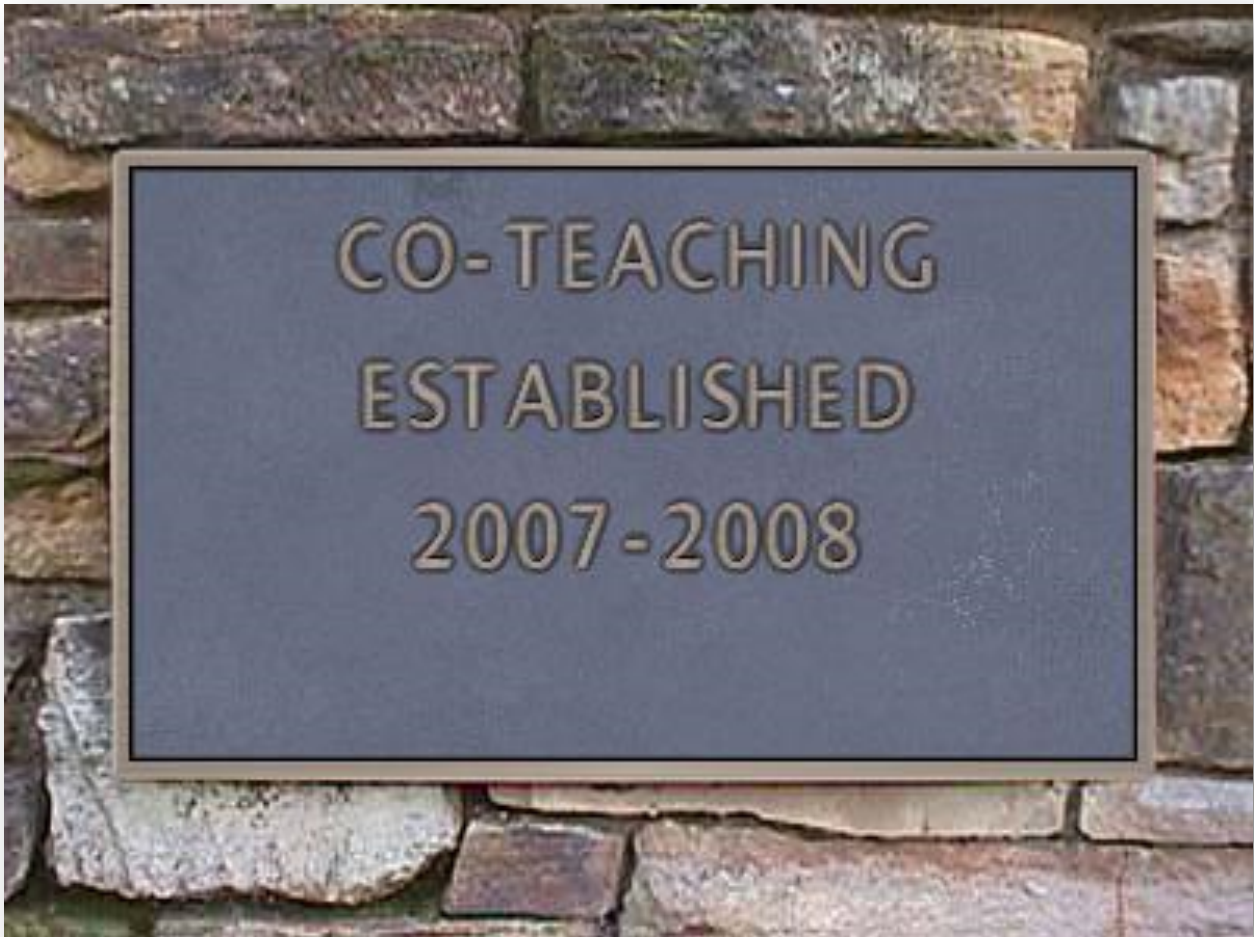
# Professional Development

	<p>language support (ELS) specialists) will:</p> <ul style="list-style-type: none"> <li>• Understand the instructional approaches, practices, and strategies that meet the unique needs of ELs</li> <li>• Understand how to use technology to enhance instruction for ELs</li> <li>• Understand language acquisition theory and how language acquisition affects learning</li> <li>• Have a basic understanding of common ELS terminology</li> </ul>	<p>opportunities to support student achievement through:</p> <ul style="list-style-type: none"> <li>• Co-Teaching: Beyond the Basics – 15 hour class offered multiple times a year</li> <li>• Thinking Maps: Path to Proficiency Facilitator Training</li> <li>• Co-teaching lesson studies at the school-level</li> <li>• Presentations at staff and/or department meetings</li> <li>• 3-hour classes after school on topics specific to ELs</li> <li>• Instructional coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing the Colorado Academic Standards and Colorado English Language Proficiency standards</li> <li>• Training ELS specialists and special education teachers in reclassifying Limited English Proficient (LEP) students with an IEP</li> <li>• Culturally and Linguistically Diverse Endorsement in collaboration with Adams State College, beginning fall of 2012 and completing spring of 2017.</li> <li>• Classes offered to meet CDE recertification requirement.</li> </ul>
Parental Involvement	<p>Teachers of English learners (including content, mainstream, and ELA specialists) will:</p> <ul style="list-style-type: none"> <li>• Understand how to work collaboratively with parents of ELs</li> <li>• Understand the importance of native language maintenance within the home</li> <li>• Collaborate with parents (in a culturally responsive manner) to discuss how they can support their child(ren)'s learning at home</li> </ul> <p><b>Parents of English learners (ELs) will:</b></p> <ul style="list-style-type: none"> <li>• Understand the English language support (ELS) educational programming options for their child(ren)</li> </ul>	<ul style="list-style-type: none"> <li>• Various building specific parental involvement opportunities</li> <li>• District professional development opportunities focused on equity and culturally relevant instruction</li> <li>• Administrator training focused on equity and culturally relevant instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Continued professional development through district trainings for all personnel</li> <li>• Family Literacy Center program expanded throughout district.</li> <li>• Enhance current training of all district personnel (including office managers, security, admissions personnel, etc) on equity and cultural norms, values, and issues</li> <li>• Movement of equity issues from knowledge phase to action phase</li> <li>• Common understanding of equity issues at all levels within the district</li> </ul>



## ***Professional Development***

	<ul style="list-style-type: none"><li>• Understand the identifying, placing, and reclassifying process</li><li>• Be aware of their rights and responsibilities as parents in supporting their child(ren)'s education</li></ul>		
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# Parental Involvement

***"I do not think the measure of a civilization is how tall its buildings of concrete are, but rather how well its people have learned to relate to their environment and fellow man."***

***-Sun Bear of the Chippewa Tribe***

The goal of the Cherry Creek School District is for parents to feel connected to their child's school and to foster positive relationships with students and families from various cultural backgrounds. Parent involvement at the school and district level is promoted by providing parents with vital information through an effective communication process that is meaningful and consistent.

School representatives respond to the concerns of parents by providing a number of ways to encourage parental involvement at school. Here are examples of ways parents are involved in schools:

- Partnership for Academically Successful Students (PASS)
- Parent Teacher Community Organization (PTCO)
- School Accountability Committee
- Back to School Night
- Parent Conferences
- Parent Leadership Group

## ***Goals for Promoting a Climate of Respect and Rapport***

1. Creating and designing training opportunities in order for parents to have an understanding of the following (For more information, see the **Professional Development** section):
  - School Systems
  - Special Education
  - Response to Intervention (RtI)
  - English Language Support (ELS)
  - Attendance/Discipline Policy
  - Grading Policy
  - PowerSchool
  - Class work/homework policies
  - Student and Parent Expectations
  - Interpreting Colorado standards-based assessments scores
2. Continue with school-based Family Literacy Programs.
3. Train all staff in how to establish and sustain a caring community.
4. Inform parents through written translation and oral interpretation.
5. Create and design opportunities for staff to engage parents in the learning process of their child.
6. Whenever possible, recruit and hire staff that is representative of the cultural and language backgrounds of the district population.

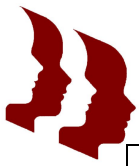




# Parental Involvement

## Parental Involvement Chart

What	Resource
Parenting – Ways to assist parents with a variety of tools to engage the parents in their student's education which would be consistent with the school protocols.	<p>Parenting classes provided by school mental health staff.</p> <p>Parent Academy</p> <p>Parent Teacher Community Organization (PTCO) Meetings</p> <p>Parent Conferences</p> <p>Partnership for Academically Successful Students (PASS) Meetings</p>
Communication – Ways to inform parents of school events and protocols as well as ways for parents to communicate to the school.	<p>Connect –Ed district communication system</p> <p>School Pamphlets</p> <p>Letters home/translation (School specific documents not translated at district level)</p> <p>Personal contact/ Interpreters</p> <p>Newsletters/translation</p> <p>Assign staff to reporting to parents in various languages</p> <p>Parent Handbooks</p> <p>Parent Phone tree</p> <p>Parent Information Nights</p>
Supporting School – Ways that parents can support school events and in the classroom.	<p>Volunteer opportunities</p> <p>Fundraising</p> <p>Conferences</p> <p>Assemblies</p> <p>Fieldtrips</p>



# Parental Involvement

Learning at home – Ways that the school can provide learning opportunities for parents to help students at home.	<p>Send translations of homework</p> <p>Parent Homework Clubs</p> <p>Parent Curriculum Night</p> <p>Parent Information Network</p> <p>Parent Information Nights</p> <p>Teacher/parent group classroom time</p> <p>Parent Conferences</p>
Decision-making – Ways that parents are involved in the school decision making process	<p>Survey parents of school protocols</p> <p>Decisions made through Partnership for Academically Successful Students (PASS), Parent Teacher Community Organization (PTCO) and Accountability committees</p> <p>English Language Support (ELS)</p>
Collaborating with Community – Ways that parents and the school involve community organizations into the school.	<p>Family Literacy Centers</p> <p>School/Community Partnerships</p> <p>District-wide Conferences</p> <p>Motivational speakers</p> <p>Field Trips</p> <p>Community Cultural Centers</p>





# Immigrant and Refugee Families

***"I was raised in what I consider to be not a melting pot, but a salad bowl. The onion stayed the onion, the tomato stayed the tomato, the lettuce stayed the lettuce, with maybe a little Russian or Italian dressing. And it tasted real good. No one lost their identity, and I thought that was what life was like."***

***-Edward James Olmos***

## **Immigrants and Refugees:**

The Cherry Creek School District (CCSD) has several resources available for staff and community members regarding support and service of immigrant and refugee families. CCSD works with several non-profits, voluntary agencies and resettlement agencies, including, but not limited to:



- Colorado Refugee Services Program (CRSP)
- African Community Center
- Ecumenical Refugee Services
- Jewish Family Services
- Lutheran Family Services
- The Learning Source
- Spring Institute for Intercultural Learning
- Rocky Mountain Survivor Center

These agencies are able to access and provide services such as housing, healthcare, mental health services, pre-employment training, food stamps, and case management for resettlement, legal assistance, translation/interpretation, adult education, and adult English language acquisition (ELA) courses. Cherry Creek staff and families have access to a *Directory of Services Provided by Refugee Service Providers in the Denver Metro Area*, as produced by the Colorado Refugee Services division of the Colorado Department of Human Services.

Additionally, CCSD offers staff development and training on refugee issues. In the past, CCSD has partnered with the Spring Institute for Intercultural Learning to provide cross-cultural training on incoming refugee populations and the specific needs of newly arrived refugee families. CCSD has also tapped resources from school districts nation-wide in an effort to identify research-based best practices for refugee students in the classroom.

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## **Newcomers:**

Some schools have newcomer classes (secondary) or temporary pull-out groups for students who are new to the country and new to English. In these classes, students work intensively with an ELS specialist for a few weeks (or for the duration of the semester at the secondary level) at the start of their attendance before moving into mainstream classrooms in which they continue to receive English language supports, but in a content-based grade-level classroom.

# Immigrant and Refugee Families



## Family Literacy Programs:

The Cherry Creek School District has partnered with the ***The Learning Source for Adults and Families*** to provide adult English language acquisition classes and a family literacy program in an effort to increase parent participation in the schools.

They provide family literacy programming in several elementary schools. Their services are based on the understanding that families are the foundation for stemming the flow of academic failure, crime and violence in our youth of tomorrow. Their Family Literacy Program recognizes the parent as a child's first teacher, and builds on a family's cultural roots, family traditions and skills to help them grow into their child's best and most important teacher. These family learning programs bring together parents and their children in an environment which provides adult basic education, children's education, parenting skills training, and shared parent/child learning time -- in an attempt to break the continuing cycle of illiteracy. In addition, through the collaborative efforts of public, private, and community agencies, this program provides job-training services to disadvantaged parents to maximize their educational achievements.



# Interpreters and Translators

***"To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.."***

***-Anthony Robbins***

## **Purposes for interpreters and translators:**

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- Back to school nights
- Parent / Teacher conferences
- Phone calls home
- Health issues, incidents, reminder of meetings, discipline issues, attendance or academic concerns
- Parent Information Nights
- Special Education Staffing
- Response to Intervention (Rtl)
- Expulsion hearings
- Special events
- Partnership of Academically Successful Students (PASS)
- Parent Teacher Community Organization (PTCO)
- Written to Oral Interpretations: i.e. immunizations written in a foreign language, orally interpreted into English.
- District documents

## **Who are our translators/interpreters?**

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- District Cultural Liaisons:

Arabic	Russian
Amharic	Somali
Korean	Spanish
Mandarin	Vietnamese

- Contracted Vendors (for other languages)
- District Approved Freelance Interpreters & Translators







# Evaluation

***“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.”***

***- Peter F. Drucker, American educator and writer***

## **Purpose:**

The evaluation of the district English language support (ELS) program serves two purposes. An evaluation, by definition, provides information for making decisions about programming. Therefore, the primary purpose of evaluation is to provide the Cherry Creek School District (CCSD) Staff and Board of Education with enough information to make effective programming decisions. From our evaluation we will:

- Learn about the district’s needs, staff knowledge and abilities, and current programming practices
- Improve the ELA program so it matches staff abilities and resources while meeting the needs of English learners (ELs)
- Determine if the program staff are following through and implementing the program as designed (fidelity)
- Determine the impact of our program: How effectively does the program serve the needs of ELs?

The secondary purpose is to assist the district in assessing if federal, state and local funds were well spent. With that purpose in mind, we will report results so that someone unfamiliar with the ELS program can read the report and understand the purpose of our evaluation, the issues/questions the evaluation addressed, the process for the collection of the data, and what those data (the results) say about the impact of our program.



(Adapted from: Patton, M. Q. (1997). Utilization-focused evaluation. (3<sup>rd</sup> ed.) Thousand Oaks, CA: Sage.1997)





# Evaluation

## Methods for Data Collection

### Based on the state required academic assessment

- Monitor median growth percentiles for English learners (ELs) on the state academic assessment to ensure they are making adequate growth:  
by school by level by feeder by district
  - Compare the academic achievement of students who are native English speakers to those who have recently exited the English language support (ELS) program for proficiency on the state academic assessment and other standardized assessments to ensure that ELs are attaining proficiency in academic content areas:  
by school by level by feeder by district
  - Compare median growth percentiles of Cherry Creek School District ELs to the growth percentiles in like districts (percentage of ELs, socio-economic status etc).
- 

### Based on the state language proficiency assessment

- Evaluate if the district meets state-determined Annual Measurable Achievement Objectives (AMAO) #1 and #2 (#1- growth in English language acquisition, and #2- attaining proficiency in English).
  - Compare AMAO data for both growth and attaining English proficiency to similar districts.
  - Compare AMAO data for both growth and attaining proficiency between schools and feeders in the district.
- 

### Potential Additional Information

- Parent and student focus groups by feeder area
  - ELS specialist and classroom teacher surveys
  - Administrator survey
  - Co-Teaching Rubric
- 

### Results

- Reported to level directors, superintendent, and the Board of Education.
- Used to modify programming and make necessary changes to ensure that ELs are achieving commensurate with their native English-speaking peers.



# Glossary of Terms and Acronyms

ACRONYM	TERM(s)	DEFINITION
ACCESS	Assessing Comprehension and Communication in English State-to-State	A standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English used within the school context as well as the language associated with language arts, mathematics, science, and social studies across the four language domains (Listening, Speaking, Reading, Writing)
AMAO	Annual Measurable Achievement Objectives	Title III accountability system used to evaluate the effectiveness of language instruction educational programs funded by Title III.
AYP	Adequate Yearly Progress	An annual measure used to determine students' progress based on student test participation, graduation, attendance, and achievement in reading math.
BOE	Body of Evidence	Multiple data sources used for monitoring and reclassifying a student.
CELP	Colorado English Language Proficiency Standards	On December 10, 2009 the Colorado State Board of Education voted unanimously to adopt the WiDA standards as the Colorado English Language Proficiency (CELP) standards. English Language Proficiency standards are required by Colorado state and federal law. The CELP standards exceed minimum legal requirements. Overall, the standards center on the English language needed and used by English Learners (ELs) to succeed in school. They guide all educators who teach ELs and help students' access grade level academic content while learning English.
	Clustered	A method of grouping students to meet their academic needs.
	Co-Teaching	Two or more teachers sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, instruction, and evaluation for a classroom of students.
CRE	Culturally Responsive Education	A teaching approach that uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of [all] students. It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in formal curriculum (Gay, 2000).



# Glossary of Terms and Acronyms

ACRONYM	TERM(s)	DEFINITION
ELS	English Language Support	Additional English language support provided for English learners. The goal is for students to become proficient in the English language as well as in academic content areas.
ELD	English Language Development	A set of guidelines for the language development of ELs. The State of Colorado has English Language Development Standards to guide districts, schools and teachers in developing appropriate programs.
EL	English Learner	A student who is learning English as another language.
	Exceptional	Students who are gifted/talented, students with disabilities, and English learners who have special learning needs are considered to be exceptional. (CDE)
	Exited	ELs who are FEP (Fluent English Proficient) and who after being monitored for 2 years no longer require English language support.
FEP	Fluent English Proficient	English learners who are able to understand and communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. They are able to achieve in content areas comparable to native English speakers, but may still need limited linguistic support. (Federal terminology)
GT	Gifted and Talented	Students who give evidence of high performance and capability in intellectual, creative, artistic, leadership, or specific academic areas.
HLS	Home Language Survey	A form completed at the time of registration used to identify potential English learners for the purpose of providing access to appropriate educational opportunities.
IEP	Individualized Education Program	A written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with the Individuals with Disabilities Act (IDEA)
IRLA	Independent Reading Level Assessment	A reading taxonomy and benchmarking system that allows teachers to progress monitor students' reading growth.
	Lau	Refers to a legal case Lau vs. Nichols in 1974 which required codes (called Lau codes) for documenting levels of proficiency for English learners
LEP	Limited English Proficient	English learners who are able to understand and be understood in many to most social communication situations. They are gaining increasing competence in the more cognitively demanding requirements of content areas; however, they are not yet ready to fully participate in academic content areas without linguistic support. (Federal terminology)



# Glossary of Terms and Acronyms

ACRONYM	TERM(s)	DEFINITION
M1/M2	Monitor 1, Monitor 2	ELs reclassified as FEP are monitored for a period of 2 years to determine their success in the regular school program. (CDE)
NCLB	No Child Left Behind	The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school. NCLB is built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research.
NEP	Non-English Proficient	English learners who are just beginning to understand and respond to simple routine communication through those who can respond with more ease to a variety of social communication tasks. (Federal terminology)
	Newcomer	Recent immigrants who have little or no English proficiency and who may have had limited formal education in their native countries. (Center for Applied Linguistics website, 2009)
NNAT	Naglieri Non-verbal Ability Test	A nonverbal measure of general ability. These tests have great utility for fair assessment of ability for students who come from culturally or linguistically diverse populations, and those who are hard of hearing or deaf because the questions do not require reading, writing, or speaking ( <a href="http://en.wikipedia.org/wiki/NNAT">http://en.wikipedia.org/wiki/NNAT</a> ).
OCR	Office for Civil Rights	The department of the federal government that watches out for violations of civil rights laws. They can also be contacted by parents and teachers to report violations by school districts with regards to ethnicity or language discrimination.
Rtl	Response to Intervention	A model for providing interventions to students when they fail to make adequate progress in the general curriculum and monitoring their response to those interventions. Also part of the criteria for determining placement in Special Education for ELs and other students with learning disabilities.
	Thinking Maps	<b>Thinking Maps®</b> is a language of eight visual patterns each based on a fundamental thinking process. The patterns are used individually and in combination across every grade level and curriculum area. (Thinking Maps Inc.)
WiDA	No longer stands for anything	WiDA is a consortium of 31 U.S. states and territories whose mission statement is to advance academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.
WiDA Proficiency Levels		Level 1 Entering; Level 2 Emerging; Level 3 Developing; Level 4; Expanding; Level 5 Bridging



# ***Glossary of Terms and Acronyms***

ACRONYM	TERM(s)	DEFINITION
WiDA Standards		<p>The WiDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. They are:</p> <ol style="list-style-type: none"><li>1. ELs communicate for <b>Social</b> and <b>Instructional</b> purposes within the school setting.</li><li>2. ELs communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</li><li>3. ELs communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</li><li>4. ELs communicate information, ideas, and concepts necessary for academic success in the content area of <b>Science</b>.</li><li>5. ELs communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b>.</li></ol>



# Appendix A – Home Language Survey

## CHERRY CREEK SCHOOL DISTRICT #5 CENSUS OF ENGLISH LEARNERS

Colorado Senate Bill 462 – The English Language Proficiency Act (22-24-101 CRS), passed in July 1981, and the 1974 United States Supreme Court Lau decision, require a census of all students enrolling in public schools. The purpose of the census is to determine the student's proficiency in the English language.

Last Name	First Name	Age	Date of Birth	Grade	Gender	
					Male	Female

Parent/Guardian Name(s): \_\_\_\_\_ Date \_\_\_\_\_  
Address \_\_\_\_\_ Phone \_\_\_\_\_  
Parent email (if available) \_\_\_\_\_  
Child's Country of Birth: \_\_\_\_\_ Date Entered the US \_\_\_\_\_

**1. Please check the category that best describes your child's English Language proficiency:**

- ☐ CATEGORY A Understands, speaks, reads and/or writes **only another language and no English**
- ☐ CATEGORY B Understands, speaks, reads and/or writes **another language more often than English**
- ☐ CATEGORY C Understands, speaks, reads and/or writes **another language and English equally**
- ☐ CATEGORY D Understands, speaks, reads and/or writes **English more than another language**
- ☐ CATEGORY E Understands, speaks, reads and/or writes **only English**

**2. If a language other than English is spoken in the home, please check which one(s) below:**

- ☐ Arabic ☐ Amharic ☐ Cambodian ☐ Cantonese ☐ Farsi
- ☐ Hindi ☐ Korean ☐ Mandarin ☐ Persian ☐ Portuguese
- ☐ Russian ☐ Somali ☐ Spanish ☐ Thai ☐ Tagalog
- ☐ Urdu ☐ Vietnamese ☐ Other Language(s): \_\_\_\_\_

**3. How often is the above language (other than English) spoken in the home?**

- ☐ Always ☐ Often ☐ Sometimes ☐ Rarely

**4. Is the student Hispanic / Latino or from Spanish origin? Yes ☐ No ☐**

*A person from Cuban, Mexican, Puerto Rican, South/ Central American or other Spanish culture or origin, regardless of race.*

**5. For this student, select one or more races from the following five racial groups:**

- ☐ **North, Central or South American Indian or Alaska Native:** *A person who maintains a tribal affiliation or community attachment to the original peoples of North, Central or South America*
- ☐ **Asian:** *A person having origins from the Far East, Southeast Asia, or the Indian subcontinent*
- ☐ **Black or African American:** *A person having origins in any of the Black racial groups of Africa*
- ☐ **Native Hawaiian or Other Pacific Islander:** *A person having origins from any of the original peoples of Hawaii or other Pacific Islands*
- ☐ **White:** *A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.*

**6. What language(s) did your child use when he/she first began to talk? \_\_\_\_\_**

**7. Has your child ever:**

- a. Attended another Colorado school? Yes ☐ No ☐  
If yes: District \_\_\_\_\_ School \_\_\_\_\_ How long? \_\_\_\_\_  
What was the language used for instruction? \_\_\_\_\_
- b. Attended school in a state other than Colorado in the last 12 months? Yes ☐ No ☐
- c. Attended school in another country within the last 12 months? Yes ☐ No ☐
- d. Been in an English as a Second Language Program or Bilingual Program? Yes ☐ No ☐

**8. Did you move to Colorado with the intent (plan) of working in agriculture, farming or fishing?**

Yes ☐ No ☐

**9. Do you currently work in agriculture, farming or fishing?**

Yes ☐ No ☐