

Eugene School District 4J

English Language Learner Program Plan

2008-2009

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I.A. Introduction: School District Information

(1. & 2.) Eugene School District 4J has a student population as of 17,411 There are 27 elementary schools, 8 middle schools and 4 high schools.

(3.) Our ethnic diversity is as follows:

- AM IN /AI NAT: 4.11 %
- BLACK: 3.47 %
- AS/PL ISL: 6.01%
- HISPANIC: 8.4%
- White: 73.32%

(4.) Number and percentage of Limited English Proficient students in Eugene School district:

440 ELLs - 2.5% of Total Eugne 4J student population

Home language of ELLs:

76% home language is Spanish

16% home language is Korean

The rest of our population speak a variey of languages which include the following:
Amharic, Arab, Chinese, East Indian, French, German, Hindi, Ibibio, Japanese, Marshallese, Punjabi, Russian, Thai, Vietnamese

(5.) Special Education Services: number and percentage of LEP's in SPED:
40 LEPs of 2,450 SPED students= 1.6 % of total SPED population is ELL (LEP).

(6.) Number and percentage of ELLs in TAG: **3 students**

(7.) (See chart below.)

(8.) (See chart below.)

(9.) Number and percent of students in Monitor 1: 90 students / 15.6%

(10.) Number and percent of students in Monitor 2: 44 students / 7.6%

(11.) Number and percent of students re-entering the program 5 students 1.1%

(12.) (See chart below.)

Annual Measurement Achievement Objectives
Two-Year Comparison

<p><u>The Annual Measurable Achievement Objectives:</u> <u>2006</u></p>	<p><u>The Annual Measurable Achievement Objective::</u> <u>2007</u></p>
<p><u>AMAO #1</u> Make progress in learning English: 85% or more must move up by <u>one proficiency level.</u></p> <p>We are at 70%. We did not meet this objective.</p>	<p><u>AMAO #1:</u> Make progress in learning English: 50% or more must move up by <u>one proficiency level.</u></p> <p>We are at 61%. We did not meet this objective.</p>
<p><u>AMAO #2:</u> Reach English language proficiency by the end of the school year: 20% or more of all students must reach full English proficiency.</p> <p>We are at 20%. Hurrah! We met this one.</p>	<p><u>AMAO #2:</u> Reach English language proficiency by the end of the school year: 35% or more of all students must reach full English proficiency</p> <p>We are at 59%. We met this one.</p>
<p><u>AMAO #3:</u> Make Adequate Yearly Progress for the English Learner Student population on required state tests (both in achievement and test participation for Language Arts and mathematics).</p> <p><u>English Language Arts</u> Participation: "Met" at all levels Academic Status: "Met" at elementary grades "Not Met" at Middle/High school.</p> <p><u>Math</u> Participation: "Met" at all levels Academic Status: "Met": elementary level and High School. Middle School: "NA" (Student sample size too small.)</p>	<p><u>AMAO #3:</u> Make Adequate Yearly Progress for the English Learner Student population on required state tests (both in achievement and test participation for Language Arts and mathematics).</p> <p><u>English Language Arts</u> Participation: Met targets at all grade levels. Academic status: Met targets at elementary and middle school, not at high school.</p> <p><u>Math</u> Participation: Met at all levels Academic Status: Met at all levels</p>

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 ELL 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.

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. These goals are as follows:

AMA0 #1 Make progress in learning English: 50% or more must move up by one proficiency level.

AMA0 #2: Reach English language proficiency by the end of the school Year: 35% or more of all students must reach full English proficiency.

AMA0 #3: Make Adequate Yearly Progress for the English Learner Student population on required state tests (both in achievement and test participation for Language Arts and mathematics). Current targets: 95% participation, 49% meets or exceeds in math and 50% 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 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 notification of the testing results that includes information about the ELL Program and the services their child will be receiving.

Assessment of Language Proficiency Growth

ELLs language proficiency will be assessed using Oregon’s English Language Proficiency Assessment (ELPA). This spring was the first year that this assessment was given to all our English Language Learners.

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.
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) waived students.
5. Once the assessment results are received, ELL teachers and regular classroom teachers will receive the results for their individual ELL students. In the near future, we also hope to keep that information as part of our new “4J Data Warehouse“.
6. Each fall, parents will receive the results of the ELPA as part of an annual letter showing their child’s language proficiency growth and stating whether their child will continue to receive ELL instruction

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. 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 specialised ELD curriculum

B) Access to Content:

- Sheltered-instruction- GLAD trained teachers
- Native language support- (bilingual teacher or instructional assistant at schools with highest numbers of ELLs from one language group)

Secondary Schools ELL Instructional Services:

A) English Language Development-

- ELD Class period using specialized ELD curriculum

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

At the elementary level, our ELL instructional model is a “Pull-out“ model. This fall we are adopting “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. Starting in fall 2007, We will be adopting a new curriculum to be used at the middle school level. We have chosen 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. This program dovetails well with our elementary and middle school curriculum as it incorporates 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. 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 computer software, the internet, CDs and videos are also incorporated when possible.

ELD Instructional Time

Elementary Level-

At the elementary level students receive anywhere from 90 minutes to 225 minutes of instruction 3-5 days a week depending on their language proficiency level. The range for beginning to early intermediate proficiency is 150-225 minutes 4-5 days a week and the intermediate to advanced students receive 90-150 minutes a week.

Secondary Level-

At the secondary level, ELD is provided is 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. Our schools with higher numbers of ELLs , there are several class periods of leveled ELD instruction (i.e., ELL 1, 2 and 3).

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

All schools have certified licensed teachers providing ELL instruction at each of our schools. Most have ESOL endorsements and no teacher is teaching ESOL for more than 50% of

their instructional time without an ESOL endorsement. In schools with larger student numbers, a teacher works with an instructional assistant. However, the instructional assistant only provides follow-up instruction and does not plan or formally evaluate students. The curriculum teacher's guide is very specific in terms of what the instruction looks like and how much time to spend on each lesson. The ELL coordinator makes regular on-site visits during ELL instructional times to support the ELL instructional staff and to keep abreast of the type of instruction happening in the schools.

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 Sheltered-English training to regular classroom teachers. The staff development models used are GLAD and SIOP. 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

The school counselor schedules students in courses with feedback from the ELL instructors. 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.

Native language Support

At schools with higher numbers of ELLs from the same language group, there are bilingual instructional assistants at the school for 4-6 hours a day. They provide native language support in the regular classroom.

Supplemental Programs

In addition to instruction during the school day, ELLs have access to after-school homework clubs, extended day programs, Title One 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 one 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). 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.) 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 received by the school secretary and is shared with the ELL instructor and regular classroom teacher as part of the intake process.

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. (See section VIII. Parent and Community Involvement for further details.)

V. Staffing and Professional Development

As previously mentioned, the majority of our ELL certified program staff have ESOL endorsements. At the secondary level, if a teacher teaches an ELD class as part of their assignment and they don’t already have an ESOL license, they must show that have had some course work or training in the area of ESOL. In addition, there is a concerted effort to hire regular classroom teachers with ESOL endorsements and or training in sheltered-instruction models such as GLAD and SIOP.

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, holds 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 differentiating instruction and improving instruction for ELLs in the regular classroom. We have found that the SIOP (Sheltered-Instruction Observation Protocol) model supports our district's staff development goals. Over the past few years, at the elementary level, we have provided training in (GLAD) Guided Language Acquisition Design. However, we have seen that the SIOP model is effective at all levels and have decided to train elementary teachers in that approach instead. In addition, we realize that for staff development to be as effective as possible, we need to do more than just provide a on time training. Teachers need support on an on-going basis. For this reason, in September, 2007 we hired a full-time SIOP coach to provide trainings and on-going support to classroom teachers and thus have decided to focus primarily on this model district-wide.

Over the last two years, we have provided the following staff development activities and will continue to do so as part of our district goal of closing the achievement gap and improving instructional for all students.

05-06 staff development plan

GLAD	Target Audience
GLAD Tier 1 training: (2 days) Oct 13-14 2005	Elementary teachers at Cesar Chavez, Howard and River Road (15 I.A.'s and 35 teachers)
GLAD Tier 1 training (2 days) April 27 - 28th 2006	30 elementary teachers from throughout the district
GLAD Tier 2 training: 4 days)	Elementary Teachers who took Tier 1 GLAD

Lesson Demos/ curriculum planning) July 24-27, 2006	training: 30 teachers
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SIOP Training	Target Audience
Oct 14 th -All administrator's training	All Administrator's
February 24 th -25 th 2 day SIOP training	20 secondary teachers
Lane ESD sponsored SIOP Training – 5 days 1 st session- October-January 2nd session-February-May Presenter: Margo Hampton	25 secondary teachers

06/07 Staff Development Plan

SIOP Training	Target Audience
4 day SIOP Institute: North Eugene- August 14-17, 2006	30 secondary teachers
Lane ESD SIOP Training 1 st session- October-January 2nd session-February-May 3rd session- June 18-22	25 teachers 22 teachers
GLAD Training	Target Audience
GLAD Tier 1 training: (2 days) Oct 12-13 (state-in-service day)	Title one schools- 30 teachers
GLAD Tier 1 training: (2 days) in winter (Jan, Feb.) 2007.	Title one Schools (30 teachers)
GLAD Tier 1 training -2 day (Lane ESD) June 21-22 2007	Lane county elementary teachers

GLAD Tier 2 training- 4 day (Lane ESD) July 23-26 2007	Teachers who took Tier one training
Title One Training- Once a month, starting in the fall Topics: ELL strategies, reading, behavior management, math, etc.	All Title one and ELL instructional assistants
Minority Student Achievement Network Conference: “Building The Foundation for Best Practices”. Hosted by Eugene School District, 4J	Open to administrators and teachers in Eugene and across the nation. Estimated attendance, 300-400.

Staff development plan for school year 07/08

07/08 GLAD Training	Audience
GLAD 2 day: Sept.24-25-Lane ESD GLAD 2 day: March 17 and 31- Lane ESD GLAD 4 day: Spring and Summer 2008-TBA	50 elementary teachers
07/08 SIOP	Audience
5 day series: Session 1: Fall- TBA Session 2: Spring TBA Session 2: June, 2008	50-60 teachers
SIOP coaching and meetings A SIOP coach will be hired for the 07/08 school year to provide follow-up support to SIOP trained teachers.	Secondary teachers who have taken SIOP
Focused Approach to Systematic ELD Workshop September-Sept. 28, Oct. 11 and Nov. 16.	All ELL staff- ESOL certified teachers and instructional assistants

<p>Title One Training- Once a month, starting in the fall. Topics: ELL strategies, reading, behavior management, math, etc.</p>	<p>All Title one and ELL instructional assistants</p>
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Evaluation of Staff Development

Staff evaluations are conducted at the end of each training and are reviewed by the ELL district coordinator. 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 and AYP reports. This information in addition to a needs assessment conducted each year with Eugene 4J staff, helps prioritize staff development goals for the following school year.

VI. Reassessment, Reclassification and Exiting

Reassessment:

All English Language Learners are reassessed each spring using Oregon’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 qualified for instruction, but denied services.) Parents and classroom teachers are informed of their student’s progress in ELPA as part of the annual ELL program enrollment process. Parents receive a letter showing their child’s ELPA score and whether or not they will continue receiving ELL instructional services. Classroom teachers receive a placement form which includes ELPA scores and program placement information.

Reclassification and Exiting:

Students are generally 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 which is kept at the ELL office and 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.

To successfully challenge the exit criteria a school team consisting of the ELL teacher, regular classroom teacher, administrator or counselor meets to discuss the student in question. (This team could also be the school's SST as long as it includes the ELL teacher.) Documentation from multiple sources such as grades, work samples, informal and formal assessments should be included as supporting evidence that a student should be retained or promoted from the ELL program. Parents will be given the opportunity to provide input on this decision either through a meeting or phone call, (if a meeting is not possible). The ELL teacher will document the team's decision on the ELL program placement form. A copy will be kept in the student's school cum folder and the ELL office student file. A letter verifying this decision will be sent home by the school's ELL instructor.

Monitor Status:

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 is in the process of creating 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 each grading period, 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 has developed a Special Education “Pre-referral Process for English Language Learners“. (This process is currently under review, however, for the purposes of this plan the current process is attached at the end of this document.) The ELL Program coordinator and school district psychologists meet to ensure that this process is being utilized appropriately and to review and evaluate it’s effectiveness. We recently hired a bilingual school psychologist, speech and language specialist and bilingual mental health specialist to assist in using this process.

When evaluating the effectiveness of our Pre-referral Process, we will keep in mind the following key questions:

- Is this process helpful in supporting “School Site Team's" (SSTs) in making the best educational decision possible for linguistically/culturally diverse students who are struggling academically?
- Is this process effective in helping SSTs 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 our school district uses a process which involves individual school-based teams called SSTs “Student Support Teams“ to discuss academic needs of students. This process is under review as part of our Special Education referral process. Our district Student Achievement Director and Special Education

Director are responsible for this project and will be meeting with the ELL Program Coordinator to discuss the effectiveness of this procedure and assessment instruments as a means of identifying ELLs for TAG services. We have been using the Raven assessment as an initial screener.

However, we would like to add to this process by training 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 a content-area.

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. 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. Both our Diversity and Family, Parent and Community coordinators work directly with schools to ensure that both parents and students are aware and have full access to educational services and extra-curricular activities.

VIII. Parent and Community Involvement

a. Informing parents about educational programs and NCLB legislation

b. 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 which 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.

In addition, we have the following supports in place to enhance parent involvement and understanding of our educational system:

- We have a 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 administration 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 use for gathering input from parents in regards to developing effective education programs for their children.

- A “Latino Family Outreach Liaison” position has been created to focus on parent involvement in the schools in schools that have little support for bilingual parents. 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.

c. 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, Koran 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.

IX. A. Program Evaluation, Review and Improvement

Instructional services for English Language Learners are evaluated each spring. The ELL district coordinator and Student Achievement Director are responsible for conducting this evaluation and for sharing information regarding this evaluation to district leadership and 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.

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

This goal was 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 will store OSAT, district assessment and ELPA scores, will allow for 4J teachers and administrators to track the academic results of individual as well as identified groups of students.

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

This goal will be 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 will be distributed to general education administrators and teachers.

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 content“:

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

What type of staff development or other type of support can the ELL staff provide to regular classroom teachers?

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?

As part of the process for gathering answers to these questions, general education staff are asked to complete an ELL program evaluation survey each spring term. Modifications are made each spring and in place by fall term. In addition, schools are asked to complete an “ELL Plan” which describes current services for ELLs in their school.

The results of this annual evaluation and the process used to gather these results assists schools and the school district as a whole in identifying areas of strengths and weaknesses in our ELL Instructional services. Results of our annual evaluation are shared in a variety of ways including through district and building level meetings and email communication.

Spring AMAO Results

Our April, 2008 AMAO results (See chart on page 4), showed that we have met and exceeded our first two AMAO goals. Our results for AMAO #1 showed that 61% of our ELLs moved from one language proficiency to the next. We met AMAO #2 which showed that 59% of our ELLs attained English language proficiency by the 5th year of receiving ELL services.

We met our AYP targets for Math in all areas. In English Language Arts, we met “participation” in all areas. In the “Academic Status” we met at elementary and middle school, but not in high school. In response to these results, the ELL coordinator held several meetings with high school building and district level administrators to identify factors that may be hampering our ability to reach our AYP targets at the high school level in English Language Arts. Following were the three major factors identified:

Factors:

- Secondary content teachers need further training in making core content classes accessible to ELLs.
- 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: These activities are on going. They began in 07/08 and will continue through the 08/09 school years.

1. Meetings were held at the high schools to focus on addressing the “factors” that have been identified as hampering our ability to meet AYP targets. Each school was asked to review their current course offerings and to identify gaps. This has helped us identify which teachers need to be trained in SIOP and which new courses should be created. Also discussed were procedures and supports available that can support high school ELLs in meeting high school graduation requirements.
2. A full-time SIOP coach was hired in 07/08 to provide SIOP training, follow-up coaching and to assist in SIOP course development.
3. In 07/08, thirty-eight secondary teachers and forty-seven elementary teachers were trained in SIOP. We will continue to identify our gaps in course offerings in order to target which teacher are most in need of SIOP training. These trainings and SIOP course development will continue through the 08-09 school year.
4. Provide administrative trainings in effective strategies and program development for English Language Learners. A team of administrators will attend one or more of the following conferences: “Minority Student Achievement Network” (MSAN) conference, CABE, or OELA. In addition, there will be presentations during administrative meetings, and administrative participation in district SIOP trainings.
5. ELL program staff participated in the “Focused **Approach to Systematic ELD**” during the fall term, and has been implementing this approach as part of their ELD instruction. The ELL staff will continue to participate in future training to support the implementation of this instructional approach.

08/09 Activities

1. 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 Spanish speaking 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 student in English-only pull-out ELL programs. As a result of a presentation to the Eugene School District, 4J school board highlighting this information, they have approved a proposal to begin a Spanish dual-language program in September 2009. Over the last several years, district and staff from River Road/Camino del Rio where the new program will be housed, have attended several conferences and visited several programs in preparation for the implementation of this new dual-language program. This work will continue throughout this school year. The program will begin with a Kindergarten and first grade in September of 2008.
2. In the fall a team of teachers and administrators attended “ Courageous Conversations” Achieving Racial Equity and Excellence in Education. We will be bringing back portions of this training and will be conducting monthly sessions with elementary principals starting in October.
3. In January, there will be a two day training called, “ Coaching for Equity in Education” for all administrators in Eugene, 4J.
4. A new series of SIOP sessions will begin in fall of 08. We will provide 2 series of trainings. Each series consists of 4 eight-hour days spread out over 4 months (One day of training each month), with coaching provided in between each training session. Each series will train approximately 30 secondary teachers with a goal of training 60 teachers by the end of the school year.
5. In addition for SIOP training for teachers we will be providing SIOP training for administrators. (TBA)

Our hope is that these activities will result in greater academic achievement all our ELL students in the years to come. The effectiveness of these activities will be assessed as part of our annual program review and evaluation with our ultimate goal being to meet our AMAO target goals.

X. Appendices

- 1) Pre-referral Process for ELLs
 - a) Pre-referral Process for ELLs (white)
 - b) ELL Pre-referral Screener (yellow)
 - c) Checklist of Academic or Behavioral factors (pink)
 - d) ELL SST Summary Report (blue)
- 2) Interpretation and Translation Informational Letter
- 3) Guidelines for interpreters
- 4) Classroom Teacher ELL Program Evaluation