



Eugene School District, 4J
English Language Learner Program
District Plan
Fall, 2009

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I.A. Introduction: School District Information

- (1. & 2.) Eugene School District 4J has a student population of 16,949. There are 27 elementary schools, 8 middle schools and 4 high schools.
- (3.) Our ethnic diversity is as follows:
- AM IN /AI NAT: 3.0 %
 - BLACK: 3.7 %
 - AS/PL ISL: 0.2 %
 - HISPANIC: 9.3 %
 - White: 74.8 %
 - Unspecified: 3.2 %
- (4.) Number and percentage of Limited English Proficient students in Eugene School district:
421 ELLs - 2.48% of Total Eugene 4J student population
- (5.) Special Education Services: number and percentage of LEP's in SPED:
72 LEPs of 2,017 SPED students= 3.6% of total SPED population is LEP.
- (6.) Number and percentage of ELLs in TAG: **2 TAG / 0.16 %**
- (7.) **57%** of our LEP students have moved to a higher English language proficiency level
- (8.) **60%** of our LEP students exited from a five year year ELD program.
- (9.) Number and percent of students in Monitor 1: 68 students/ *12.7%
- (10.) Number and percent of students in Monitor 2: 38 students/ *7.1%
- (11.) Number and percent of students re-entering the program 2 students/ *0.37%
- (12.) Number and percent of students whose parents denied services: 10 / *1.8%
(*Percentages taken from the total of ELLs served, monitored and denied services)
- (13.) Oregon State Assessment results for 2008-2009:

Oregon assessment in English language arts

Participation-“met” at all levels

Academic Status- Met at "Elem" and "MS" High School-NA

Oregon Assessment in math

Participation-“met” at all levels

Academic Status- "met" at "ELEM", “not met” at Middle School. High School-NA

Academic Growth: Middle School- Just missed growth target of 6%. (5.63%). Grew 1.46%

I.B Introduction: School District Information on Program Goals and Philosophy

The English Language Learner Program in Eugene School District 4J provides English language instruction to students whose limited experience with the English language interferes with their ability to participate fully in the regular classroom and in becoming academically successful. Our program is designed to provide sequential English language development which supports students' acquisition of the English language and the teaching of state ELP standards. We use a **pull-out model** at the **elementary level** and a **class period** at **middle school** and **high school**. We use a specialized ELL curriculum which provides standards-based language and literacy instruction. It incorporates the teaching of language skills with content-area concepts and learning strategies. (Further details in section IV.)

ELL Program Goals

- ❖ English Language Learners will become proficient in English.
- ❖ English Language Learners will meet the same academic content and achievement standards expected of all children.
- ❖ English Language Learners will be provided meaningful access to the curriculum and equal educational opportunity.

ELL Program Philosophy

Effective ELL instruction uses quality curriculum which reflects best practices in the field of second language acquisition, supports the teaching of ELL standards and is provided by well trained teachers.

In addition, when designing effective educational opportunities for ELLs, we consider the following guiding principles:

- To provide instruction that builds on students' previous education, cognitive abilities and English language proficiency.
- To teach challenging content that enables students to meet performance standards in content areas that are consistent with expectations for all students.
- To evaluate ELLs with appropriate and valid assessments that are aligned with state and local standards and take into account language proficiency and students' cultural background.

- To recognize that students come with their own language and culture which is as an asset not a detriment to their academic achievement.
- The entire school community is responsible for the education of English Language Learners.
- To provide instruction and school activities which reflect respect for diversity and show understanding of students' varied cultural backgrounds.
- To provide opportunities which build and strengthen the home-school connection.

Purpose of English Language Development Instruction
(Adapted from ODE's description of "Forms and Functions")

While there are many opportunities during the course of a day in a language-rich classroom environment for language learning, merely being exposed to, even engaged in, activities in English is not sufficient to assure the development of full academic language proficiency. Limited- English proficient students must receive explicit instruction in language that is differentiated based on their English proficiency level. Effective English language development actively develops competence in the **functions, forms** and **vocabulary** of English and provides many opportunities to develop oral and written fluency. **"Functions"** refers to how to use language, e.g., asking questions, giving your opinion, describing situations, etc. **"Forms"** refers to grammatical features of language, e.g., plurals, past tense, etc.

ELL Measurable Goals

Eugene School District, 4J has adopted the Oregon Department of Education's AMAOs to measure English language proficiency growth and academic achievement in academic content. The goals for the next 3 school years are as follows: (2009-2012)

AMAO #1 Make progress in learning English: 65% or more must move up by one proficiency level.

AMAO #2: Reach English language proficiency by the end of the school year: 70% or more of all students must reach full English proficiency.

AMAO #3: Meet Adequate Yearly Progress targets for LEPs on required state tests (both in

achievement and participation in Language Arts and Mathematics). Current targets: 95% participation, 59% meets or exceeds in math and 60% meets or exceeds in language arts.

II. Identification of the Primary Home Language other than English

Procedures:

1. As part of the district's enrollment process, all parents are asked to fill out a Home Language Survey.
2. If the Home Language Survey indicates that a language other than English is spoken in the home, a copy is given to the ELL instructor assigned to the school, or if there is no ELL instructor assigned, the form is sent directly to the ELL Program Office.
3. If the Home Language Survey indicates that another language other than English is spoken in the home, the Woodcock-Muñoz Language Survey will be conducted within two weeks of the student's arrival. (Please see section III. for language assessment procedures.)
4. Students that score less than 4 on the broad portion of the Woodcock-Muñoz Language Survey are eligible for English Language Development instruction as part of the ELL program.
5. Native American students are identified in the same manner as any student who speaks another language other than English in the home. ELL will be provided if a language spoken at home has impacted their academic performance and they would benefit from this instruction.

III. A. Assessment of LEP Students

Intake Assessment:

1. All students who speak another language other than English in the home will be assessed with the English Woodcock-Muñoz Language Survey.

2. Only trained ELL staff members administer the Woodcock-Muñoz Assessment.

New staff members are required to attend an official Woodcock-Muñoz Assessment training sponsored by Lane Educational Service District. The ELL Program Coordinator periodically reviews individual staff members test sheets to ensure accurate scoring. If a new staff member comes on board before a new training is available, the ELL Program Coordinator is responsible for providing training in administering the Woodcock-Muñoz Assessment until an official training is available.

3. All Woodcock-Muñoz test sheets are sent to the ELL Program Office to be scored and entered into ESIS. One copy of the testing results is kept on file at the ELL Program Office and two copies are sent back to the ELL instructor at the home school. One copy is for the classroom teacher and the other is to be filed in the student's cum folder. Parents are sent home a notice of the testing results that includes information about the ELL Program and the services their child will be receiving. If a student is assessed and does not qualify, parents receive a letter showing their child's testing results and why they don't qualify.

Assessment of Language Proficiency Growth

ELLs language proficiency will be assessed using Oregon's English Language Proficiency Assessment (ELPA).

Procedures:

1. The ELPA computerized assessment will be given by the ELL instructor assigned at each school.
2. An inservice will be given annually to review assessment procedures.
3. The ELPA will be given to students during the testing window January to May.
4. All ELLs will be assessed: a) currently served ELLs, b) any student who received services at any time during the school year, and c) students who waived services.

5. Once the assessment results are received, ELL teachers and regular classroom teachers receive the results for their ELL students. ELPA scores are entered into ESIS under "Standardized Testing" and in our district's "Data Warehouse" website. Each ELL teacher and school administrator is given a spreadsheet with ELPA results for students who attend their school.
6. Parents are notified of their child's ELPA results as part of a "program status" letter showing whether or not their child will continue to receive ELL instruction or if they have met the criteria to exit the ELL program. This letter is sent home in June or if results aren't available, when school begins in September.

III. B. Assessment of LEP Students

ODE's AMOS and AYP results are used as a standard for meeting English language proficiency and academic achievement standards. Once results are made available, these results are shared with Eugene School District 4J's Instructional Leadership team which consists of district level administrators. These results are also shared with the ELL staff, building level administrators and classroom teachers via meetings and email communication. Each school administrator and counselor receives a spreadsheet with their individual students' ELPA scores. Title 1 schools submit an annual schoolwide program review which asks them to specifically look at various subgroups as part of analyzing how well their students are doing in meeting AYP targets. In addition to our ODE AMAO results, we also look at graduation rates and participation in special programs as a means of determining strengths and weaknesses in meeting the academic needs of our ELLs. This information is not only used for improving instruction, but for identifying staff development needs as well.

IV. Instructional Program and Educational Approaches for LEP Students

Elementary School ELL Instructional Services:

A) English Language Development Instruction:

- ESL Pull-out model using specialized ELD curriculum- "Avenues" and "Focused-Approach".

B) Access to Content:

- Sheltered-instruction- SIOP and GLAD trained teachers
- Native language support- (bilingual teacher or instructional assistant at schools with highest numbers of ELLs from one language group)
- One Spanish Dual-Language Program has begun at RiverRoad / Camino Del Rio Elementary School. These students also receive ELL instruction as part of our ELL pull-out program

Secondary Schools ELL Instructional Services:

A) English Language Development-

- ELD Class period using specialized ELD curriculum- "High Point" (6-8) and "Shinning Star"(9-12).

B) Access to Content-

- Sheltered-Content Classes –SIOP trained teachers
- Native Language Classes (e.g., Spanish for native speakers, biology,etc.)

Instructional Models and Curriculum

Because of our dispersed LEP numbers at the elementary level, our ELL instructional model is a “Pull-out“ model. We use “Avenues“ as our core ELD curriculum. This curriculum was chosen because it incorporates the teaching of language skills with literacy development with academic/content-area concepts and vocabulary.

At both middle and high schools, we provide ELD instruction as a class period. Our ELD curriculum at the middle school level is High Point ESL from Hampton-Brown which supports our instructional approach of integrating the teaching of language skills with literacy development and academic/content-area concepts.

At the high school level, our core curriculum is the “*Shining Star*” series by Longman Publishers. "North Star" is used with some of our higher level English language learners. These programs dovetails well with our elementary and middle school curriculum as they incorporate the teaching of language skills with content area concepts and literacy development.

In addition to the scope and sequence presented in our core curricula, instructors use the ODE ELL grade level standards and “ Language Forms and Functions“ to guide instruction and to ensure that we are providing comprehensive and systematic English language development. The

majority of our ELL staff has been trained in the "Focused Approach" and incorporate this curriculum into their ELD lessons.

At all grade levels, the student's language proficiency level is considered when choosing which level of ELD curriculum to use. In addition to the above mentioned core curricula, we also have an extensive library of supplementary reading materials to assist in developing English language literacy skills (e.g., high-interest low-vocabulary readers, videos, novels, etc.)

Our ELD Instruction K-12 includes research-based teaching strategies which support students' acquisition of English. Examples of these strategies includes: use of the native language, language experience activities, total physical response, dialogues, songs, chants, guided-reading activities, story-telling, hands-on projects, and cooperative learning activities. Technology based activities such as the use of smart boards, computer software, the internet, CDs and videos are also incorporated when available.

ELD Instructional Time

Elementary Level:

At the elementary level students receive from 90 minutes to 225 minutes a week of instruction over 3-5 days depending on their language proficiency level. The range for beginning to early intermediate proficiency is 150-225 minutes a week and the intermediate to advanced students receive 90-150 minutes a week.

Secondary Level-

At the secondary level, ELD is provided as a class period. The amount of instruction varies depending on whether a school has a 53 minute block schedule or an every other day schedule with instructional blocks of 83-110 minutes.

At all grade levels, the student's language proficiency level is considered when placing students in groups and or in class periods of ELD. Woodcock-Muñoz proficiency scores are used for initial placement and ELPA scores will used as students move through the program.

ELL Program Staffing

Our program staff consists of all certified teachers. The majority of our teachers have ESOL endorsements. (Only three of them don't. Two are Spanish teachers at the secondary level that teach one block of ELL and the other is .50 and is waiting to take the ESOL ORELA.) Some of our ELL teachers are itinerant and are responsible for serving several schools. At our three elementary schools with the highest ESL numbers, there is a certified teacher and instructional assistant that work as a team to serve students. In this situation the ESOL endorsed certified teacher is responsible for all planning and evaluation as well as the primary instruction. The I.A. provides students with follow-up instruction. These ELL I.A.'s have all met the "highly qualified" criteria under NCLB and have been involved in many of the same trainings provided to all ELL staff.

Access to Content

Our model for "access to content" is sheltered-instruction. In order to better ensure that ELL students receive effective instruction in the regular classroom, our school district is providing GLAD and SIOP training to regular classroom teachers. We are targeting schools with the highest ELL populations first. (See section V. Staffing and Professional Development for further details.) At secondary schools with higher numbers of ELLs, the following types of sheltered-instruction courses are provided: (These vary by school.)

Sheltered - Language Arts

Sheltered - Science

Sheltered - Algebra

Sheltered - Health

US History in Spanish

Latin American Lit for Spanish Speakers

Reading support: Read Right or Read 180

Study skills-native language support

Spanish for Spanish speakers

The school counselor schedules students in courses with feedback from the ELL instructors and school administration. Woodcock-Muñoz and ELPA scores, student grades, state testing results and educational background are all considered before scheduling a student in any of these courses.

Dual Language Program

This fall (2009) the Eugene School District began a Spanish Dual-Language program at River Road/ Camino del Rio. River Road/Camino del Rio is the elementary school with the highest population of Spanish speaking ELLs. It is a neighborhood program which gives enrollment priority to students in the RiverRoad/Camino del Rio attendance area as well as the next nearest elementary school. This program has started in grades K and 1st and will grow one grade level each year. Plans are to expand this program through 12th grade and discussions with the feeder middle school and high school will begin shortly. In addition to several years of careful planning, the staff has been involved in many staff development opportunities to ensure it's success. We are very excited about this program as it's been years in the making, and we are very aware of the positive outcomes an effective dual-language program can provide.

Supplemental Programs

In addition to instruction during the school day, ELLs have access to after-school homework clubs, extended-day programs, Title I or Migrant summer school and extended-day kindergarten programs. (Extended-day K programs are not at all schools, but are available at most of our Title I schools.)

Parent Notification of ELL Services

Parents are notified in writing when their child first qualifies for ELL services and each year that they continue in the program. Parents also receive a letter when their child is "reclassified" and put on monitor status. These notification letters are sent home at the beginning of each school year or when any change in program services takes place. These letters are currently available in English, Spanish and Korean (Spanish and Korean make ~92% of our ELL population). On the program notification letter the ELL program office number is provided for parents to call if they have any questions. The ELL Program Coordinator is bilingual in Spanish and is available to answer any questions pertaining to the ELL Program or other educational program services. (Interpreters in other languages are used when needed.) There is also a question on the district's "Home Language Survey" that asks in what language parents prefer to receive written

communication from their home school. This information is added to our ESIS system and individual schools can access this information to see who needs translation services. We use this information to set up "auto-dialer" messages in the families' home language.

To ensure that parents are aware of school activities and the educational program of their child, we provide interpreting/translating services to both parents and schools upon request. Our "Latino Family Liaison" is also available to support families in assisting them in understanding and accessing educational services. (See section VIII. Parent and Community Involvement for further details.)

V. Staffing and Professional Development

Staffing:

As previously mentioned, the majority of our ELL certified program staff have ESOL endorsements. (One is teaching part-time and is waiting to take the ESOL ORELA, and the other two are Spanish teachers teaching one block of ELD a their middle schools.) There is also a concerted effort to hire regular classroom teachers with ESOL endorsements and or training in sheltered-instruction models such as GLAD and SIOP.

Our ELL instructional assistants who work alongside a ESOL certified teachers, have taken workshops or classes related to improving instruction for second language students and are involved in training provided to the ELL program staff. In addition, we provide specialized training just for instructional assistants in Monthly Title I trainings. All our ELL I.A.'s have met the criteria as "highly qualified" under NCLB. The ELL staff meets monthly to discuss curriculum, instruction and to ensure that all ELL procedures outlined in this ELL district plan are understood and followed.

Across Eugene School District 4J, a great effort is being made to hire bilingual/bicultural school personnel. The district's Diversity Coordinator in conjunction with our human resources department has developed a "Workforce Diversity Plan" which presents a process for attracting and hiring qualified school personnel who reflect our growing diverse student population. We have been actively seeking diversity hires at job fairs and through college placement offices. Priority is given to teachers who apply for positions and hold an ESOL Endorsement and/or are bilingual-bicultural. Details of our "Workforce Diversity Plan" can be found as part of our human resources department information on our school district web site.

Staff Development:

Our Instructional Leadership team, which consists of the district level administration from all departments, has the responsibility of steering our staff development needs. In keeping with our district's focus of closing the achievement gap, an emphasis has been placed on improving instruction for ELLs in the regular classroom. As part of an annual Spring ELL program evaluation survey, we conduct a staff development "Needs Assessment". This survey is given electronically as part of a "Survey Monkey" to all teachers K-12 who had ELLs in their classrooms that current school year. What we found was no surprise. Teachers are looking for ways to improve their instruction to meet the needs of all students including English Language Learners. Specific to ELLs we are focusing our efforts on providing training in two sheltered-instruction staff development models. Guided Language Acquisition Design for Elementary Schools and Sheltered-Instruction Observational Protocol for secondary schools. These models have been chosen because their effectiveness has been proven by research, and because they are of sufficient intensity and duration to have a positive impact on improving instruction. We do realize however, that teacher's need support to change their teaching even after they are provided with intensive training. For this reason, we have hired a "SIOP" coach to work specifically at the high school level to assist teachers in designing "Sheltered-Instruction" courses. We will be focusing on two high schools initially in order to more effectively target this assistance. We have two levels of Sheltered-English staff development. **Level 1** is exposure and some practice in using sheltered-instruction techniques in the classroom. **Level 1** involves teachers attending trainings, some individual coaching and evaluating their ability to use these techniques as part of an evaluation conducted at the end of the training. **Level 2** provides direct support from a SIOP coach to assist secondary teachers in designing sheltered-instruction courses.

In addition to staff development specific to effective techniques for teaching ELLs, we will be ensuring that any staff development the district provides includes instruction for ELLs. For example, our focus this year is in the following areas: math, use of technology to enhance instruction, differentiation in language arts instruction and implementing the IIPM Model (Instructional Intervention Progress Monitoring Model). There is a part of the IIPM model that has been specifically designed for Culturally and Linguistically Diverse students. (See section VII. for further details.) As part of the training for each of these areas specific attention will be given to ensure that the training includes adaptations for ELLs.

To ensure that our staff development opportunities are of sufficient duration and intensity and do indeed apply to all students, we have developed a core staff development team that consists of 3 full-time staff development specialists, a team of 3 technology trainers and one SIOP coach. Each of these staff development specialists specialize in a specific area, (i.e. differentiation of the language arts curriculum, IIPM, SIOP, etc.), and are assigned to specific schools. They are responsible for providing training and evaluation of that training at each of their sites. Several times a year, a larger *meeting is convened that includes program directors from Title One, ELL and Special Education to review staff development goals and to evaluate our progress (i.e., *4J Staff Development Committee).

Evaluation of Staff Development

As previously stated, training evaluations are conducted at the end of each training and are reviewed by the trainers and shared with the 4J Staff Development Committee. Our 4J Staff Development Committee is also using the "Five Levels of Professional Development" by Guskey to help us clarify the scope and evaluation level of our staff development activities.

In addition, ELL student data is reviewed annually to see if the training has made an impact on student learning. The data reviewed includes our AMAOs, AYP reports, and district-wide math and reading assessments (i.e. Easy CBM, etc.) This information in addition to a needs assessment conducted each year with Eugene 4J staff helps prioritize our staff development goals for the following school year.

VI. Reassessment, Reclassification and Exiting

Reassessment:

All student who are eligible for instructional services from the English Language Learner program will be assessed each spring using ODE's English Language Proficiency Assessment – ELPA. (i.e., This includes any students who received instruction at any time during the school year and students who qualify for instruction, but "waived" services.)

Reclassification and Exiting:

Students are exited from the ELL program and placed on “Monitor“ status once they reach “advanced English“ or 5 on the ELPA. This information is documented by the ELL teacher on the ELL program placement form. One copy is kept at the ELL office and one copy is placed in the student’s school cum folder. Parents and classroom teachers are notified in writing when a student is “reclassified“ to monitor status.

Challenging Exit criteria: Promotion or Retention

It is possible to challenge this exit criteria on a case by case basis in the following two cases:

1. **Promotion:** A student has a 4 on ELPA and is no longer in need of English language development provided by the district’s ELL Program.
2. **Retention:** A student has a 5 in ELPA, but would still benefit from English language development provided by the district’s ELL program.

Promotion Requirements

Some students may demonstrate at the Early Advanced, level 4, that they have gained sufficient English language proficiency that allows them to benefit from participation in the regular education program without assistance from the ELD program. Upon the ELD teacher’s recommendation, the school level team is convened to consider students for promotion out of the ELD program. The team is then encouraged to consider factors that support the recommendation. These may include:

- a. **Data from multiple assessments** - Assessments that provide detailed information about students' progress in acquiring English language proficiency such as:
 - Performance assessments,
 - Informal assessments such as rubrics, checklists, etc. (that emphasize linguistic abilities of the student rather than core content knowledge), and anecdotal records that are positive in tone, and
 - Portfolio assessments – that meet current research and best practices.

b. Narrative written by the school team includes:

- A description of the student’s performance on the state proficiency assessment,
- The length of time the student has been in the ELD program,
- The reason/s for promoting the student out of the ELD program based on the student’s linguistic performance, and
- A description of intervention strategies in which the student participated.

c. Parents are notified in writing and a conference is scheduled and held with parents to inform them of the recommendation to promote the student out of the ELD program and the evidence that supports the recommendation. Parent input is a factor in the decision to promote students out of the ELD program.

d. Students may be promoted at any time during the school year, provided the school team has the necessary documentation, including parent agreement. Students:

- Are entered in the LEP Spring collection of the current academic year as category C – Exited.
- Are required to take the ELPA during the district’s testing window.
- Would not be required to re-enter the program if ELPA score is below a 5, given the documentation collected by the School Level Team supports the decision for promotion to the regular education program.
- May remain in their current schedule until the end of the semester to avoid fracturing the student’s schedule and risk loss of academic credit at the high school level.

Retention Requirements

Some students may demonstrate a need for continuing services in the ELD program after scoring at the Advanced, level 5 on ELPA. Upon the ELD teacher’s recommendation the school level team is convened to consider students for retention in the ELD program. Students may not be retained solely based on State assessment scores. The team is encouraged to consider factors that support the retention recommendation. These may include:

- a. Data from multiple assessments - Assessments that provide detailed information about students' progress in acquiring English language proficiency and the skills not yet learned.

Assessments may include:

- Performance assessments, and;
- Informal assessment such as rubrics, checklists, (that emphasize linguistic abilities of the student rather than core content knowledge), and anecdotal records that are positive in tone highlighting what the student is able to do and what s/he still needs to learn.

- b. Narrative written by the school level team includes:

- A description of the student's performance on the state proficiency assessment over time,
- The length of time the student has been in an ELD program,
- The documented reason/s for keeping the student in the program based on the student's linguistic needs,
- A description of intervention strategies recommended by the school level team to be implemented the year following the retention in the ELD program – that will ensure rapid success in transitioning to the regular education program without assistance from the ELD program, and
- Placement level in the ELD program in the academic year following the retention,
- A description of the mediation of other factors that may be directly affecting the student's need for retention in the program, such as:
 - Lack of credible documentation that details student's lack of progress in acquiring the English language,
 - Miss-assigned teacher or long-term substitute with minimum knowledge of the content to be taught,
 - Absence of articulated curriculum or adequate instructional materials,
 - Absence of intervention strategies or expanding learning options that target specific needs.

- c. Parents are notified in writing and a conference is scheduled and held with parents to inform them of the recommendation to retain the student in the ELD program and the evidence that supports the recommendation. This conference is held prior to making the

final decision. Parents' input is a factor in the decision to retain students in the ELD program. Parents have the right to refuse services in the ELD program and they should be so informed in the retention notification. Copy of this notification is kept in the student's cumulative file.

- d. Records for students retained in the ELD program are entered in the Spring LEP collection as category 1B – Continuing ELP student.
- e. Students are required to take the ELPA during the district's testing window.

Monitoring Procedures:

Students who are reclassified to monitor status will be monitored for two years to ensure that they are having success in the regular classroom. Measures of student success can be grades, Oregon assessment results, district reading and math assessments, and curriculum-based assessments. Eugene school district has created a computerized "Data Warehouse" which allows individual teachers or administrators to easily access state and district assessment information by school and by individual student. At grading periods, classroom teachers are given a "Monitor Reporting Survey". The ELL Instructor at each school is responsible for providing the monitor survey form to the regular classroom teacher. At high school or middle school it is given to the language arts block teacher or school counselor. Once the survey is completed, the ELL teacher reviews it. One copy is kept in the student cum folder and one copy is in the student ELL folder.

If a survey indicates a concern, this information is brought to the Student Support Team. If it is decided that language proficiency is an issue in the students academic struggles, the Woodcock-Muñoz will be administered. If the student receives less than a 4 on the "broad" portion of this assessment they will be readmitted.

Monitoring is ended after two years if the results of the monitoring indicate that the student is having success in the mainstream and demonstrates English proficiency.

VII. Equal Access to Other School District Programs

Eugene School District 4J is in the process of implementing a new model for preventing inappropriate referrals to Special Education and for providing effective interventions for students who are struggling academically. This process is known as the "Instructional

Interventions/Progress Monitoring (IIPM) Model". As part of this process, we have created the "IIPM Pre/Referral Process for Culturally and Linguistically Diverse" (CLD) students. This model has been approved by the Office of Civil Rights. There has been extensive staff development on the IIPM Model to ensure that folks are understanding and implementing it correctly. A lead team consisting of our 3 district staff development specialists, ELL coordinator, bilingual speech and language specialist and school psychologist are working together to ensure that everyone across the district is utilizing this process appropriately. This team meets monthly and is on call to meet with individual IIPM school teams when a CLD student is being discussed. When evaluating the effectiveness of our new IIPM/CLD model, we will keep in mind the following key questions:

- Is this process helpful in supporting IIPM teams in making the best educational decision possible for linguistically/culturally diverse students who are struggling academically?
- Is this process effective in helping IIPM teams to determine if an ELL/Bilingual child's academic difficulties are truly due to a "learning disability" as opposed to a "language difference"?
- Are we "under" or "over" representing linguistically/culturally diverse students in any area of special services?

Talented and Gifted Services:

We realize that ELL students are often underrepresented in TAG programs. As a result, we are continually looking for appropriate means of identifying ELLs as TAG. Currently, all 2nd graders at each of our Title 1 schools are assessed with the NNAT (Naglieri Nonverbal Ability Test). At non-Title schools students are assessed on special request. A special training is being provided to district ELL staff to help them understand and identify ELL gifted students. In addition to this assessment we are asking ELL teachers to use alternative assessments such as work samples, checklists, and language proficiency results that would indicated faster than normal language acquisition and exceptional abilities in other areas.

Notification of Educational Services and Extra-Curricular Activities:

Parents receive written notice of any educational opportunity or change in their child's educational plan. We refer to the Home Language Survey to see in which language the parent prefers to receive their written communication. (This information is added to "ESIS" student information so schools can easily check if a family needs interpreting services.) If we do not have the document in a language the parent can read/understand, we use interpreters in that language to explain this document orally.

To ensure that parents and students are aware of "extra-curricular" activities we involve the ELL staff, school counselors and bilingual school personnel. At our two high schools with the largest population of ELLs, there are committees which focus on supporting ELLs and ensuring that students and their parents have equal access to information. There are also student led groups, which have been established to invite students of color to become more actively involved in school activities. Our "Family, Parent and Community Coordinator" works directly with schools to ensure that both parents and students are aware and have full access to educational services and extra-curricular activities. This coordinator works closely with our "Latino Family Liaison" to support equal access to our ELL families. They offer regional ELL parent meetings to share information about educational programs and academic achievement information to our families.

VIII. Parent and Community Involvement

1. Informing parents about educational programs and NCLB legislation
2. Ensuring that parents play a role in program decisions

Eugene School District 4J strongly believes that parent involvement and understanding of our educational system is key to a child's academic success. We also understand that linguistic and cultural barriers prevent many parents from having equal access to information about their child's education. We have established a district-wide interpretation/translation system that is coordinated through the district's "Parent, Family and Community" district office and ELL office. We keep an updated list of interpreters who speak a variety of languages. Our sources for interpreters/translators are school district personnel, local businesses such as Holt Adoption Agency and Centro Latino, the University of Oregon Language Departments, University of Oregon student body and members of the community. We also use "Transact" in addition to our own translation and interpreting services to download NCLB parent letters or information that we do not have currently available. We have several translation headsets to improve the quality of our interpreting

at larger group meetings. Our "Latino Family Liaison" is available to set up bilingual messages as part of our auto-dialer system. This works through information provided by ESIS which shows which families have requested translation services.

To ensure that parents are involved in school decision-making and understand our school system, our "Parent, Family and Community" Coordinator provides regional meetings for our families. The presentations include information addressing the following questions and topics:

- What is parent involvement in Eugene, 4J?
- What are the needs of the Latino families in 4J?
- What is the achievement gap?
- Resources in our community

Our "Parent, Family and Community" Coordinator along with our "Latino Family Liaison" conduct a 12 week Parent training program called, Educate and Inspire. This training was offered last school year and will be offered during the 09/10 school year. This training was conducted in Spanish with over 30 parents participating from across the school district. We also coordinate with Lane County's Migrant Education program to provide Migrant families with information about the benefits associated with the Migrant program. We work with Migrant Education to involve migrant families in parent meetings, trainings and summer school opportunities.

Eugene 4J personnel responsible for parent support and education are as follows:

- District level "Parent, Family and Community" Coordinator position to help schools address the needs of low-income and culturally/linguistically diverse families. This staff member works with individual schools in designing ways in which parents can become more actively involved in the school decision-making. She works directly with administrators and also conducts leadership/advocacy training meetings for parents.
- Three Parent Involvement Resource Centers (PIRC) staffed by bilingual/bi-cultural staff have been created throughout the school district to provide an inviting place for parents to meet and learn about educational programs for their children. These centers provide an avenue for holding regional meetings regarding school choice, educational programs, NCLB and other federal program information. In addition, these meeting are used for gathering input from parents in regards to developing effective education programs for their children. These centers are located at 3 of our elementary schools.
- Our "Latino Family Liaison" position was created to focus on parent involvement in the schools with a special emphasis on schools with little support for ELL families. The goals of creating this position are to: "***provide***

a link between home and school for Latino families. Typical tasks will include but are not limited to: home visits, attending meetings with families, helping family's access district and community resources, and facilitating communication between school staff and families.” This person works in conjunction with the ELL program staff, “Parent Involvement Resource” center staff, and the “Parent, Family and Community” Coordinator.

3. ELL Program Parent Notification:

Parents are notified in writing when their child first qualifies for ELL services and each year that they continue in the program. Parents also receive a letter when their child is “reclassified” and put on Monitor status. These letters are currently available in Spanish, Korean and English. The ELL Program Coordinator is bilingual in Spanish and is available to answer any questions pertaining to the ELL Program or other program services. Our Home Language Survey informs parents that they may call the ELL Program Office if they need assistance with communication. There is also a question in the Home Language Survey that asks in what language they prefer to receive written communication from their home school. This information is entered into our ESIS system for easy access.

IX. A. Program Evaluation, Review and Improvement

Instructional services for English Language Learners are evaluated each spring. The ELL District Coordinator and staff are responsible for conducting this evaluation and for sharing information regarding this evaluation to district leadership and school building staff. Our evaluation is based on the following three goals:

Goal 1: English Language Learners will become proficient in English.

Goal 2: English Language Learners will meet the same academic content and achievement standards expected of all children.

Goal 3: English Language Learners will be provided high quality language instruction and educational programs.

Goal 1: English Language Learners will become proficient in English

This goal is measured by an annual review of our ELPA scores. Our goal is to have each student jump one level each school year. We will consider individual student results as well as

students in the various ELPA grade level bands. ODE's AMAO #1 and #2 will assist us in evaluating this goal district-wide. We keep a spreadsheet of ELPA scores by individual student and school. Each School administrator and ELL teacher receives a copy of this spreadsheet for their school. This information is also in our ESIS system and in our "Data Warehouse" which creates assessment (i.e., Oaks, ELPA, district assessments, etc) reports for individual students and subgroups of students.

Goal 2: English Language Learners will meet the same academic content and achievement standards expected of all children

This goal is measured by how well we are meeting our Annual Yearly Progress (AYP) targets (i.e., AMAO #3). We will review all areas reported which include participation, and academic achievement in Math and Language Arts. In addition, we will review the district reading and math assessment data. Our new computerized "4J Data warehouse" which stores OAKs, district assessment and ELPA scores allows 4J teachers and administrators to track the academic results of individual as well as sub-groups of students.

Goal 3: English Language Learners will be provided high quality language instruction and educational programs

This goal is evaluated by investigating the following questions pertaining to ELL program implementation and "access to content" in the general education setting. To assist in gathering information about the ELL program, a spring survey is administered to general education administrators and teachers. In addition, meetings at individual schools are conducted throughout the school year to gather information from administrators about how they are providing access to content. The ELL staff reviews the questions listed below in spring during one of our monthly staff meetings. Each ELL staff member has a notebook with ELL program procedures that is reviewed and updated each school year.

Questions pertaining to the ELL program:

Are there any problems in how we identify ELLs? In other words, do we believe all potential ELLs were identified?

Were students assessed within two weeks of enrolling in school?

Were all eligible students provided services in a timely manner?

Were notification procedures followed?

Were exit and monitor procedures followed?

Was the amount of ELL instruction provided consistent with program guidelines and appropriate to support students at various language proficiency levels?

How can we improve our communication with parents and regular classroom teachers?

Is there anything that we would like to change in our procedures or instructional guidelines?

Questions pertaining to “access to core content“:

Are ELLs enrolled in core classes that will lead towards graduation?

What type of staff development or other type of support do mainstream teachers need to more effectively meet the academic needs of their ELLs?

Is there evidence that GLAD and SIOP trained teachers are using these strategies in their classrooms?

Do our AYP reports show that we are making progress towards our academic targets?

AMAO Results: Criterion #1 and #2

Eugene's AMAO Results for ELPA testing from spring 2007 and 2008 were 57% and 61% for AMAO Criterion #1 and 59% and 60% for Criterion #2. We are still waiting to hear what our AMAO results are for testing from spring 2009, but from our individual student results, we seem to be on track to meet both criterion #1 and #2. However, keeping in mind that by 2012 and 2013 we need to reach 95% in criterion #1 and 90% in Criterion #2, we will have to grow 10% each school year to meet those goals. To that end, we are looking at what we can do district-wide to continue to strengthen instructional programs for ELLs. Below are activities we will be focusing on to further ensure that we continue to meet our AMAO goals:

- Continue to ensure that ELLs are getting quality ELD instruction by ensuring students are provided with adequate instructional time that does not conflict with core content area instruction.

- Continue providing staff development opportunities for the ELL staff such as the "Focused Approach" and "ADEPT" assessment materials (Training provided this fall.)
- Integrating more technology to support students' acquisition of English (i.e., software programs, smart boards, etc.)
- Supporting staff development opportunities for general education teachers to become more informed about effective instruction for ELLs (i.e., substitute time to attend training, making trainings available, etc).
- ELL department will continue to work closely with Computer Services (i.e., record-keeping department), to ensure that Eugene's LEP collection is as accurate as possible.
- Continued use of data to inform instruction (i.e., use of student assessment information kept in our "4J Data Warehouse".)
- Implementation of the new "IIPM" (Instructional Interventions Progress Monitoring) Model. This model helps teachers discover which interventions are working for struggling students and which aren't, and is designed to prevent inappropriate referrals to Special Education.

AMAO Results- Criterion #3: Meeting Annual Yearly progress Targets

Oregon State Assessment results for **2007-2008**:

Oregon assessment in English language arts

Participation-“met” at all levels

Academic Status- "did not meet" at middle school "NA" at elementary and high school

Oregon Assessment in math

Participation-“met” at all levels

Academic Status- “not met” at Middle School. High School and elementary-"NA"

Oregon State Assessment results for **2008-2009**:

Oregon assessment in English language arts

Participation-“met” at all levels

Academic Status- Met at elementary and middle school, "NA" at High School

Oregon Assessment in math

Participation-“met” at all levels

Academic Status- "met" at elementary “not met” at Middle School. High School-NA

Academic Growth: Middle School- Just missed growth target of 6%. (5.63%). Grew 1.46% so in "safe harbor".

These results show that the difficulties for our ELLs are primarily at the secondary level. We see the following factors as hampering our ability to meet our AYP targets:

Factors:

- Secondary content teachers need further training in making core content classes accessible to ELLs.
- Further interventions for secondary students in reading and math are needed.
- There is a need for more sheltered-content courses at the high school level.
- To ensure ELLs are taking and passing the courses necessary to meet graduation requirements, a clearer process for supporting students needs to be established.

Improvement Activities:

1. ELL staff will continue to meet with key staff and administration at secondary schools to focus on addressing the “factors” that have been identified as hampering our ability to meet AYP targets. We will focus our discussions on the "access to core content" questions listed above. (See goal #3 above.)
2. Review procedures and supports available at high schools for helping ELLs to meet high school graduation requirements.
3. A SIOP coach was hired in 07/08 to provide SIOP training, follow-up coaching and to assist in sheltered-instruction course development. She is currently working at North High school to support six teachers in creating sheltered-instruction courses.

4. Provide administrative trainings in effective strategies and program development for English Language Learners. A team of administrators have attended one or more of the following conferences: “Minority Student Achievement Network” (MSAN) CABE, or OELA. In addition, there have been presentations during administrative meetings, and administrative participation in district SIOP trainings.
5. As a district, we have been reviewing educational programs for ELLs in order to identify additional program options that show greater academic gains for secondary ELLs. Research related to the academic achievement of ELLs shows that students who have attended a “Dual-Language” or “Two-Way” bilingual program through high school show greater academic gains in standardized assessments than students in English-only or pullout ELL programs. In spring 2009, Eugene School District 4J's school board approved the implementation of a new Spanish Dual-Language program. This program began this school year (September, 2009 in grades K and 1st at RiverRoad / Camino Del Rio Elementary School. It will grow one grade level each year.

IX. B. Program Evaluation, Review and Improvement

Program practices that have been changed or under review: (2009-2010)

- Staff development in SIOP is now more focused. Instead of training as many teachers as possible with little follow-up, we are now focusing on specific secondary schools with higher populations and providing specific coaching to teachers to help them develop sheltered-instruction core content classes.
- We are providing translation and interpreting services for parent conferences and meetings in a more systematic way district-wide. We have established protocols that schools are to follow when requesting interpreters including asking them to ensure that home language information is in our ESIS system so as to identify ahead of time which families need interpretation services. Our Latino Family Liaison is visiting individual schools to review our interpreting/translation policies. Each school has an interpretation and translation folder with information about Transact and guidelines for requesting interpreting and translation services.

- We are investigating other program possibilities at the secondary level such as a newcomer program or web-based educational programs in Spanish that provide course offerings in Spanish not currently available (i.e., Plaza Comunitaria).

- District leadership is looking into providing differentiated staffing for schools with higher numbers of ELLs. More staffing would be provided at schools with higher numbers of ELLs. (This is over and above what is already provided for ELL instruction.)