

OUR VISION:

We invest in inclusive quality instruction that honors students racial, cultural and linguistic assets.

OUR MISSION:

We prepare educators at PPS with the perspectives and resources needed to ensure that every EB is ready to succeed in our schools and thrive in our community.



Portland Public Schools

ELL Local Plan
2017-2019



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Section I - DISTRICT DEMOGRAPHICS

SCHOOL DISTRICT INFORMATION

1. Size of the district

Portland Public Schools (PPS) is a public school district located in Portland, Oregon. It was founded in 1851. It is the largest school district in the state of Oregon. It is a PK–12 district with an enrollment of more than 49,000 students in 79 schools and other sites that are maintained within the district. PPS has 32 elementary, 25 K-8 schools, 11 middle, 10 high and 1 K-12 school (79* schools total).

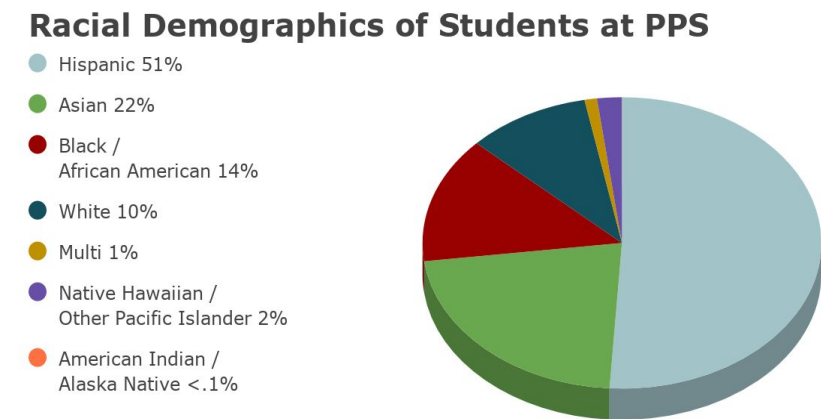
*PPS students also attend the Head Start Early Childhood Education program, 10 community-based programs, 8 charter schools, 4 alternative programs, 1 newcomer program and 10 special services programs.

Employee Numbers	
Teachers	3,506
Classified Represented	2,088
Licensed School Administrators	176
Not Represented	448
Substitutes	910
Other	501
Total	7,629

2. Enrollment of the district

49,897, October 2017

3. District’s ethnic diversity



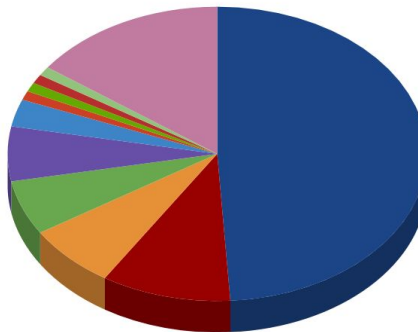
4. Number of different languages represent in our EB population

TOP 10 LANGUAGES	
Spanish	1794
Vietnamese	358
Cantonese/Chinese/Mandarin	259
Somali	233
Russian	200
Arabic	94
Swahili	51
Chuukese	48
Japanese	43
Maay-Maay	43
Other	567
TOTAL	3690

*numbers include PK and alternative ed programs

Most Common Languages Spoken by ESL Students

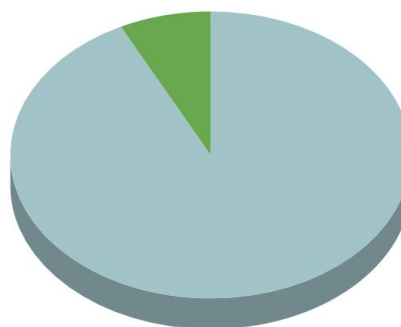
- Spanish 48%
- Vietnamese 11%
- Cantonese/Mandarin Chinese 7%
- Russian 6%
- Somali 6%
- Arabic 3%
- Maay-Maay 1%
- Swahili 1%
- Amharic 1%
- Chuukese 1%
- Other 15%



5. Number and percentage of EB students enrolled in district

Number of ESL Students at PPS

- Total PPS Enrollment - 49897
- Number of ELs Eligible for Service - 3690
- Percentage of Students in ESL Program - 7.4 %



6. Number and percent of ELSWDs

792 students (21% of the district's LEP student population) are served in our special education programs; 14.0 % of the District's total student population is Special Education students. Three EBs are on a 504 plan. (As of October, 2017)

7. Number of EBs enrolled in Talented and Gifted Program

Currently we have 11 Emergent Bilinguals in TAG. This number may include TAG potential.



8. List of schools, identified by Title 1-A Targeted Assisted, Title I School-Wide, Alternative Program, Charter schools, etc...

Updated 2019-2020 Title I-A Schools

Title I schools	Alternative/ Charter Schools	CTE Programs
<u>Elementary</u> Boise-Eliot Humboldt PK-5 César Chávez K-8 Harrison Park K-8 Faubion PK-8 Grout K-5 James John K-5 Kelly K-5 Lee K-5 Lent K-8 Martin Luther King Jr. PK-5 Marysville K-8 Rigler K-5 Rosa Parks K-5 Scott K-5 Sitton K-5 Vestal K-8 Whitman K-5 Woodlawn PK-5 Woodmere K-5 <u>Middle</u> George Harriet Tubman Lane Ockley Green Roseway Heights	Alliance - Meek Campus Alliance - Benson Campus MLC K1-12 Virtual Scholars Pioneer Programs Portland International Scholars Academy Credit by Exam Portland Evening and Summer Scholars <u>CBOs</u> DePaul Alternative School Helensview Mt. Scott 6-12 Learning Center NAYA Early College Academy Open School Portland Community College Portland Youth Builders Rosemary Anderson HS Rosemary Anderson New Columbia Rosemary Anderson Lents SE Works Youth Progress Association <u>DART Schools</u> Breakthrough Clinton Janus Nickerson Parry Center White Shield SAGE <u>CHARTERS</u> Portland Arthur Academy K-5 The Emerson School K-5 KairosPDX K-4 (growing to K-5) Le Monde French Immersion K-6 (growing to K-8) Opal School K-5 Portland Village School K-8 Trillium K-12	Benson Polytechnic CTE Programs of Study Alliance CTE Programs of Study Cleveland CTE Programs of Study Franklin CTE Programs of Study Grant CTE Programs of Study Lincoln CTE Programs of Study Madison CTE Programs of Study Roosevelt CTE Programs of Study Wilson CTE Programs of Study



DISTRICT PROGRESS FOR EBs

9. Number and percentage of EBs showing growth on ELPA21 from 2015-16 to 2016-17

District	Total Unduplicated count	AMAO 1 Denominator	AMAO 1 Numerator	AMAO 1 Adjusted Percent
2016-17	4470	3305	1372	41.51 %
2015-16	3969	2917	1016	34.83 %

AMAO 2016-17 - ESLWD									
ALL STUDENTS THAT ARE NOT SPED					ALL STUDENTS THAT ARE SPED				
Grade	Insufficient gain	Made adequate gain	Percent ELPA Gain	Total	Grade	Insufficient gain	Made adequate gain	Percent ELPA Gain	Total
1	238	120	33.5%	358	1	49	14	22.2%	63
2	208	174	45.5%	382	2	62	21	25.3%	83
3	181	213	54.1%	394	3	68	25	26.9%	93
4	152	205	57.4%	357	4	73	22	23.2%	95
5	123	154	55.6%	277	5	69	22	24.2%	91
6	105	115	52.3%	220	6	53	25	32.1%	78
7	68	70	50.7%	138	7	46	34	42.5%	80
8	59	31	34.4%	90	8	52	19	26.8%	71
9	39	17	30.4%	56	9	31	9	22.5%	40
10	63	19	23.2%	82	10	22	1	4.3%	23
11	73	26	26.3%	99	11	17	7	29.2%	24
12	63	12	16.0%	75	12	19	1	5.0%	20
Total	1372	1156	45.7%	2528	Total	561	200	26.3%	761

Chart above does not include 16 kindergarteners who exited during the 2016-17 school year.

EBs Included on AMAO 1 In Program More Than 5 Years 2016-17 (Of these students 814 of them are in grades 5-8)				
Included in AMOA 1	Insufficient Gain	Gained	Total	Percent Gain
Not Sped	329	304	633	48.0 %
Sped	284	114	398	28.6 %
Total	613	418	1031	40.5 %

10. Number and percentage of EBs exiting as proficient in 2016-17

STUDENTS WHO EXITED - information from LEP REPORT 2016-17			
ALL ESL	Percent	ESLWD	Percent
944	21.1%	97	11.2%



11. Number of students in monitoring year 1 status

Year 1 Monitoring Status (Oct 2017)	908
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12. Number of students in monitoring year 2 status

Year 2 Monitoring Status (Oct 2017)	71
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13. Number of students in monitoring year 3 status

Year 3 Monitoring Status (Oct 2017)	443
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14. Number of students in monitoring year 4 status

Year 4 Monitoring Status (Oct 2017)	430
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15. Number of former EBs (not in current EB or monitoring status)

Former EBs (not current or monitored)	1681
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16. Number of students who have re-entered the ELD program after exiting for proficiency

Re-entered ELD program & tested this year.	4
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17. Number and percentage of monitored students meeting/exceeding state academic assessments for each of the four years of monitoring

MONITORING STUDENTS from 2016-17						
MONITORED NOT ELSWD						
	SBA ELA RESULTS					
Monitoring Year	1	2	3	4	Total	Percent 3/4
1	143	218	179	30	570	36.7%
2	9	10	16		35	45.7%
3	72	120	86	37	315	39.0%
4	57	99	109	46	311	49.8%
Total	281	447	390	113	1231	40.9%
ELA scores from 2016-17 end of year dashboard						
MONITORED NOT ELSWD						
	SBA MATH RESULTS					
Monitoring Year	1	2	3	4	Total	Percent 3/4
1	196	205	115	51	567	29.3%
2	13	7	9	4	33	39.4%
3	111	106	58	37	312	30.4%
4	97	88	68	48	301	38.5%
Total	417	406	250	140	1213	32.2%
Math scores from 2016-17 end of year dashboard						
MONITORED ELSWD						
	SBA ELA RESULTS					
Row Labels	1	2	3	4	Total	Percent 3/4
1	32	26	9	1	68	14.7%
2	2	1	1		4	25.0%
3	9	6	6	1	22	31.8%
4	11	11	1	1	24	8.3%
Total	54	44	17	3	118	16.9%
ELA scores from 2016-17 end of year dashboard						
MONITORED ELSWD						
	SBA MATH RESULTS					
Monitoring Year	1	2	3	4	Total	Percent 3/4
1	34	17	10	3	64	20.3%
2	2	1	1		4	25.0%
3	9	5	4	3	21	33.3%
4	17	2	1	1	21	9.5%
Total	62	25	16	7	110	20.9%
Math scores from 2016-17 end of year dashboard						



18. Number and percentage of EBs who have not reached English proficiency having been identified for 5 years or more

Years in LEP 5 or more						
Years in Program	Not Sped	Percent Not Sped	Sped	Percent Sped	Total	Percent
5	152	4.3%	87	2.5%	239	6.8%
6	129	3.7%	64	1.8%	193	5.5%
7	73	2.1%	57	1.6%	130	3.7%
8	33	0.9%	50	1.4%	83	2.4%
9	18	0.5%	38	1.1%	56	1.6%
10	14	0.4%	16	0.5%	30	0.9%
11	17	0.5%	21	0.6%	38	1.1%
12	12	0.3%	9	0.3%	21	0.6%
13	4	0.1%	4	0.1%	8	0.2%
14	4	0.1%		0.0%	4	0.1%
Total	456	12.9%	346	9.8%	802	22.7%
From AMAO Detail file 2016-17						
- total number of students that did not gain proficiency = 3526						

19. Number and percentage of district EBs who have a waiver for ELD services

From 2016-17 Final LEP	SPED			
Refused	N	Y	Total	Percent
Declined services (proficiency test administered)	151	74	225	
Declined services (not enrolled during testing window)	7		7	
Total Declined	158	74	232	5.2%
Eligible - 1A,1B,1C,1D,1E 4N,4O = 4470- Denominator				

In October 2017, 158, which is 4.3 %.



Section II - SCHOOL DISTRICT INFORMATION ON PROGRAM GOALS

OUR VISION:

We invest in inclusive quality instruction that honors students racial, cultural and linguistic assets.

PPS recognizes that EBs have a double curricular load: they must become proficient in academic English, and they must master all of the academic content required of all students in Oregon. According to Heritage, Walqui and Linquanti,

To prepare all of our EBs to achieve the language and learning expectations of college and career readiness, we may no longer rely on the responsibility of our language specialists teaching English language development. For children entering school with little or no English, there is a pivotal role for ESL teachers to support EB's in developing initial English language proficiency, in deep, accelerated ways. However, once students have moved beyond the emergent level of proficiency in English, further development of the academic uses of language becomes the responsibility of every teacher.

20. Describe the district's educational approach(es) for educating EBs (section Rev. 3/28/19)

We believe that EBs will reach greater success through our collective ownership and collaboration, thus allowing us to transform in more effective ways that better support our EBs. Our cross departmental efforts focuses on delivering cross disciplinary English language development opportunities where EB's linguistic and academic needs are simultaneously met. PPS will provide increased pathways that utilize Quality Teaching for English Learners as the foundational approach for educating our historically underserved EB students. Our approach includes inclusive instructional settings where EBs can engage in learning language through a socio act of collaborative learning that promotes internalizing and appropriating language, structure and processes across all language domains.

We have observed a continuous pattern of students identified for English and a Second Language services placed in intervention classes to address perceived deficits in reading and writing. Anarella Celletti's (2008) article *Beyond Educational Interventions* supports this reasoning that *EB interventions are ineffective for EBs and leads to continued generally poor performance on standardized assessments. Rather than approach ELD as a deficit in need of an intervention to fix, the assets EBs bring with them to the classroom should be utilized to accelerate language development and success in academic content.* With the adoption of Common Core State Standards (CCSS) we have a valuable transformative opportunity for educators that are vital for equitable classroom learning experiences. Our various instructional options are tailored to meet the diverse needs of EBs and the educational preferences of the parents of EBs. The following briefly describe the components of each instructional program option.

Multilingual Pathways

Closing the opportunity gap for our historically underserved EB's is a district priority. To this end, the department supports schools in offering multiple pathways and entry points for students to become bilingual and biliterate. A variety of programs are offered to support the diversity of levels of proficiency in the partner languages. Programs for native speakers include native language literacy and dual language immersion. By participating in these programs students may qualify for the Seal of Biliteracy.



Dual Language Immersion in PPS includes two-way programs. (Two language groups receiving integrated schooling through their two languages.) The goal of these bilingual programs is for Emergent Bilinguals to reach academic benchmark in English, this is done by investing heavily in Native language. Outcome for students participating in this program include high levels of biliteracy and attainment of the state's Seal of Biliteracy. The best model for supporting this requires between 1/3 to 2/3 of the students being Native language speakers which we strive for with our EBs.

Native Language Literacy programs are offered at four MS sites. Lane School offers Native Spanish Literacy, Harrison Park offers Native Mandarin and Somali, and King and George School offers Native Spanish Literacy. These programs are based on the Thomas and Collier research that indicates that students who receive bilingual education have better outcomes than students in English only programs. These programs are centered on ensuring that students have the opportunity to strengthen and maintain native language.

English Language Development Pathways These pathways are designated for Emergent Bilinguals where it is not feasible for the district to offer a dual language pathway; and for EBs whose parents wish for their children to be in an English instructional program. The instructional approach in these programs include:

K-8 Integrated ELD "Push-in" (Discipline Specific) calls for the development and expansion of discipline-specific and academic English across the day by all teachers and integrated into all subjects. The language learning that occurs during a student's experience with the different content areas (i.e. social studies, science, math, English language arts) is especially valuable for EBs because it extends and stretches their language development in new and various directions. It also deepens a student's understanding of how language can be used for diverse purposes and in different ways. This is the only way that EBs learn to use language in the different academic registers. (Walqui & van Lier, 2010; Def. Council of Great City School, 2014); this model utilizes written, taught & assessed curriculum that is aligned to both core content standards & the English language proficiency standards. Emergent Bilinguals learn alongside English proficient peers.

K-5 Content-Based ELD "Push-in" This model provides an instructional approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., science, social studies, LA) within the context of teaching the English language (Collier & Thomas); this model utilizes written, taught & assessed curriculum that is aligned to the English language proficiency standards. Emergent Bilinguals learn alongside English proficient peers.

K-5 Content-Based ELD "Pull-out" This model provides an instructional approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., science, social studies, LA) within the context of teaching the English language (Collier & Thomas); this model utilizes written, taught & assessed curriculum that is aligned to the English language proficiency standards. Emergent Bilinguals learn with other EBs.

ESL Class Period This model utilizes written & taught curriculum that emphasizes language development (ELP standards). It assesses student attainment of ELP standards. EB only students.



Newcomer Pathways

OELA defines newcomer programs as “specialized services and classes to help these {newcomer} students acclimate to U.S. schools, develop foundational skills in content areas (e.g., basic literacy and math concepts)” that prepare students for mainstream instruction (OELA, 2016). These pathways must work to develop a base of academic language and literacy, as well as core concepts to equip students for full engagement in their academic study.

Newcomer Program – Core Content instruction Separate, relatively self-contained instructional program designed to meet the academic and transitional language needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., Bilingual, English language development and/or Sheltered Instruction courses or programs). ELs receive their core content instruction in this program. These programs enroll ELs exclusively.

Portland International Scholars Academy (PISA) is designed to help our high school recently arrived immigrant EB students. The program is typically one year long. For students who arrive with interrupted formal education and/or who require additional time may remain for a second year to further build their academic skills. PISA provides a full academic program that includes academic supports and access to resources for students and families; all teachers are ESOL endorsed and licensed in their content area; program serves SIFE and Recent Arrivers.

Newcomer Program – ELD Separate, relatively self-contained educational interventions designed to meet the academic and transitional language needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., Bilingual, English language development and/or Sheltered Instruction courses or programs). EBs receive their ELD in this program.

Newcomer HS Courses are Separate, relatively self-contained educational interventions courses designed to meet the academic and transitional needs of newly arrived immigrants.

Sheltered Instruction Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs’ linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some examples of sheltered instruction models may include SIOP, GLAD, SDAIE, and CM. Classes using a Sheltered Instruction approach can be designed exclusively for ELs or for a mixture of ELs and non-ELs.

Programs by Schools

ESL Department meets with schools to determine the best program model for student success by grade level. We will look at ways to improve our partnership with the Sr. Directors of Office of School Performance.

21. Relevant research that supports our educational approach(es) for educating EBs

Portland Public Schools commits to implementing sound educational programs that honor, value and strengthen our students’ educational experiences and programs that embrace their varied linguistic and cultural abilities. We focus on instruction for them that builds on their cultural and linguistic strengths and



one that provides meaningful access to a Guaranteed and Viable Curriculum that is standards-based, cognitively complex, rigorous, and coherent. Our main goal is to prepare all teachers to be teachers of both language and content. Our educational instructional support is based on the following research.

A Framework for Raising Expectations and Instructional Rigor for English Language Learners, Council of Great City Schools, 2014

"Our approaches for meeting the needs of our Emergent Bilinguals are centered on the understanding that a complete learning experience for EBs is grounded in a theory of action that affirms English learners are capable of engaging in complex thinking, reading and comprehension of complex text, and writing about complex materials. If teachers are given time to analyze the CCSS, ELP Standards and plan effective lessons based on the standards and using grade-level appropriate, complex text, EBs will acquire the reasoning, language skills and academic registers they need to be successful across the curriculum and throughout the school day. Teachers in turn, need support and guidance from instructional leaders who understand the important shift needed to engage EBs in complex thinking, talk, and tasks anchored in complex, grade-level texts."

US Department of Education Language Instruction Educational Programs: A Review of Foundational Literature, 2012

"Many experts argued that any teachers who have EBs in their classrooms—including and especially mainstream content or general education teachers—should be prepared with specific instructional techniques to serve these students (Gersten 1996; Knight and Wiseman 2006; Manyak 2007; Saunders and Goldenberg 2010; Reeves 2004, 2006; Ray 2009; Aguirre-Munoz et al. 2001)."

Pedagogical Language Knowledge: Preparing Mainstream Teachers for English Learners in the New Standards Era, George Bunch 2013

"Reviews research that provides recommendations on how classroom teachers can be prepared to support students both during their pre-service program and throughout their career. He argued that academic English should be taught through purposefully enacted opportunities for the development of language and literacy in and through teaching the core curricular content, understandings, and activities that teachers are already responsible for. Bunch reviewed recent literature with different approaches and how these approaches were supported by teacher preparation and development initiatives. He concluded that building teachers' understanding of language as action could serve as the foundation when preparing them to engage EBs in both challenging and meaningful academic tasks (p. 330). I think a focus on providing classroom teachers with professional development that supports and scaffolds disciplinary language is essential to authentic and meaningful language development. When EBs are invited to participate in ELD throughout the day that is relevant and applicable they are better able to practice authentically and immediately understand what concepts they are applying their language learning to."

Principles of Quality Teaching for English Learners, Scaffolding The Academic Success Of Adolescent English Learners: A Pedagogy of Promise, Dr. Aída Walqui and Leo Van Lier, 2010

Walqui makes a case for a pedagogy of rigor and hope. The linguistic landscape of US schools has changed. Enrollment of EBs in K-12 schools has grown by approximately 85%, while total K-12 population has only grown by approximately 10%. In addition, approximately 55% of EBs are second or third generation immigrants. Walqui found many of these students failing in large numbers and dropping out of school, noting that the resulting educational crisis required educators to examine how K-12 educational systems must change in order to provide supports and opportunities to all of our students. Walqui presents a model of scaffolding that emphasizes the interactive social nature of learning and the contingent, collaborative nature of support and development. She examined the use of specific types of



scaffolding to promote linguistic and academic development through Sociocultural Theory. Walqui's research cites a large body of empirical research on effective practices with second language learners. Her model perceives scaffolding as both structure and process, where several levels of pedagogical support are woven together, including unit planning, lesson planning, and moment-to-moment scaffolding.

Embedded throughout QTEL are five principles that guide and reflect quality instruction for English Learners.

- Sustain **Academic Rigor** by promoting deep disciplinary knowledge and developing central ideas of a discipline
- Hold **High Expectations** by engaging students in tasks that are high challenge and high support
- Engage in **Quality Interactions** defined as the enactment of interactions that are sustained, deep, and build knowledge in relevant aspects of the discipline
- Sustain a **Language Focus** by explicitly developing disciplinary language, discussing how language works, and highlighting the characteristics of different disciplinary genres and discourse
- Develop **Quality Curriculum** that has long-term goals, is problem-based, and requires sustained attention beyond a single lesson

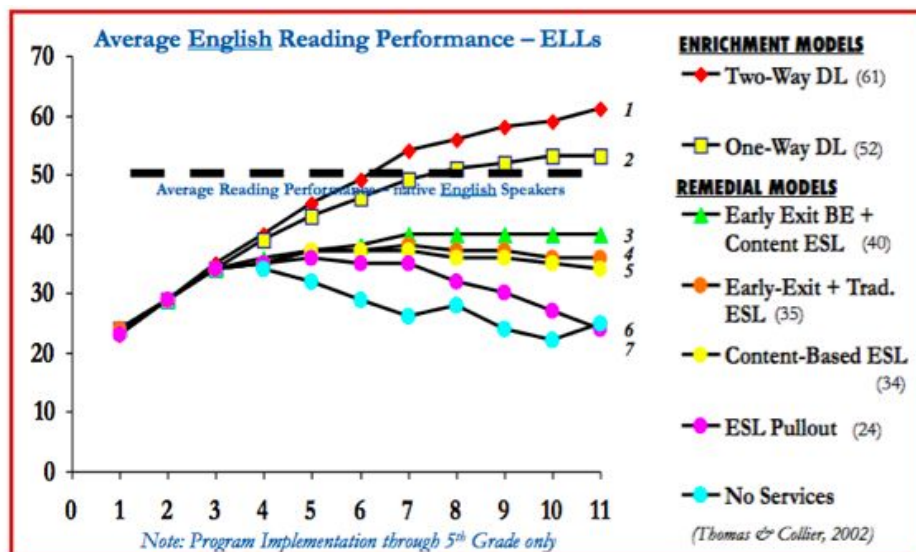
US Department of Education Language Instruction Educational Programs: A Review of Foundational Literature, 2012

"Various authors (Henze and Lucas 1993; Collier and Thomas 1997; Minaya-Rowe 2004; August and Pease-Alvarez 1996; Ray 2009) found or argued based on research that EBs benefit from being held to high expectations and challenging content and achievement standards. Callahan (2005), for example, found that the classes into which an EB is placed are a greater predictor of the child's ultimate academic outcomes than linguistic proficiency, suggesting that reducing the rigor or substance of content instruction does not help, and may ultimately hurt, EBs' academic achievement. While it is important that EBs receive instruction that is tailored to their language-based needs, this finding suggests that it is equally important that EBs not be held to lower academic standards as they build their linguistic proficiency. This finding also suggests, in combination with theme 7 ("EBs need instruction that is specifically cognizant of their needs as second-language learners"), that teachers who provide EBs with content instruction should be equally prepared to deliver challenging content instruction and to address EBs' linguistic needs as they do so."

Dual Language Programs & Native Literacy programs are grounded on the studies done by Thomas & Virginia Collier, 1997.

"Our findings indicate that students who receive well-implemented ESL-pullout instruction, a very common program nationwide, and then receive years of instruction in the English mainstream, typically finish school with the average scores between the 10th-18th national percentiles, or do not even complete high school. In contrast, English learners who receive one of several forms of enrichment bilingual education finish their schooling with average scores that reach or exceed the 50th national percentile. Source: School Effectiveness for Language Minority Students, Wayne P. Thomas & Virginia P. Collier, 1997."

Patterns of low-SES ELLs' Long-Term Achievement in English Reading on Standardized Test (similar pattern for each SES group)



Study included over 700,000 minority language students in 5 large districts across the country. Findings were validated by comparing to school systems in 26

“The vision of bilingualism and multilingualism for dual language program necessitates the concept of additive bilingualism—that all students are provided the opportunity to acquire a second language at no cost to their home language (Cloud et al., 2000). Additive bilingual programs are associated with content area achievement and proficiency in the second language and the home language (Lindholm-Leary, 2001; Ramirez, 1992; Thomas & Collier, 2002) and improved self-esteem and cross-cultural attitudes (Cazabon, Nicoladis, & Lambert, 1998; Kirk Senesac, 2002; Lindholm, 1994; Lindholm-Leary, 2001; Lindholm-Leary & Borsato, 2001; Linholm-Leary & Borsato, 2006).... Thus, there are more positive outcomes for English language learners associated with developing both the home language and the second language simultaneously. Successful language development programs not only prevent the negative consequences of subtractive bilingualism but also effectively promote the beneficial aspects of additive bilingualism. Source: Effective Features of Dual Language Education Programs: A Review of Research and Best Practices, Kathryn J. Lindholm-Leary, Guiding Principles for Dual Language Education.”

US Department of Education Language Instruction Educational Programs: A Review of Foundational Literature, 2012

“While multiple meta-analyses and large-scale research studies and systematic syntheses of research have found that models following the bilingual approach can produce better outcomes than ESL models, as measured by general academic content assessments or measures of reading comprehension or skills (Thomas and Collier 2002; Genesee et al. 2006; Goldenberg 2008; Saunders and Goldenberg 2010; August and Shanahan 2008), other studies, including a recent large-scale quasi-experimental study and a recent large-scale experimental study, indicate that quality of instructional practices matters as well as language of instruction (Irby et al. 2010; Slavin et al. 2011). In other words, researchers have found examples of high-quality programs that come from both bilingual and ESL approaches, which suggests that no single approach (e.g., ESL or bilingual) is effective at all times and under all circumstances (Williams, Hakuta, and Haertel 2007; Parrish et al. 2006; Howard and Christian 2002; August and Pease-Alvarez 1996).”

US Department of Education Language Instruction Educational Programs: A Review of Foundational Literature, 2012

“EBs who enter the American school system at the secondary level with limited literacy in their native



language and with interrupted formal education face unique challenges based on the fact that the language demands of secondary classrooms are likely to be significantly greater than those for lower grade levels (Anstrom et al. 2010)."

Newcomer Toolkit, 2017

"High-quality instruction for all students anticipates all students' potential and provides the supports they need to attain challenging academic goals. Educators can help students achieve at high levels and reach their potential by engaging them in rigorous, deep, and accelerated learning (Walqui & van Lier, 2010; Leseaux & Harris, 2015). Many newcomers may arrive in the U.S. needing to learn English while also needing to learn academic content. Thus, high-quality education for newcomers is based in large part on quality teaching practices for EBs. Perspectives about high-quality education for EBs that are grounded in sociocultural theories of learning often challenge common assumptions and practices (Gibbons, 2009; Lantolf & Thorne, 2006; and van Lier, 2004)."

Helping Newcomers Students Succeed in Secondary Schools and Beyond, Deborah J. Short & Beverly A. Boyson, CAL, 2012.

Newcomer program design takes into account the CAL study aspects that are showing promise for newcomer programs. These are:

- Flexible scheduling of courses and students
- Careful staffing plus targeted professional development
- Basic literacy development materials for adolescents and reading interventions adapted for English language learners
- Content area instruction to fill gaps in educational backgrounds
- Extended time for instruction and support (e.g., after school, Saturday, and summer programs)
- Connections with families and social services
- Diagnostics and monitoring of student data
- Transition measures to ease newcomers into the regular school programs or beyond high school

CCSSO English Learners with Disabilities Guide, November 2017

"Ongoing professional development should specifically address how to align IEP content goals with the individual language objectives of English learners with disabilities. They should also support educators in their understanding of how to embed accessibility supports and accommodations in instruction and assessment. In this professional development, states should dispel the misconceptions that special education services can replace English learner services. By law, English learners with disabilities have a right to both English learner and special education services (Dear Colleague Letter, 2015)."

"Research is needed on how to provide culturally and linguistically responsive instruction and interventions to English learners suspected of having disabilities, as well as to English learners with disabilities in both general and special education contexts. Many interventions that currently exist in tiered intervention models are not specifically designed for English learners (Haager, 2007; Rueda & Ragusa, 2010). Educators need guidance on how to adapt the content and implementation of interventions to ensure they integrate the cultural and linguistic backgrounds of students."

Toolkit for Newcomers, 2017

It is important for educators to accurately determine whether EBs are eligible for disability-related services. Researchers have identified four potential factors that may contribute to the misidentification of special



education needs, and learning disabilities in particular, among students who are EBs: (1) the evaluating professional's lack of knowledge of second-language development and disabilities, (2) poor instructional practices, (3) weak intervention strategies, and (4) inappropriate assessment tools (Sánchez, Parker, Akbayin, & McTigue, 2010).

Linguistic and Cultural Equity for Emergent Bilinguals

Equity is at the center of our decisions and educational approaches in PPS. We are transforming our schools and student outcomes through practices that are authentic and inclusive and center on the unique needs that English learners and historically underserved students have. As we restructure the Office of Teaching and Learning and merge the ESL and Dual Language Program becoming the Multilingual Pathway (MLP) Department our goals must continue to reflect An Agenda for Language and Culture Centered for School Reform that strives for access and equity and closing the opportunity gap:

Reference: So They May Speak...An Agenda for Language and Culture Centered School Reform, California Tomorrow

- Monitor the implementation of major school reforms through the lens of their impact on the language and cultural assets of communities.
- Design institution policies that assert bi-literacy and multicultural competencies for all students as goals of schooling for the 21st century, and that direct resources toward dual language programs and the preservation of the language and cultural assets of our communities.
- Develop assessment and accountability systems measuring the impact of school programs on language loss, family strength, community continuity and the acquisition of bi-literacy and multicultural competencies.
- Hold language development programs accountable for providing high quality and effective language instruction.
- Seeks out, incorporate and connect community heritage and language programs with the infrastructure, networks, and resource opportunities of schools and youth development.
- Create forums for dialogue across mainstream educator-oriented school reform initiatives and communities engaged in bi-literacy and multi-cultural development of youth.
- Advocate for an additive, inclusive vision.
- Develop models and demonstrations of partnerships that successfully integrate family, community and school support for the development of bi-literacy and multicultural competencies.
- Organize campaigns for schools that address the language and cultural needs of young people today.



22. and 23. Educational goals for MLP program and Core Content Knowledge

SMART Goal Setting																													
English Language Proficiency Assessment (ELPA) growth for current English learners in grades 1-12.	41.51% of the 2016-2017 EBs made ELPA growth ; 34.83% of the 2015-16 EBs made ELPA growth Growth Target Increase the percentage of EBs in the district that make progress on ELPA21 growth by 10% at the end of 2017-18 school year																												
Four-year adjusted cohort graduation rate for current and former English Learners	<u>Four -year Graduation 3 Year Trend</u> 63.43 (2016-17); EBs jumped 10% points and were 8% higher than the statewide rate for EBs. 51.11 (2015-16) 59.62 (2014-15) <u>Five -year 2010-2011/ 2011 - 2012</u> 66.8% (2011-12) 58.6% (2010-11)																												
Five-year adjusted cohort graduation rate for current and former English learners.	Growth Target Increase the percentage of the four and five-year adjusted cohort of EBs both current and former graduating PPS by 8% each upcoming year to reach the State 2020 goal of 79%.																												
Smarter Balanced Language Arts/Mathematics growth for current and former English learners in grades 6-8	<u>Language Arts % of EBs that made growth</u> 42% (2016-17) 40% (2015-16) <u>Mathematics % of EBs that made growth</u> 44% (2015-16) 51% (2016-17) <table><tr><td>3-5 Growth</td><td><u>2015-16</u></td><td><u>2016-17</u></td></tr><tr><td>LA</td><td>45%</td><td>44%</td></tr><tr><td>MA</td><td>43%</td><td>46%</td></tr></table> <table><tr><td>MS Growth</td><td><u>2015-16</u></td><td><u>2016-17</u></td></tr><tr><td>LA</td><td>40%</td><td>42%</td></tr><tr><td>MA</td><td>44%</td><td>47%</td></tr></table> <table><tr><td>HS Growth</td><td><u>2015-16</u></td><td><u>2016-17</u></td></tr><tr><td>LA</td><td>42%</td><td>51%</td></tr><tr><td>MA</td><td>45%</td><td>38%</td></tr></table> Growth Target		3-5 Growth	<u>2015-16</u>	<u>2016-17</u>	LA	45%	44%	MA	43%	46%	MS Growth	<u>2015-16</u>	<u>2016-17</u>	LA	40%	42%	MA	44%	47%	HS Growth	<u>2015-16</u>	<u>2016-17</u>	LA	42%	51%	MA	45%	38%
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	Increase the percentage of EBs in the district and by grade span that make progress in Language Arts by 5% and in mathematics by 5% at the end of 2017-18 school year
Recent Arrivers	By June 2018, 55% recent arrivers who have two years of ELPA21 data will demonstrate growth in listening and speaking domains. Expected growth each year is projected at 5%. We will adjust as we get more data. Actual Numbers & Percents: (ELEM 493 58.8% MS 107 12.8% HS 238 28.4 %)
Students with Interrupted Formal Education (SIFE)	55% of SIFE students who have two years of ELPA21 data will make adequate growth by the end 2017-18 school year. Expected growth each year is projected at 5%. We will adjust as we get more data.
English Learner Students with Disabilities (ELSWD)	30% of ELSWD students who have two years of ELPA21 data will make adequate growth in ELPA21 by the end 2017-18 school year. Expected growth each year is projected at 5%. We will adjust as we get more data.

24. 25. 26. Measurements to determine the effectiveness and attainment of the District educational goals in #22 and #23

Monitoring program effectiveness and progress outcomes is essential. School leaders meet on an ongoing cycle with their Office of School Performance Area Sr. Director and report on school improvement plans. Elementary, K-8, Middle, High, Multiple Pathway Programs and Private school site administrators must ensure that monitoring is done to identify students who may not be making adequate progress in language and core content areas.

PLCs are a part of every school. School-based teams examine district and classroom data to determine individual student and instructional goals specifically to reading.

PPS monitors student progress utilizing:

- IPT /ELPA Screener Scores
- Curriculum Embedded Assessments
- Unit and Lesson Teacher Created Assessment
- Learning A-Z Assessments
- Reading District Assessments K-5

In addition, the ESL department works with a centralized team to monitor, review and approve evidence collected and submitted for monitored student review that occur twice per year, reinstatements and reassessment for ESL services. The admin team conducts three to four data cycles per year to review overall student and program data. The central team also scores all Performance Tasks that accompany promotions. For secondary students a review at the quarter and semester occurs in order to examine

- Grades
- Progress Reports
- GPA
- Status towards graduation

Under HB 3499 district works in collaboration with the State to conduct Progress Checks.

At least three times per year MLP Program Administrators meet with school teams to review the following:



August	<ul style="list-style-type: none">• Schools schedule ESL students for ELD course in Synergy• ESL Dept sends to schools forecast list of eligible, refused, exited, and monitored to principal• K-5/K-8: Submit ESL School Profile
September	<ul style="list-style-type: none">• Schools schedule new ESL students for ELD course in Synergy• ESL Review Team Meeting with ESL AD--review ESL plan for served, monitored students.• Release ESL teacher for required monthly Job Alike (Pending PAT Negotiations)• Missing Program Report: ESL ADs send schools out-of-compliance notice when students identified for services are not enrolled in ESL course.• ESL Program Letters of Notification mailed home and copies placed in Purple ESL Program Folders
October	<ul style="list-style-type: none">• Schools schedule new ESL students for ELD course in Synergy• ESL School Team Meeting with ESL AD--review ESL plan for served, monitored students.• Release ESL teacher for required monthly Job Alike (Pending PAT Negotiations)• Missing Program Report: ESL ADs send schools out-of-compliance notice when students identified for services are not enrolled in ESL course.• Title III ESL Family Night (at schools)
November	<ul style="list-style-type: none">• ESL School Team Meeting with ESL AD--review ESL plan for served, monitored students.• Schools receive, complete and submit Monitoring forms to ESL Dept--Susanne Fernow• Release ESL teacher for required monthly Job Alike (Pending PAT Negotiations)• Title III ESL Family Night (at schools)• ESL Dept Learning Walks and School Debriefs
December	<ul style="list-style-type: none">• Finalize ELPA21 Testing schedule• Review Exempt from Testing List---Double check list of students exempt from state testing due to years in US.
January	<ul style="list-style-type: none">• ELPA21 Testing opens• Release ESL teacher for required monthly Job Alike (Pending PAT Negotiations)• ESL Dept Learning Walks and School Debriefs



February	<ul style="list-style-type: none"> • ELPA21 Testing--- • ESL ADs check in with schools, provide list of students who have tested and who still needs to test. • Release ESL teacher for required monthly Job Alike (Pending PAT Negotiations) • ESL Review Team Meeting with ESL AD--review ESL plan for served, monitored students. • IYLC International Youth Leadership Conference
March	<ul style="list-style-type: none"> • ELPA21 testing closes March 23rd. All testing must be completed. New EBs who enroll in district after March 23rd are still required to test until May 2nd. • Begin planning for School Exit from ESL Process. Send plans to ESL. • ESL Dept sends forecast list of potential students for Exit for planning purposes
April	<ul style="list-style-type: none"> • Schools receive, complete and submit Monitoring forms to ESL Dept--Susanne Fernow • ESL Dept sends list of students eligible for exit from ESL based on ELPA21 scores. • Begin School-based Exit parent meetings. • Release ESL teacher for required monthly Job Alike (Pending PAT Negotiations) • ESL Dept Learning Walks and School Debriefs
May	<ul style="list-style-type: none"> • ESL Review Team Meeting with ESL AD--review ESL plan for served, monitored students. With ELPA data. • *Reclassification Celebration Communication • Begin/Continue School-based Reclassification Celebration parent events • Release ESL teacher for required monthly Job Alike (Pending PAT Negotiations)
June	<ul style="list-style-type: none"> • Finish Exit parent meetings • K-5/K-8: Submit ESL school profile/program model to your ESL AD.
July	<ul style="list-style-type: none"> • Have a great Summer!

27. and 28. EBs educational goals compared to District educational goals for non-EBs and preparation of EBs to meet College/Career Readiness

As a designated HB 3499 “targeted” and under ESSA district achievement for all students, including EBs we must ensure *“high sets of standards so that children graduate high school ready for college and career”* (Every Student Succeeds Act: A Progress Report on ELEM and Secondary Education).

EB achievement is monitored by the the department and in schools through the CAP review process. District reports are generated that provide overall district data and by sub groups. Various data points mentioned in questions 24, 25 & 26 are also examined for EBs and non-EBs. Under the new ODE guidelines PPS is collecting data on Recent Arrivers, SIFE, Former and Ever EBs. This is a new data collection for PPS. Under HB 3499 overall performance data is examined across EB populations at three State Progress check points.



By closely monitoring student data at the school and overall district level we can examine our goals and objects across departments and schools. We can determine if our set goals are reaching intended outcomes and replicate efforts at scale, that are showing promising results.

We believe that all students, including Emergent Bilinguals, have a right to graduate college- and career-ready. Our goal is to ensure that programs and practices are in place so that our EBs have college-level literacy and math skills upon graduation in at least English, and whenever possible in a primary language as well.

We view bilingualism as a characteristic of college- and career-ready students. Our Emergent Bilingual students, therefore, are an asset to our school district. Practices associated with success for EBs—e.g. Dual Language, scaffolding of academic language and literacy across content areas will engage and accelerate the learning of all our students.

Our goal is for all PPS students to graduate college- and career-ready.

Section III - IDENTIFICATION OF POTENTIAL ENGLISH LEARNERS (Rev. 3/2019)

29. District's procedure which includes a step to administer the Language Use Survey (LUS) to all students

PPS will continue to use the Language Use Survey questions currently embedded in our registration form that was last revised in the spring of the 2018-19 school year.

All PPS families must answer the embedded LUS questions to ensure that a student is correctly identified. The following questions are asked:



LANGUAGE USE SURVEY

Per Oregon Law: If a language other than English is indicated, your student will be referred for English language assessment to determine if they qualify for ESL services. Other responses may be used to determine if your student qualifies for assessment.

10. What language(s) does your child *hear or use* regularly in your household (i.e. spoken, media, music, literature, etc.)? *Hear:* _____ *Use* (i.e., American Sign Language (ASL)): _____

11. Describe the language(s) your child understands.

- | | |
|---|---|
| <input type="checkbox"/> No English | <input type="checkbox"/> Mostly English and a little of another language |
| <input type="checkbox"/> Mostly another language and a little English | <input type="checkbox"/> Tribal/Heritage/Native Language (i.e., languages spoken by American Indian/Alaska, Native Hawaiians, and citizens of U.S. Territories) |
| <input type="checkbox"/> English and another language equally | <input type="checkbox"/> Only English |

12. What language(s) does your *child CURRENTLY speak/express* most frequently *outside of school*?

13. Does your child frequently participate in cultural activities that are in a language other than English? Please list the activity and how often your child participates in the activity (e.g., once/week, 2 times/week, once a month, etc.).

14. Is there anything else you think the school should know about your child's language use (e.g., what language did your child speak/express from ages 0-4; did your child have speech classes; did your child attend a bilingual pre-school, etc.)?

15. What language(s) do *adults* most frequently *use* when speaking/conversing to your child?

Parent/Guardian: _____ Parent/Guardian: _____

Other Adults in the Home: _____ Child-care Providers: _____

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

The school data secretary enters the Language Use Survey information into the student information system. If the LUS rubric results indicate that a student is a Potential EB, the secretary will notify a the schools Test Administrator(s). The secretary enters the student's LUS information in synergy which allows them to run daily reports containing a list of the school's Potential EBs to assess. This same report will appear on the PPS New Student Report for the ESL and Systems, Planning & Performance Departments that permits us to monitor the timeliness of the testing and follow up with schools that have a significant number of students to test.

For students with an IEP or 504 the secretaries will email or call the ESL Assessment Specialist who will review the IEP and/or 504 and 1) inform the Test Coordinator of any domain exemptions needing activation prior to being assessed by the school Test Administrator 2) in instances where the student is significantly impacted by a disability the district ESL team will work closely with the Sped department and family to best inform the eligibility and appropriate level of English language service.

The assessment is scheduled within 30 days from the start of the school year or within two weeks of a student's registration during the school year. The assessments are completed within this window by a



school-based Test Administrator who is trained on the state ELPA summative test and on the ELPA Screener directions. In order assist high population schools, the ESL department will have additional trained assessors that will be deployed to some schools. The assessors will include ESL Assessment Specialist, ESL Community Agents, ESL TOSAs, ESL admin team and district ESOL endorsed substitutes.

31. District's procedure to include a process to identify Native American students who may be EBs

The district will continue to use the American Indian Language Survey currently administered by Indian Education Services until we implement the state-approved Language Use Survey (LUS), which will be embedded and/or a part of the district registration form. PPS will follow the new guidelines which require review of the ethnicity identification for Native American and the LUS to determine potential eligibility. In addition, we will assess Native American students referred by Indian Education Services for ESL services.

Name:	Grade:	PPS ID:
School:	Date:	
<p>Does you child come from an environment where a language other than English has had a significant impact on their English language proficiency? Yes_____ No_____</p> <p>Does you child come from an environment where a language other than English is dominant? Yes_____ No_____</p> <p>Does you child come from an environment where a language other than English affects their ability to meet the state's proficient level of achievement on state assessments? Yes_____ No_____</p> <p>Does you child come from an environment where a language other than English affects their ability to successfully achieve in classrooms where the language of instruction is English or the opportunity to participate fully in society? Yes_____ No_____</p> <p>The ESL Department will give your child an English language evaluation if yes is indicated for any of the above questions. Once we have evaluated your child, you will receive a letter from PPS regarding eligibility for English as a Second Language services.</p>		

32. District's procedure for identifying potential EBs with a disability

For students with an IEP or 504 an attempt is made to administer the ELPA Screener with appropriate accommodations per IEP and/or 504 to complete assessment during the required timeline.

School secretaries will email or call the ESL Assessment Specialist and provide the school name & student ID. The Assessment specialist will review the IEP and/or 504 and 1) inform the Test Coordinator of any domain exemptions needing activation prior to being assessed by the school Test Administrator 2) in instances where the student is significantly impacted by a disability the district ESL team will work closely with the Sped department and family to best inform the



eligibility and appropriate level of English language service.

If the screener is not appropriate, after consideration of domain exemptions the ESL department will consult with the Sped department and family to assist with the student's best identification and appropriate level of service. During this process, interpreters are utilized to communicate with parents/caregivers and students to determine appropriate level of support needed. Parent perspective on EB status and service is used to support the process. If a student is found eligible the ESL department works with Special ED to ensure that the IEP documentation reflects EB status and home language. If student is not found eligible for EB services and/or parent waives services, student's home language is still noted in Present Level of IEP.

Screener SPED Process

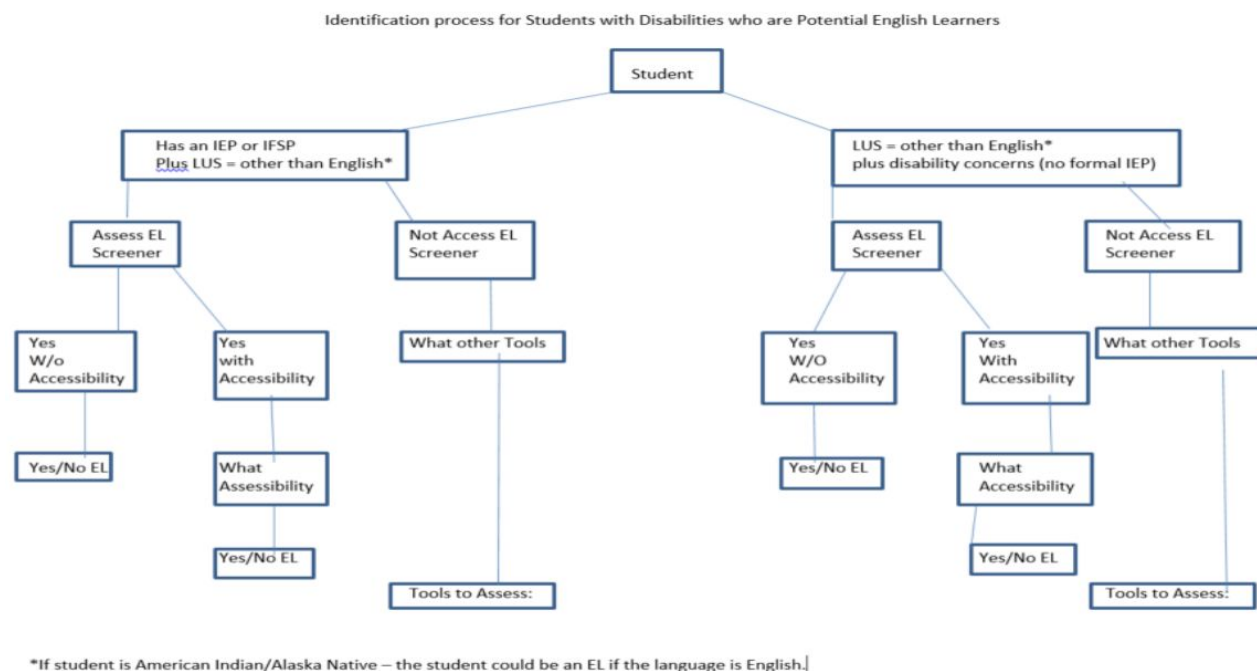
Screener Testing Process for <u>newly</u> registered students who have IEPs and 504 plans
<p>How do we use the Screener to assess SPED / 504 students?</p> <p>PPS will follow the guidelines under the ELPA Screener Directions for Administration.</p> <p><u>Domain Exemptions for the Screener</u></p> <p><i>For those students on qualifying IEPs or 504 Plans, domain exemptions must be pre-programmed in TIDE prior to the start of the online screener test in order to prevent students from seeing any items in an exempted domain. A district may believe that a student slated for English language proficiency (ELPA) screening may qualify for services under a Section 504 or Individualized Education Program (IEP), but typical documentation, such as a comprehensive evaluation report, may not be available to support such a determination. In such cases, if screening timelines preclude the convening of an effective 504 or IEP team, the TA may select any accommodations on the ELPA Screener for which there is good evidence of student need (e.g., information provided by parents or caregivers, clearly observable evidence of a disability which impedes access to one or more domains, relevant medical documentation).</i></p> <p><i>Districts who pursue this course of action must record and store evidence used to select accommodations, along with other screener documentation, in the student's permanent file. Information on accommodations and accessibility supports is given in the Test Administration Manual and the Oregon Accessibility Manual found on ODE's Test Administration page.</i></p> <p style="text-align: right;">ELPA Screener Directions for Administration (p. 5-6)</p> <p><u>ELPA Screener with Exemption Results</u></p> <p>Assessment specialist shares results with SPED case manager. IEP team, including ESL teacher, meets to review results:</p> <p>a.) Discuss ESL eligibility:</p> <ul style="list-style-type: none"><input type="checkbox"/> Student is not eligible for ESL services<input type="checkbox"/> Link to considerations (Draft) <p>*"Functional communication" refers to the manner in which students are able to use a consistent verbal or non-verbal communication system that allows them to express wants, needs, and interests with a variety of both familiar and unfamiliar listeners.</p>

- ☐ Student is eligible for ESL services
- b.) Consider service delivery models
 - ☐ ESL Consult with SPED teacher
 - ☐ ESL push in to SPED Classroom
 - ☐ Student participates in ELD with general ed peers
- Document in Present Level:

“The ESL Assessor and IEP team (including Student’s parent) collaborated to determine level of service. Although ESL Services may not be appropriate at this time based on that body of evidence, *Student* continues to be an emerging bilingual in *Home Language* and English. *student* continues to develop English language skills as a bilingual in all content areas.”

 - ☐ ESL eligibility noted on IEP
 - Consult: specific criteria (ESL teacher observes instruction for use of culturally-relevant visuals, realia)
 - Indirect Service: technology tools for classroom (Reading A-Z, Imagine Learning)
 - Direct Service: Push in/pull out

Flowchart for Identification Process for Students with Disabilities who are Potential English Learners (shared at COSA conference Oct 2017)



33. District’s plan using one of the State’s approved assessments for identifying EBs

PPS will be transitioning to full implementation of the ELPA Screener beginning in the 2019-2020 school year.



34. District's plan for having students assessed by a trained assessor

The Systems, Planning and Performance department in collaboration with the ESL department conduct and oversees the ELPA Screener training in accordance to the State testing guidelines.

All staff who administer the test will have completed the annual security and training requirements for administering the ELPA Screener. All personnel who will be screening students using the ELPA Screener, or directly supervising the screening of students using the ELPA Screener, are knowledgeable themselves with the training materials per the ELPA Screener Directions for Administration.

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

Test Administrator (TA) 1 records and/or prints the student Step Two results that appear after the submitted test. After step and/or run the results report. The results are shared with the ESL teacher who works with the school secretary to enroll the student in the appropriate ELD school program.

For students who have completed Step Three the school Test Coordinator will regularly run reports to verify eligibility status. According to the direction manuel, *step Three responses will be available in Online Reporting (ORS) within seven (7) calendar days after the test is submitted.*

Systems, Planning and Performance and ESL department will run ongoing reports by school from the Online Reporting System and Dashboard. We will work closely to monitor testing status, testing results and student placement in ELD program if found eligible.

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

The assessment data will be kept at the State level on the Online Reporting System, the PPS Synergy and Dashboard systems.

37. District's plan to include a timeline, person responsible, and template for the required parent notification letters for eligibility as an EB or initially fluent students

The ESL data team is responsible for sending out the parent notification letter. Once student eligibility has been confirmed, a notification letter is mailed home informing the family of their child's eligibility for ESL services and the types of services student is enrolled in. At the beginning of the school year the notification letter is mailed home within the 30 day timeline. After the first 30 days of school, the notification letter is mailed within 2 weeks of student registration.

****Please note that the revisions to our notification letter are underway.***



School Year ELL Notification of Placement

PORTLAND PUBLIC SCHOOLS
English as a Second Language Department
501 N. Dixon Street • Portland, OR 97227
503-916-6525 | esl.pps.net

School Name _____

Date _____

Dear Parents/Guardians,

Your child enrolled in our school on (enrollment date) and has been identified as needing services for English Language Development (ELD). Our district identifies students by reviewing the language section of the student's registration and the administration of a language proficiency assessment.

_____ Initial Placement _____ Continuing Placement

English Proficiency Level of (Student's Name):

Here are the results of your child's English proficiency assessment(s).

English Proficiency Assessment						Test Date
IPT	**					
ELPA21	Overall Proficiency:	Reading:	Writing:	Listening:	Speaking:	
	*	**	**	**	**	

Match composite score and level	* Emerging =	Emerging	**1-Beginning = 1-Beginning
	* Progressing =	Progressing	**2-Early Intermediate = 2-Early Intermediate
	* Proficient =	Proficient	**3-Intermediate = 3-Intermediate
			**4-Early Advanced = 4-Early Advanced
			**5-Advanced = 5-Advanced

Your child will be tested at least once every year to review their progress toward English proficiency. Students exit the program by attaining a Proficient Level on the English Language Proficiency Assessment 21 (ELPA21) and/or a school level team determines that ELD services are no longer needed. This process requires both ESL administration review and parent input.

Academic Achievement of (Student's Name):

Students in grades 3 through 8, plus grade 11, are tested each year to measure academic progress according to Oregon Department of Education standards for achievement. Current available test records show the following results:

Subject	Academic Level Level 1 (lowest) to Level 4 (highest)	Test Date
Smarter Balanced - English Language Arts		
Smarter Balanced - Mathematics		

The graduation rate for English Learners was 66.8% for the 5 year cohort of students starting High School in 2011-12. The expected graduation timeline for students participating in English Language Development programs is four to five years.

Program Methods of Instruction Provided for (Student's Name):

The goal of our ELD Program is to help students learn English so that they will be able to meet age appropriate academic standards for grade promotion and graduation. The English Language Development Program provides language instruction that focuses on language skills needed to participate in grade level instruction.

The methods of instruction used in this student's ELD Program are:



(Please see the description of student programs and match them to the ones on the letter.)

The following programs are available in our district. Please check with your school for the availability of these programs:

ELD Push In – English Learners receive English Language Development (ELD) Instruction within their mainstream or content area classroom.

ELD Pull Out - English learners spends part of the day in a mainstream classroom and are "pulled out" for a portion of the day to receive ELD instruction.

ELD Class Period - English learners receive their English Language Development instruction during a regular class period and also receive course credit for the class.

Newcomer Program ELD - Newly arrived immigrants receive English instruction and transitional needs in separate, relatively self-contained educational classroom for no more than two school years.

Two-Way Immersion – English learners receives instruction in both English and their native language while being introduced to and developing skills in English.

Sheltered Instruction – English Learners receive core content instruction (math, science, social studies, etc) through physical activities, visual aids, and an environment that teaches English Language, English vocabulary and concept development

Newcomer Program Core Content Instruction - Newly arrived immigrants receive Core Content instruction and transitional needs in separate, relatively self-contained educational classroom for no more than two school years.

If your child has a disability and an Individualized Education Program (IEP), English language development will help meet the objectives of their IEP. Please contact your child's principal at (503) 916-5666 or the district office at (503) 916-6525 if you would like, (a) immediate removal of your child from the ELD Program; (b) options available for your child if you decline enrollment or would like another method of instruction to better serve your child's strengths; or (c) assistance in selecting other district programs or instructional methods, if available.

Veronica Magallanes,


ESL Director

For ESL Program Use:	
Student:	School:
Student ID:	Student's First Language:
Grade:	Language at Home:



Revised 3/2019 This form and use is under review.

The initial assessor also provides the student with a copy of the following document immediately after the administration of the ELPA Screener indicating whether the student has qualified or not for ESL services.

 <div> ESL Department Eligibility for Services Evaluation Qualification for Service </div> <div> PORTLAND PUBLIC SCHOOLS English as a Second Language Department 501 N. Dixon Street • Portland, OR 97227 503-916-6525 esl.pps.net </div>	
English	<p>Dear Family,</p> <p>Your child _____</p> <p>_____ does</p> <p>_____ does not</p> <p>qualify for ESL Services based on the English language test that they were recently given.</p> <p>If you have any questions or concerns, please do not hesitate to call.</p> <p>Thank you,</p> <p>ESL Department</p>
Spanish	<p>Querida Familia,</p> <p>Su hijo/a _____</p> <p>_____ Si</p> <p>_____ No</p> <p>califica para los servicios de Inglés Como Segundo Idioma (ESL) basado en el examen del idioma inglés que le acaban de dar.</p> <p>Si tiene alguna pregunta o inquietud, por favor no dude en llamar.</p> <p>Gracias,</p> <p>Departamento de ESL</p>
Vietnamese	<p>Kính gửi quý phụ huynh,</p> <p>Con của quý vị _____</p> <p>_____ đủ</p> <p>_____ không đủ</p> <p>điều kiện cho các dịch vụ ESL dựa trên bài kiểm tra tiếng Anh các em đã làm gần đây.</p> <p>Nếu quý vị có bất cứ câu hỏi nào, xin gọi cho chúng tôi.</p> <p>Cảm ơn,</p> <p>Bộ phận ESL</p>
Somali	<p>Waalidka Mudan,</p> <p>Ilmahaaga _____</p> <p>_____ gaaray</p> <p>_____ Ma gaarin</p> <p>Inaad xaq u yeelato adeega ESL ka waxay ku xiran tahay natiijada imtixaanka ay qaateen.</p> <p>Haddii aad ka qabtid wax su'aal ah ama cabasho fadlan na soo wac.</p> <p>Mahadsanid,</p> <p>Waaxda ESL ka</p>
Russian	<p>Дорогие семьи,</p>

	<p>На основании теста на знание английского как второго языка, который недавно проводился, было определено, что Вашему ребёнку _____</p> <p>_____ не</p> <p>нужны услуги программы английского как второго языка (ESL).</p> <p>Если у Вас есть какие-либо вопросы или замечания, пожалуйста, позвоните нам.</p> <p>Спасибо,</p> <p>Отдел ESL</p>
Chinese	<p>亲爱的家人,</p> <p>您的孩子 _____</p> <p>_____ 符合</p> <p>_____ 不符合</p> <p>根据最近的英文语言测试, (看以上) 您的孩子符合或不符合ESL服务条件的资格.</p> <p>如果您有任何问题或疑虑, 请随时致电.</p> <p>谢谢,</p> <p>ESL 部门</p>
Oromo	<p>Kabajamtoota Warraa,</p> <p>Mucaaa Kee _____</p> <p>_____ Ni Ta'aa</p> <p>_____ Hin Ta'uu</p> <p>Gargarsaa ESL afaan Lammaaffaa English irraat hunda'uun qormattiin yeroo dhiyoot keename ture Caamsaa keessa dandheet cimaa akka qabu ilaaluuf.</p> <p>Gaffii yoo qabataan yookaan yaada, maaloo nuuf bilbiluuf hin salfatiina.</p> <p>Galatoomaa,</p> <p>Damee ESL</p>
Arabic	<p>الأهلي الكرام،</p> <p>طفلك _____</p> <p>مُؤهِّل _____</p> <p>غير مُؤهِّل _____</p> <p>لخدمات ESL وفقاً لاختبار اللغة الإنجليزية الذي أخذها مؤخراً.</p> <p>إذا كان لديك أي أسئلة أو استفسارات، لا تترددوا في الاتصال.</p> <p>شكراً</p> <p>قسم ESL</p>

38. Process for ensuring parent notification letters are provided in a language parents can understand

Parent notification letters are translated in our top 5 languages. Translated versions of the letters are mailed home along with English copy of parent notification letter as well as initial assessor providing student with translated qualification notification in top 5 languages at time of assessment.

39. Where the original language use survey, identification screener results, and original parent identification communication will be stored

The language use survey and identification screener results are stored electronically in the ESL tab in SYNERGY. In addition, results from the screener will be stored in Dashboard and the parent notification letter are stored in Docuware.



Section IV - PROGRAM OF SERVICES ENGLISH LEARNERS (Revised 3/2019)

40.41. District program of services for EBs & Methods and services the district will use to teach English language

All Emergent Bilinguals are enrolled in a program of service until they are re-designated as English Proficient.

English Language Development Pathways These pathways are designated for Emergent Bilinguals where it is not feasible for the district to offer a dual language pathway; and for EBs whose parents wish for their children to be in an English instructional program. The instructional approach in these programs include:

K-8 ELD “Push-in” (Discipline Specific) calls for the development and expansion of discipline-specific and academic English across the day by all or a designated teacher and integrated into all or a subject. The language learning that occurs during a student's experience with the different content areas (i.e. social studies, science, math, English language arts) is especially valuable for EBs because it extends and stretches their language development in new and various directions. It also deepens a student's understanding of how language can be used for diverse purposes and in different ways. This is the only way that EBs learn to use language in the different academic registers. (Walqui & van Lier, 2010; Def. Council of Great City School, 2014); this model utilizes the PPS Guaranteed and Viable Core written, taught & assessed curriculum that is aligned to both core content standards & the English language proficiency standards. Emergent Bilinguals learn alongside English proficient peers.

K-5 ELD “Pull-out” This model provides an instructional approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., science, social studies, LA) within the context of teaching the English language (Collier & Thomas); this model utilizes written, taught & assessed curriculum that is aligned to the English language proficiency standards. Emergent Bilinguals learn with other EBs.

ESL Class Period This model utilizes written & taught curriculum that emphasizes language development (ELP standards). It assesses student attainment of ELP standards. EB only students.

Time:

- ☐ Amount of ELD will vary based on a student’s level of proficiency & program model of service.

Teachers:

- o “Pull-Out” All English language development classes (6-12 ESL class period and K-5 ESL pullout models) that are not a part of the “push-in” model, will be taught by an ESOL endorsed teacher; students may be placed according to proficiency level and/or domain
- o “Push-in” models are taught by a core content teacher that co-teaches with an ESOL endorsed teacher; or are taught by ESOL endorsed core content teachers work in consultation with core content teachers; or are taught by a non-endorsed core that is working on ESOL endorsement program in consultations with the ESOL teacher
 - ALL participating teachers are required to participate in PD specific to the core independent adoption, ELP & content specific standards, QTEL BtB
 - Receive ongoing coaching and planning opportunities



- “Push-in” model schools adhere to a program agreement, submit a school ELD plan & designate goals within the school improvement plan

Curriculum:

☐ **K-2 PPS Independent Adoption ELD Science/Social Studies Guaranteed & Viable Curriculum**

- ☐ PPS Developed ELP Social Science & ELP Science Guarantee & Viable Core Curriculum Units
 - ☐ Developed by ESL, Social Science & Science TOSAs and school-based teachers
 - ☐ Written curriculum aligned to both sets of standards
 - ☐ Lesson Architecture Science 5E Framework & Quality Teaching for English Learners Lessons in 3 Moments
 - ☐ Taught Curriculum designed with a social cultural & sociolinguistic lens, anchored on Quality Teaching Principles for English Learners, and designed with best practice scaffolds/strategies for English Learners
 - ☐ Assessed curriculum assesses the ELP, NG and SS standards
- ☐ PPS Developed Supplemental Science Themed Content-based ELD Curriculum (used while remaining Earth, physical and social science core curriculum is complete)
 - ☐ Developed by ESL TOSAs, Core & ESL school based Teachers
 - ☐ CBELD units aligned to ELP standards and taught through science themes
 - ☐ Taught Curriculum designed with best practice scaffolds/strategies for English Learners
 - ☐ Assessed curriculum assesses the ELP standards

☐ **3-5 PPS Independent Adoption ELD Science/Social Studies Guaranteed & Viable Curriculum**

- ☐ PPS Developed ELP Social Science & ELP Science Guarantee & Viable Core Curriculum Units
 - ☐ Developed by ESL, Social Science & Science TOSAs in collaboration with school-based teachers
 - ☐ Written curriculum aligned to both sets of standards
 - ☐ Lesson Architecture Science 5E Framework & Quality Teaching for English Learners Lessons in 3 Moments
 - ☐ Taught Curriculum designed with a social cultural & sociolinguistic lens, anchored on Quality Teaching Principles for English Learners, and designed with best practice scaffolds/strategies for English Learners
 - ☐ Assessed curriculum assesses the ELP, NG and SS standards
- ☐ PPS Developed Science Themed Content-based ELD Curriculum (used while remaining Earth, physical and social science core curriculum is complete)
 - ☐ Developed by ESL TOSAs
 - ☐ CBELD units aligned to ELP standards and taught through science themes
 - ☐ CBELD units are informed by CCSS
 - ☐ Lesson Architecture -Quality Teaching for English Learners Lessons in 3 Moments
 - ☐ Taught Curriculum designed with a social cultural & sociolinguistic lens, anchored on Quality Teaching Principles for English Learners, and designed with best practice scaffolds/strategies for English Learners



- ☐ Assessed curriculum assesses the ELP standards

☐ **6-8 PPS Independent Adoption ELD English Language Arts Guaranteed & Viable Curriculum @ 5 MS starting 2019-20 academic school year (note: for the next 6 years five schools will be added annually to this integrated delivery model)**

- ☐ Will be developed by school-based ELA & ELD teachers in collaboration with Humanities (ESL, DL & ELA) TOSAs
- ☐ Written curriculum will be aligned to both sets of standards
- ☐ Lesson Architecture - will be Quality Teaching for English Learners Lessons in 3 Moments
- ☐ Taught Curriculum will be designed with a social cultural & sociolinguistic lens, anchored on Quality Teaching Principles for English Learners, and designed with best practice scaffolds/strategies for English Learners
- ☐ Assessed curriculum will assess the ELP & ELA standards

☐ **6-8 ELD Class Period**

- ☐ 6-8 Inside and Newsela

☐ **9-12 ELD Class Period**

- ☐ 9-12 Edge and Newsela

6-8 AVID Excel Pilot for Long-term EBs (approx. 3 middle schools)

- ☐ Students: Long-term EB students
- ☐ Curriculum: AVID Excel
- ☐ Teacher: ESL teacher or AVID Exel Teacher with ESOL endorsement or in consultation w/ESL Teacher

****PPS approved the Core Guaranteed and Viable Curriculum across disciplines***

Newcomer Pathways (see detail newcomer programing page-

OELA defines newcomer programs as “specialized services and classes to help these {newcomer} students acclimate to U.S. schools, develop foundational skills in content areas (e.g., basic literacy and math concepts)” that prepare students for mainstream instruction (OELA, 2016). These pathways must work to develop a base of academic language and literacy, as well as core concepts to equip students for full engagement in their academic study.

Newcomer recent arrivers across all ELD program model and grades are all assigned an ELD “pull-out” in the elementary grades and an ESL Class Period course for secondary students. “Pull-out” is common for serving newcomer recent arrivers who need ELD educational interventions designed to meet the academic and transitional needs of newly arrived immigrants.

Newcomer Program – Core Content instruction Separate, relatively self-contained instructional program designed to meet the academic and transitional language needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter traditional programs (e.g., Bilingual, English language development and/or Sheltered Instruction courses or programs). ELs receive their core content instruction in this program. These programs enroll ELs



exclusively.

Portland International Scholars Academy (PISA) is designed to help our high school recently arrived immigrant EB students. The program is typically one year long. For students who arrive with interrupted formal education and/or who require additional time may remain for a second year. PISA provides a full academic program that includes academic supports and access to resources for students and families; all teachers are ESOL endorsed and licensed in their content area; program serves SIFE and Recent Arrivers.

Newcomer Program – ELD Separate, relatively self-contained educational interventions designed to meet the academic and transitional language needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., Bilingual, English language development and/or Sheltered Instruction courses or programs). EBs receive their ELD in this program.

Newcomer HS Courses are Separate, relatively self-contained educational interventions courses designed to meet the academic and transitional needs of newly arrived immigrants.

Sheltered Instruction Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some examples of sheltered instruction models may include SIOP, GLAD, SDAIE, and CM. Classes using a Sheltered Instruction approach can be designed exclusively for ELs or for a mixture of ELs and non-ELs.

- ☐ PPS is looking into AVID WICOR differentiated strategies as a focus for sheltering instruction

Programs by Schools

Every spring the ESL Department meets with schools to determine the best program model for student success by grade level. We will look at ways to improve our partnership with the Sr. Directors of Office of School Performance.

PPS SCHOOLS & PROGRAMS (pending 2020 confirmation)

Student must receive both Language Development and Access to Core Content. School must determine both an ELD Program Model and Access to Core Content Program Model

	English Language Pathways Integrated ELD "Push-in"				Both EB Pathways & Access to Core Content	Access to Core Content		
	Push-In	Pull-Out	Class-Period	Newcomers	QTEL	Sheltered	Dual Languages	Newcomer
Elementary/ K-8								
Abernethy		K-5				X		
Access						X		
Ainsworth	K-5	3-5		x		X	Spanish	
Alameda		K-5				X		



Arleta K-8	K-2	3-8	6-8			X		
Astor K-8	6-8	K-5		x		X		
Atkinson	K-5			x		X	Spanish	
Beach PK-5	K-2	3-5				X	Spanish	
Beverly Cleary		K-8				X		
Boise-Eliot PK-5		K-5				X		
Bridger K-8	K-8			x		X	Spanish	
Bridlemile		K-5				X		
Buckman	K-2	3-5				X		
Capitol Hill		K-5				X		
Cesar Chavez	K-8		6-8	x		X	Spanish	
Chapman		K-5				X		
Chief Joseph	K-2	3-5				X		
Creative Science		K-8				X		
Creston K-8	K-2	3-5	6-8			X		
Duniway		K-5				X		
Faubion PK-8	K-2,6	3-5	7-8	x		X		
Forest Park		K-5				X		
Glencoe		K-5				X		
Grout	K-2	3-5				X		
Harrison Park K-8	K-5		6-8	x	3-5	X	Chinese	
Hayhurst/Odyssey		K-5				X		
Irvington K-5	K-2	3-5				X		
James John	K-5			x	3-5	X	Spanish	
Kelly	K-5			x		X	Russian	
Laurelhurst K-8	K-8			x	K-8	X		
Lee K-5	K-2	3-5				X		
Lent K-8	K-8			x		X	Spanish	
Lewis	K-2	3-5				X		
Llewellyn		K-5				X		
Maplewood		K-5				X		
Markham	K,3	1-2,4-5				X		
Martin Luther King PK-5	K-5			x		X	Chinese	
Marysville K-8	K, 3	1-2,3-4	6-8			X		
Peninsula K-8	K-5			x		X		
Richmond		K-5				X	Japanese	
Rieke		K-5				X		
Rigler K-5	K-5			x		X	Spanish	
Rose City Park		K-5						
Rosa Parks K-5	K	1-5				X		
Sabin K-5		K-5				X		
Scott K-5	K-5			x		X	Spanish	
Sitton k-5	K-5			x		X	Spanish	



Skyline K-8	K-8				K-8	X		
Stephenson		K-5				X		
Sunnyside Environmental		K-5				X		
Vernon PK-8	K-2	3-5	6-8			X		
Vestal K-5	K-2	3-5	6-8			X		
Whitman	K-5	3-5		x		X		
Winterhaven	K-8				K-8	X		
Woodlawn PK-8	K-2	3-5	6-8			X		
Woodmere	K-5				K-5	X		
Woodstock	K-2	3-5				X	Chinese	
Middle								
Beaumont	6-8		X			X	Spanish	
George 6-8			X			X		
Hosford			X			X	Chin/Spa	
Jackson			X			X		
Lane			X			X	Russian	
Mt. Tabor	X		X			X	Japanese	
Tubman								
Ockley Green			X			X	Spanish	
Robert Gray			X			X		
Roseway Heights	6-8					X		
Sellwood	6-8					X		
West Sylvan			X			X	Spanish	
High								
Benson			X			X		
Cleveland			X			X	Chinese	
Franklin			X			X	Rus/Spa	x
Grant			X			X	Japanese	
Jefferson			X			X		x
Lincoln			X			X	Spanish	x
Madison			X			X		
Roosevelt			X			X	Spanish	x
Wilson			X			X		
MPG/Alternative								
Alliance High School	9-12					X		
Da Vinci	6-8					X		
Metropolitan Learning Center		K-5	6-12			X		
Parry	X					X		
PISA				x				X
Pioneer	K-12	K-5				X		
Charter and CBO								
Alliance at Meek	9-12					X		



Alliance at Benson								
Arthur Academy	K-5					X		
DePaul Alternative								
Ed Options		9-12				X		
Emerson								
Evening Scholars							NO ELD PROVIDED, CREDIT RECOVERY	
Kairos		K-5						
Mt Scott Learning Center			6-12			X		Additional Skills Class
NAYA		9-12				X		
Opal	K-12							
Open Meadows M.S. North	9-12							Additional Literature Class
Outside In		9-12				X		
Pathfinder Academy								
PCC Plus			X			X		
Portland Village		K-12				X		
Portland Youth Builders	9-12					X		
Reconnect	9-12	9-12				X		
Rosemary Anderson	9-12					X		
Rosemary Anderson- New Columbia			9-12			X		
Self-Enhancement	9-12					X		
Trillium Public Charter		K-12				X		
Youth Employment Inst								
Youth Progress Association								

Newcomer Pathways

Portland International Scholars Academy (PISA) is designed to help our high school recently arrived immigrant EB students. The program is typically one year long. For students who arrive with interrupted formal education and/or who require additional time may remain for a second year. PISA provides a full



academic program that includes academic supports and access to resources for students and families; all teachers are ESOL endorsed and licensed in their content area; program serves SIFE and Recent Arrivers

Newcomer Program – Core Content instruction Separate, relatively self-contained instructional program designed to meet the academic and transitional language needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., Bilingual, English language development and/or Sheltered Instruction courses or programs). ELs receive their core content instruction in this program. These programs enroll ELs exclusively.

Recent Arrivers with Formal Education for *students with formal education*, courses that are identified as **Newcomer Only (NE - New to ESL)** are permitted for **the first year** of a student's US High School experience.

The courses below would follow the district's scope and sequence and the standards outlined for the course, and students would **earn core credit**. *The difference is in the instructional techniques used by the teacher to provide access to the content.* Knowing the student is paramount as many transcripts indicate coursework in science and math and social studies that should not need to be repeated.

Course Title	Department	Credit(s)	Type of Credit
NE English 1-2	ELA	1	LA
<p><u>Course Description:</u> This course is designed for Newcomer students with beginning English proficiency. This course will follow the district's Guaranteed Viable Curriculum and accompanying scope and sequence. Students will earn core content credit. This course may be offered as integrated with non-EBs. <i>*The statement above would accompany the typical description that is used for the English 1-2 course and is specific to recent arrivers/Newcomers only within the first year.</i></p> <p><i>ENGLISH 1-2: (excerpt from Madison High School)... students will read, write extensively in a variety of modes, and improve their knowledge of the conventions of Standard English. The class emphasizes the multi-paragraph essay, along with reading goals and growth in reading stamina. Common themes include identity, coming of age, self-discovery, family and community.. (The course description may change depending on a school's course description)</i></p>			

Course Title	Department	Credit(s)	Type of Credit
NE MWH or other SS	SS	1	GS/US or SC
<p><u>Course Description:</u> This course is designed for Newcomer students with beginning English proficiency. These courses will follow the district's Guaranteed Viable Curriculum and accompanying scope and sequence. Students will earn core content credit. These courses may be offered as integrated with non-EBs. <i>*This would accompany the typical description that is used for the social studies course. (Descriptions will depend on course selected by school.)</i></p>			

Course Title	Department	Credit(s)	Type of Credit
NE NGSS Physics	SC	1	SC



Course Description: This course is designed for Newcomer students with beginning English proficiency. These courses will follow the district's Guaranteed Viable Curriculum and accompanying scope and sequence. Students will earn core content credit. **These courses may be offered as integrated with non-EBs.** **This would accompany the typical description that is used for the science course.*

NGSS Physics

This course focuses on the core ideas of Physics - motion, forces, momentum, energy, waves, and electromagnetism. Students will experience the patterns approach of using experiments as a way to learn physics content and then apply what they have learned in engineering design tasks. The NGSS Physics class teaches students problem solving, innovation, design, and critical thinking. Physics is lab-based and STEM (Science Technology Engineering Mathematics) focused where students engage in regular scientific inquiry and engineering design. This hands-on course is highly engaging to students, with emphasis on data collection, analysis and communication and lays the foundation for future high school science courses. Students will use technology to collect and analyze data as well as use data mines and simulations when direct observation or collection of data is not possible. This class is the first science class of the three-year science sequence.

Some students with formal education may benefit from the foundational literacy course as an elective support class. Assigning students with formal education to this course will depend on their circumstances, educational experience and determining if they are learning a new alphabet, syllabary and writing system.

Course Title	Department	Credit(s)	Type of Credit
NE Literacy Foundational 1-2	ELA	1	Elective

Course Description: This course is for Newcomer students who are in their first year with beginning/emerging language proficiency who need to develop reading foundational skills in English. Students will develop foundational English literacy skills in phonemic awareness, phonics, reading and vocabulary fluency and comprehension. Literacy skills instruction will be age appropriate and made relevant and engaging through project-based or theme based units with student input. Individual student needs will be met by using a workshop model of learning utilizing daily whole group instruction and small group or one-on-one instruction. **This course is not intended for students who have strong grade level literacy skills in a comparable alphabet.*

Recent Arrivers with Interrupted Formal Education (SIFE) for students with interrupted formal

education, courses that provide foundational instruction in preparation for 9th grade core-content courses is permitted. Again, learning about each student and their educational experience is imperative as a student with a 2nd grade education has very different needs than a student with a 6th grade education. Also, a student from a refugee camp may have had a very different educational experience than a student not from a refugee camp or war-torn country.

Recent Arrivers with Interrupted Education Approved Courses

Course Title	Department	Credit(s)	Type of Credit
NE Literacy Foundational 1-2	ELA	1	Elective
<p><u>Course Description:</u> This course is for Newcomer students who are in their first year with beginning/emerging language proficiency who need to develop reading foundational skills in English. Students will develop foundational English literacy skills in phonemic awareness, phonics, reading and vocabulary fluency and comprehension. Literacy skills instruction will be age appropriate and made relevant and engaging through project-based or theme-based units with student input. Individual student needs will be met by using a workshop model of learning utilizing daily whole group instruction and small group or one-on-one instruction. <i>*This course is not intended for students who have strong grade level literacy skills in a comparable alphabet.</i></p>			

Course Title	Department	Credit(s)	Type of Credit
NE Pre-Algebra 1-2	Math	1	Elective
<p><u>Course Description:</u> This course is for Newcomer students who are in their first year with beginning/emerging language proficiency. Students will develop foundational math skills and concepts that will build upon existing experiential math concepts ranging from numeracy to pre-algebra and beyond. Students will be made aware of the math skills they currently have as well as the skills they will be adding to their repertoire and keep track of their learning throughout the course. Math skills instruction will be age appropriate and made relevant and engaging through project-based or theme based units with student input. Individual student needs will be met by using a workshop model of learning utilizing daily whole group instruction and small group or one-on-one instruction.</p>			

The courses below would follow the district's scope and sequence and the standards outlined for the course, and students would **earn core credit**. *The difference is in the instructional techniques used by the teacher to provided access to the content.*

Course Title	Department	Credit(s)	Type of Credit
NE MWH or other SS	SS	1	LA or GS/US or SC
<p><u>Course Description:</u> This course is designed for Newcomer students with beginning English proficiency. These courses will follow the district's Guaranteed Viable Curriculum and accompanying scope and sequence. Students will earn core content credit. These courses may be offered as integrated with non-EBs. <i>*This would accompany the typical description that is used for the social studies course.</i></p>			

There may be the need to move at a slower pace with completing Physics over the entire first year. This course requires a student to be enrolled in a second year of a year -long course to finish the second semester course. A student would have the option to complete the second semester during Summer Scholars.



Course Title	Department	Credit(s)	Type of Credit
NE NGSS Physics 1 (option)	SC	.50 Core .50 EL	SC/EL

Course Description: This course is designed to support students with the pacing needed to meet the first semester standards outlined in Guaranteed Viable Core Curriculum and accompanying scope and sequence for Physics. This course is designed for Newcomer students with beginning English proficiency. Students will earn .5 SC core content credit and .5 elective credit. **This would accompany the typical description that is used for the Physics first semester course and is specific to recent arrivers within the first year. For successful implementation of this option this course will require looping with the students for year 2 of Physics. *This would accompany the typical description that is used for the science course.*

NGSS Physics (once semester one core ideas have been finalized, the description will be updated)

This course focuses on the core ideas of Physics - motion, forces, momentum, energy, waves, and electromagnetism. Students will experience the patterns approach of using experiments as a way to learn physics content and then apply what they have learned in engineering design tasks. The NGSS Physics class teaches students problem solving, innovation, design, and critical thinking. Physics is lab-based and STEM (Science Technology Engineering Mathematics) focused where students engage in regular scientific inquiry and engineering design. This hands-on course is highly engaging to students, with emphasis on data collection, analysis and communication and lays the foundation for future high school science courses. Students will use technology to collect and analyze data as well as use data mines and simulations when direct observation or collection of data is not possible. This class is the first science class of the three-year science sequence.

It is extremely important that the courses that are **NE** SS, ELA or Physics that earn core credit (.5 or 1.0) follow the district guidelines of scope and sequence and standards. Those courses that are *foundational* would earn elective credit. Therefore, **when developing a schedule for a student identified as SIFE, it is imperative to be transparent with presenting a graduation plan for the student and parent/guardian that may indicate the student will need 5-7 years to graduate.**

**Please note: OTL recommends that for students who will be enrolled in regular HS core courses with non-EB peers for SS, MA & Science, be placed with a designated teacher who can receive added PD and coaching opportunities on sheltering techniques to assist with the differentiation needed to support EBs.*

Scheduling Guidance for **Students with Formal Education**

This suggested schedule is a guide and is meant to provide a trajectory to graduation. Schedules will vary depending upon the transcripts and educational experience from secondary school in home country. Sheltered Instruction MUST be incorporated into all content classes. See definition below.

YEAR ONE**

Students in YEAR 1 may NE only courses for core classes. Other classes have approximate heterogeneous (EB/non-EB) ratio.

YEAR TWO**

Classes should have approximate heterogeneous (EB/non-EB) student ratio.



Course	Credit Type
Algebra 1-2 ##	1.0 MA
English 1-2 (if Newcomers only, then NE code)	1.0 LA
i.e. Modern World History (if NC only, then NE code)	1.0 GS
ELD*	1.0 EL
i.e. Physics (if NC only, then NE code)	1.0 SC
PE	1.0 PE
ELD Support	1.0 EL
Algebra Support	1.0 EL
Potential Completed Credits: PE	

Course	Credit Type
Geometry 1-2 ##	1.0 MA
English 3-4	1.0 LA
i.e. US History	1.0 US
ELD*	1.0 EL
i.e. Chemistry	1.0 SC
Geometry Support	1.0 EL
ELD Support	1.0 EL
Career & College, AVID, Advisory, Finan Math	1.0 EL
Potential Completed Credits: Electives	

YEAR THREE**	
Course	Credit Type
Algebra 3-4 ##	1.0 MA
English 5-6	1.0 LA
Econ/Gov	1.0 EC 1.0 GV
ELD*	1.0 EL
i.e. Biology	1.0 SC
World Language#	1.0 WL
Health	1.0 HE
AVID Career, Financial Math, etc	1.0 EL
Potential Completed Credits: Social Studies Math Health Science	

YEAR FOUR**	
Course	Credit Type
Math ##	1.0 MA
English 7-8	1.0 LA
ELD*	1.0 EL
Science	1.0 SC
World Language#	1.0 WL
Grad Requirement	
Grad Requirement	
Grad Requirement	
Potential Completed Credits: FA/CTE/WL LA	

YEAR FIVE, SIX, SEVEN ** ##	
Course	Credit Type
Math ##	1.0 MA
English	1.0 LA
Social Studies	1.0 SS or 1.0 EL
ELD*	
Science	1.0 SC
Grad Requirement	
Grad Requirement	
Grad Requirement	



*ELD placement is based on IPT or ELPA21 Screener results (table to right).

** Summer/Evening Scholars **may be** an option for those who want to take for graduation.

++ A fifth year or more may be needed depending on student need.

Students need opportunity for SLIP/STAMP testing to earn World Language Credit. Students may not need to take World Language if they have earned credit from testing.

Math courses may vary according to transcript history and/or placement test. Sheltered instruction strategies are needed.

Sheltered Instruction is an instructional approach used to make academic instruction in English understandable to EL students. Teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. (definition from ODE)

Course	IPT	ELPA Screener
ELD 1	1.0-1.5	Emerging in all domains
ELD 2	1.6-2.5	Emerging in Reading/Writing
ELD 3	2.6-3.5	Progressing in at least two domains.
ELD 4	3.0-4.5	Progressing in Reading and Writing domains.
NO ELD	4.6-5.0	Proficient

Scheduling Guidance for **Students with Interrupted Formal Education**

Sheltered Instruction MUST be incorporated into all content classes. See definition below.

YEAR ONE** <i>Students in YEAR 1 may be with NE students only for all classes other than CTE/ART/PE.</i>	
Course	Credit Type
NE (Newcomer)Pre-Algebra 1-2	1.0 EL
NE Literacy Foundational 1-2	1.0 EL
i.e. MWH (if Newcomers only, then NE code)	1.0 GS
ELD*	1.0 EL
CTE/Arts/WL#: Art, Computers, Spanish LA, etc	1.0 FA/WL
PE	1.0 PE

YEAR TWO** <i>Students in YEAR 2 may NE only courses for core classes. Other classes have approximate heterogeneous(EB/non-EB) ratio.</i>	
Course	Credit Type
Algebra 1-2	1.0 MA
English 1-2 (if Newcomers only, then NE code)	1.0 LA
i.e. US History	1.0 US
ELD*	1.0 EL
i.e Physics (if Newcomers only, then NE code)	1.0 SC
Algebra Support	1.0 EL



ELD 1 Support	1.0 EL
NE Pre-Algebra Math Support	1.0 EL
Potential Completed Credits: PE	

ELD 2 Support	1.0 EL
Career & College, AVID, Advisory, Financial Math, etc	1.0 EL
Potential Completed Credits: Elective	

YEAR THREE**	
Course	Credit Type
Geometry 1-2	1.0 MA
English 3-4	1.0 LA
Econ/Gov	.5 GV .5 EC
ELD*	1.0 EL
I.e Chemistry	1.0 SC
World Language#	1.0 WL
Health	1.0 HE
Geom Supp, Career, etc	1.0 EL
Potential Completed Credits: Social Studies Health	

YEAR FOUR**	
Course	Credit Type
Algebra 3-4	1.0 MA
English 5-6	1.0 LA
English 11-Film & Lit or other English	1.0 LA
ELD*	1.0 EL
I.e Biology	1.0 SC
World Language#	1.0 WL
Grad Requirement	
Grad Requirement	
Potential Completed Credits:: Science ELA FA/CTE/WL Math	

YEAR FIVE, SIX, SEVEN** ++	
Course	Credit Type
Math	1.0 MA
English 7-8	1.0 LA
Social Studies	1.0 SS or 1.0 EL
ELD*	1.0 EL
Science	1.0 SC
Grad Requirement	
Grad Requirement	
Grad Requirement	

* ELD placement is based on IPT or ELPA21 Screener results (table to right).

** Summer/Evening Scholars **may be** an option for those who want to take for graduation.

++ A fifth year or more may be needed depending on student need.

Students can take SLIP/STAMP test to earn World Language Credit and may not need class..

Sheltered Instruction is an instructional approach used to make academic instruction in English understandable to EL students. Teachers use physical activities, visual aids, and the environment to

Course	IPT	ELPA Screener
ELD 1	1.0-1.5	Emerging in all domains
ELD 2	1.6-2.5	Emerging in Reading/Writing
ELD 3	2.6-3.5	Progressing in at least two domains.
ELD 4	3.6-4.5	Progressing in Read/Write.
NO ELD	4.6-5.0	Proficient



teach vocabulary for concept development in mathematics, science, social studies, and other subjects. (definition from ODE)

Tables are found in the 2019-20 PPS Staffing Guidelines & Core Program Handbook

Table 1: Elementary

ELD	K-2 ELD	3-5 ELD
Two Required English Language Development Programs:	<u>Curriculum:</u> Integrated NGSS Science Units & Science Content-based ELD <u>Approved Program Models</u> ELD Push-in (see requirements below) ELD Pull-out	<u>Curriculum:</u> Integrated NGSS Science Units & themed Quality Teaching Units <u>Approved Program Models</u> ELD Push-in (see requirements below) ELD Pull-out
*Core content w/sheltered instructional strategies	<u>Beginner Level:</u> To address the unique needs of newcomers we strongly recommend added supports	<u>Beginner Level:</u> To address the unique needs of newcomers we strongly recommend added supports
*ELD course (assigned in synergy)	*Push-in models require a school Integrated ELD Plan & ESL Department must consult & approve school individual plans	

Table 2: Middle Grades

Two Required English Language Development Programs:	6-8 ELD
*Core content w/sheltered instructional strategies	<u>Curriculum:</u> All levels receive a period of ELD that teaches ELP Standards, utilizes Inside ELD curriculum along with NewsELA. <u>Approved Program Model</u> ESL Class Period
*ELD course (assigned in synergy)	<u>Beginner Level:</u> To address the unique needs of newcomers we strongly recommend added supports that are designed to meet the transitional needs of newly arrived immigrants.
The Departments under the Office of Teaching & Learning will work directly with selected schools that serve EB populations in middle grades (6-8) in order to assist with the designing, planning and implementing of an integrated ELD program model that is flexible, meets all required components of integrated ELD. (see ESL section below)	

Table 3: High School

English Language Development	HS ELD
	Two Required English Language Development Programs: 1) Core content w/sheltered instructional strategies 2) ELD course (assigned in synergy)
	Curriculum: All levels receive a period of ELD that teaches ELP Standards, utilizes Edge ELD curriculum along with NewsELA.
	Note that EBs are no longer identified overall by a numeric level (level 1, 2, etc) but rather by designation level: Emerging, Progressing, and Proficient. ELD course names should reflect this change. ELD 1- 2 → ELD Emerging ELD 3- 4 → ELD Progressing
	Approved Program Model ESL Class Period



	<p>Newcomers: To address the unique needs of newcomers we strongly recommend added supports that are designed to meet the transitional needs of newly arrived immigrants. These courses are now identified in Synergy at (NE) courses. (Link to Newcomer Pathways Guide)</p> <p>*Every EB receives core content classes. Teacher provides instruction using specialized techniques to accommodate EBs' linguistic needs. EB is assigned to ELD course in Synergy.</p> <p>All HS EB students must have a daily schedule that puts them on track to graduate on time. If an EB has Late Start, Early Dismissal and/or less than 8 periods a day, the school must show evidence that student has the credits needed to successfully graduate on time.</p>
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Table 4: English Language Development Instructional Programs (*Push-in*) **ELEM Integrated ELD**

As we move to improve our ELD instructional models the ESL department is collaborating closely with the development the guaranteed and viable core curriculum in Science & Social Studies. This model requires an individual school plan due to the demands of co-teaching and co-planning collaboration needed to develop a written, taught & assessed curriculum that is aligned to both core & English language proficiency standards. Integrated ELD assesses student attainment of both core & ELP standards. EBs learn alongside English proficient peers. **To determine if an integrated program model meets the needs of your school and complies with State guidelines, consultation with ESL dept. is required prior to offering this model. Please note that you must receive approval from the ESL & core department.**

Guiding questions	Can our school reach all of our EB students every day with integrated ELD through co-teaching/ consultation and weekly ELD and core teacher collaboration?
Goals	The goal for collaborative integrated ELD is for EBs to develop English, learn the content & academic language.
School Context Guiding Questions	<p>Does your school have sufficient staffing with the skill & will to provide collaborative integrated ELD services for each of your EBs every day?</p> <p>Does your master schedule support this model's collaborative planning time between ESL teacher & classroom teacher?</p> <p>Are my core teachers ESOL endorsed? If my core teachers are not endorsed can I create a schedule that allows my ESL teacher to co-teach with the core teacher?</p>
Teacher Configuration	<ul style="list-style-type: none"> Core + ESL Teacher (co-teaching: non-ESOL endorsed teachers) Core Teacher w/ESOL endorsement (consultation)
Student Grouping	<ul style="list-style-type: none"> Heterogeneous non-EBs w/EBs (aim 50/50) Schools with multiple grade sections cluster EBs with 1-2 mainstream classes allowing for maximizing coaching supports



Critical Required Program Components	<ul style="list-style-type: none"> Requires embedded core + ELD teacher weekly collaboration, planning and coaching time for coordinating instruction, reviewing student progress & communicating about students note: this time must be designated and described in plan & visible in teacher /team schedules) Requires a schedule aligned to program model (i.e. staggered integrated ELD blocks by grade) Requires core teacher PD plan ((i.e. ELP standards, Quality Teaching for English Learners, Co-teaching, curriculum) Requires ongoing ESL Teacher PD (i.e. co-teaching, coaching, core content standards, curriculum & assessment) 3 PLCs designated for monitoring student outcomes, instruction and program effectiveness after FA, WI & SP assessment windows. ELD grades must be issued quarterly Requires School Plan
Instructional Approach	Push-in, Integrated ELD; ESL Teacher co-plans & co-teaches with Science & Social Science Teacher
Curriculum	Integrated ELD Science & Social Science Units (Guarantee & Viable Core Curriculum)
Newcomers: LEP start date within two years & are emerging level on initial screener & ELPA21	Pull-out is still required for serving newcomer recent arrivers who need ELD educational interventions designed to meet the academic and transitional needs of newly arrived immigrants.
Definition from ODE Dept. of Education	ELD Push-in ELD instruction is provided within the student's mainstream or content-area classroom.

Table 5: Middle School(Push-in) Integrated English Language Development (ELD)

MIDDLE SCHOOL	<i>Integrated ELD (Push in)</i> <i>Requires ESL /OSP Dept. Approval</i>
Program Model Definition	This model utilizes written & taught curriculum that is aligned to both English Language Arts core standards & English language proficiency standards. It assesses student attainment of both ELA & ELP standards. EBs learn alongside English proficient peers.
School Context Guiding questions	<p><i>Do you have a schedule that provides ELD services for each of your EBs every day?</i></p> <p><i>Does your master schedule support this model's collaborative planning time between ESL teacher & classroom teacher?</i></p> <p><i>Are my core teachers ESOL endorsed? If my core teachers are not endorsed can I create a schedule that allows my ESL teacher to co-teach with the core teacher?</i></p>



Goals	The goal for collaborative integrated ELD is for EBs to develop English, learn the content & academic language.
Teacher Configuration	<ul style="list-style-type: none"> Core + ESL Teacher (<i>co-teaching</i>: non-ESOL endorsed teachers) Core Teacher w/ESOL endorsement (<i>consultation</i>)
Student Grouping	<ul style="list-style-type: none"> Heterogeneous non-EBs w/EBs (aim 50/50) Schools with multiple grade sections cluster EBs with 1-2 mainstream classes allowing for maximizing coaching supports
Critical Required Program Components	<ul style="list-style-type: none"> Requires embedded core + ELD teacher weekly collaboration, planning and coaching time for coordinating instruction, reviewing student progress & communicating about students note: this time must be designated and described in plan & visible in teacher /team schedules) Requires a schedule aligned to program model (i.e. staggered integrated ELD blocks by grade) Requires core teacher PD plan ((i.e. ELP standards, Quality Teaching for English Learners, Co-teaching, curriculum) Requires ongoing ESL Teacher PD (i.e. co-teaching, coaching, core content standards, curriculum & assessment) 3 PLCs designated for monitoring student outcomes, instruction and program effectiveness after FA, WI & SP assessment windows. ELD grades must be issued quarterly Requires School Plan
Program Instructional Approach	<i>Integrated ELD; ESL Teacher co-plans & co-teaches with ELA Teacher</i>
Curriculum	Integrated ELD ELA school team developed Lessons (GVC)
Newcomers	ESL Class Period is still required for serving newcomer recent arrivers who need ELD educational interventions designed to meet the academic and transitional needs of newly arrived immigrants.
Definition from ODE Dept. of Education	ELD Push-in ELD instruction is provided within the student's mainstream or content-area classroom.

42. Methods and services the district will use to ensure that EBs can meaningfully participate in core instruction and special programs

"During their educational journey from enrollment to graduation, EL students are entitled to instruction in the school district's core curriculum (e.g., reading/language arts, math, science, and social studies). Meaningful access to the core curriculum is a key component in ensuring that EL students acquire the tools to succeed in general education classrooms within a reasonable length of time."

(US Dept Of Education Dear Colleague Letter, 2017)

PPS is being reimagined. Our clear focus in offering access to a superior education to all students, regardless of their background or where they live.



Portland School Schools priorities

- Ensure a strong principal and vice/assistant principal in every building who is well-matched to the school community.
- Create an environment in which supports are in place for teachers to thrive and have a voice in district-wide decision making.
- Every student prepared for life, college and career, and to meaningfully contribute to their communities.
- Create a system of quality instruction to increase literacy rates for all children.
- Create a system of behavior supports that will reduce disproportionality in expulsions and suspensions.
- Ensure that the School Building Improvement Bond continues tracking on time and on budget and delivers innovative, 21st century schools.
- Create a successful enrollment balancing framework that creates a foundation of equitable core programming across schools.

The Office of Teaching and Learning will ensure that all educators provide rigorous, authentic, and personalized experiences for all students, particularly our historically underserved populations.

OTL Theory of Action

If...

- We provide educators with meaningful professional learning that strengthens their knowledge of the content, their understanding of how students learn best, and teaching methods that meet the needs of all students, with an understanding of the shifts in student learning, teacher practice and leadership support; and
- We offer professional learning opportunities on the PPS instructional focus, including content standards and core curriculum; and
- We work closely with other departments, our schools, and classrooms, to help promote effective implementation of those priorities; and
- We promote and encourage the use of equity-based teaching practices; and
- We expand learning opportunities through multiple pathways and partnerships,

Then every student who enrolls in our schools can achieve his or her maximum potential.

"A Guaranteed and Viable Curriculum is the single most important initiative a school or district can engage in to raise student achievement...A guaranteed and viable curriculum (GVC) ensures that all students have an equal opportunity to learn (OTL). Each student will have access to an effective or highly effective teacher, and access to the same content, knowledge and skills in each section or class. "

What Works in Schools: Translating Research into Practice, Marzano, 2003

The Office of Teaching and Learning is being restructured. Its clear focus is on providing a Guaranteed and Viable Curriculum for all students and across all disciplines. Embedded throughout the work are the ELP standards. The outcomes of this work will specifically delineate the following:

- Instructional Framework
- Curriculum /Projections Maps
- Unit Mapping



"In addition to ensuring EL students have access to the core curriculum, SEAs and school districts must provide EL students equal opportunities to meaningfully participate in all programs and activities of the SEA or school district—whether curricular, co-curricular, or extracurricular.⁴⁹ Such programs and activities include pre-kindergarten programs, magnet programs, career and technical education programs, counseling services, Advanced Placement and International Baccalaureate courses, gifted and talented programs, online and distance learning opportunities, performing and visual arts, athletics, and extracurricular activities such as clubs and honor societies".

(US Dept Of Education Dear Colleague Letter, 2017)

PPS recognizes that many of our students who are EBs, dual identified and/or in dual language programs may not have the opportunities to meaningfully participate in all programs and activities due to constrained schedule PPS is planning and preparing for expansion of inclusive and integrated ELD instructional program. Our students need a balanced educational experience and we believe that through our Instructional Framework, Guaranteed and Viable Curriculum (GVC) and our investment in professional development that deeply builds educator expertise (knowledge, skill and practice" will support our efforts in moving to a Quality Teaching model that supports the success of all EBs groups in PPS.

43. Professional development support for core content teachers that ensure EBs' ability to participate meaningfully in core instruction

The ESL Department will work closely with the Departments of STEM & Humanities to develop a professional development support plan for core content teachers that will ensure EBs' ability to participate meaningfully alongside their grade level peers based on the GVC once the project is completed and the PD is being planned. Our local plan will be updated as portions of the project are completed. The PD plan will be jointly developed and will include measure of success.

Through the new restructure of the OTL, the ESL Department, will work closely with the Chief of Academic Office and the Sr. Directors and team of the Humanities and STEM departments to coordinate clear PD plans that are aligned to the instructional core framework and the GVC curriculum. In mind, and critical to the curriculum and units map designs are the priority standards and ELP standards which are in progress and have cross departmental representation of expertise. The Office of Teaching and Learning is investigating instructional approaches to anchor the GVC work and this includes Quality Teaching for English Learners instructional framework.

In addition to collaborating on the development of core curriculum, ELD TOSAs are assigned to schools, where they provide support via coaching, lesson design, lesson modeling and consult on individual student instructional needs.

Bilingual Educational Assistants

On every planning day the ESL department works collaboratively with other departments to bring forth a comprehensive PD for EAs. Some topics are generated by the department while others come from our ongoing surveys with this group and the topics that they have selected. We are highly invested in ensuring that they are as connected to the learning experiences of our students and offer content PD along with instructional strategies that support English learners. Here are some of the topics (supporting Dual Identified students, supporting and responding to student incidents, engaging and supporting families, foundations of reading, supporting the instructional core, supplemental resources understanding, college opportunities for EAs etc.)



44. Standards and/or criteria the district uses to determine the amount and type of language development services provided

The following criteria and data points are used to determine placement into ELD Services (see 40 and 41) for programs.

ELEM

ELPA Screener

ELPA 21 Overall Designation

ELPA 21 Domain Strand Scores

District & State Assessments

Educational History

SECONDARY

IPT Score (transitioning to ELPA21 Screener 2019)

ELPA Screener

ELPA 21 Overall Designation

ELPA 21 Domain Strand Scores

District & State Assessments

Intake Screeners

Transcripts

Educational History

Student placement is monitored by ELD teachers using formal and informal assessment (i.e. student work samples, lesson pre/post assessments, student informal observations, student overall performance). At the secondary level there is a team review process that occurs on a regular cycle. ESL department also monitors HS/MS quarter and semester grades. At the elementary level, the ESL administrators meet with school principals and/or teams during scheduled check-ins. They identify program and student needs. As a team they may set a course of action to support improvements.



45. District's plan to address the language and content needs for each of the following groups of students: ELSWD – with significant cognitive disabilities, ELSWD – emotional disability, ELSWD – behavioral disability, ELSWD – deaf/hard of hearing, ELSWD – blind/vision impaired, Recent Arriver/SIFE

The district's procedures and processes for Dual Identified ELSWDs is outlined and articulated in Section VII - #63, 64, 65 and 66.

Portland Public School district is addressing the language and content needs for ELSWDs through PD and Coaching in both the ESL and Special Education Departments. ELSWDs with a range of linguistic experiences and special education disability categories (Intellectual Disability, Emotional Disturbance, Hearing Impairment, Vision Impairment, Autism Spectrum Disorder, Communication Disorder etc) are the focus of *most Professional Development in Special Education. Specifically, the following topics are provided:

1. IEP's of ELSWD:
 - Present Levels include
 - Home language(s) used
 - Current ELPA level
 - Current ELD service delivery
 - State Testing Page:
 - Includes ELPA Exemptions
 - Includes ELPA Accommodations
2. PD: Special Education Disability Categories and Referral Process
 - ESL Teachers and Community Agents
3. PD: Culturally/Linguistically Diverse Assessment Practices in Special Education
 - Ongoing PD and coaching for Speech-Language Pathologists
 - Ongoing PD and coaching for School Psychologist

**The Special Education department is moving towards a more culturally/linguistically responsive model of referrals, assessment and intervention. Future PD is still needed to address all needs related to ELSWD.*

Title	Program Options	Language and Content Instruction
Recent Arrivers / SIFE	<ul style="list-style-type: none"> ● Portland International Scholars Academy (HS) with ELD class period ● Comprehensive HS w/ELD class period & ELEM designated/integrated ELD 	<ul style="list-style-type: none"> ● PISA Certified Core Teachers (rec training in core instruction & QTEL; TOSA Support) ● K-12 ELD Teacher (QTEL PD and monthly Jobalikes; PD on curriculum; TOSA support) ● Added emerging levels academic and language support written into IEP



ELSWD	Program Options <i>SPED and ESL Services provided in the Least Restrictive Environment possible</i>	Language & Core Instruction
Intellectual Disability	<ul style="list-style-type: none"> Intensive Skills Centers (Academic and Functional) with multiple opportunities for inclusion in General Education setting Students assigned to designated ELD or included ELD within their SpEd placement 	<ul style="list-style-type: none"> Certified SPED Teacher Development Training K-12 ELD Teacher (QTEL PD and monthly Jobalikes; PD on curriculum; TOSA support) Added emerging levels academic and language support written into IEP
Emotional Disturbance	<ul style="list-style-type: none"> Elementary: Social Emotional Skills Middle: Social Emotional Skills K-12: Pioneer Special Program Students assigned to designated ELD or included ELD within their SpEd placement 	<ul style="list-style-type: none"> Certified SPED Teacher K-12 ELD Teacher (QTEL PD and monthly Jobalikes; PD on curriculum; TOSA support) Added emerging levels academic and language support written into IEP
Autism Spectrum Disorder	<ul style="list-style-type: none"> Elementary: Communication Behavior Classrooms K-5 Middle School: Communication Behavior Team Program: 6-8 Middle School: Learning Center Support High School: Communication Behavior Team 9-12 or Intensive Skills Center Students assigned to designated ELD or included ELD within their SpEd placement 	<ul style="list-style-type: none"> Certified SPED Teacher K-12 ELD Teacher (QTEL PD and monthly Jobalikes; PD on curriculum; TOSA support) Added emerging levels academic and language support written into IEP
Deaf/Hard of Hearing	<ul style="list-style-type: none"> Designated ELD Block at Columbia Regional Deaf/Hard of Hearing Programs Elementary : Creston Elementary Middle School: Mt. Tabor Secondary: Cleveland HS Oregon School for the Deaf 	<ul style="list-style-type: none"> Certified ELD Teacher and/or Certified Teacher with District EL Professional Development On-going instructional support from Building SPED Case Manager Instructional Support from Columbia Regional for Sign Language
Blind/Vision Impaired	<ul style="list-style-type: none"> Designated ELD Block or provided within Special Education setting 	<ul style="list-style-type: none"> Certified ELD Teacher On-going instructional support from Building SPED Case Manager Instructional Support from Columbia Regional for Braille Instruction and/or Mobility Orientation

The district tracks graduation rates of students disaggregated by Special Education eligibility category as well as ESL status.



Section V - STAFFING AND RESOURCES

46. Number and categories of instructional staff implementing the district's language development program.

Department Faculty: The information below reflects current staffing only.

The ESL Department is now under the Humanities Department. Adjustments to the chart below will be revised once staffing is determined. In addition, school and department staffing may continue to adjust its faculty levels in support of maximum support for ELD programs.

Level	Title	FTE Allocation
School Based		
ELEM	ELD Teacher	36.25
ELEM	Language Support Teacher	1.0
ELEM	Bilingual Educational Assistants	12.688
K-8 Schools	ELD Teacher	22.25
	Bilingual EAs	10.063
MS	ELD Teacher	7.25
	BL Educational Assistants	1.31
HS	ELD Teacher	10.25
HS	Language Support Teacher	0.5
	Bilingual EAs	3.938
PPS Multiple Pathways	ELD Teachers	.50
	Bilingual EAs	
District		
K-12	SPELL School Psychologist	0.50
K-12	SPELL Speech Language Pathologist	0.50
ELEM	TOSA	4.0
MS	TOSA	1.0
HS	TOSA	1.0
	Itinerant Teacher	0.25
HS	Counselor	0.25
K-12	Data Clerk	0.50
K-12	Data Specialist	1.0
K-12	Admin Secretary	1.0
K-12	ESL Library Assistant	1.0
K-12	Community Agents	9.0
K-12	Business Operations Analyst	1.0
K-5/K-8	ESL Assistant Administrator	2.0



6-12	ESL Assistant Administrator	1.0
K-12	Multiple Pathways to Graduation/Private School Program Administrator	0.50
K-12	ESL Director	1.0



47. Qualifications used by the district to assign instructional staff to the district's language development program

All educators who are employed by Portland Public Schools and who are compensated for their services from public funds must hold a valid license for regular teaching at one or more designated authorization levels in one or more designated specialties.

Teachers:

- o "Pull-Out" delivery model is taught by ESOL endorsed teachers
- o "Push-in" delivery models are taught by
 - a core content teacher that co-teaches with an ESOL endorsed teacher and/or
 - are taught by ESOL endorsed core content teachers work in consultation with core content teachers;
 - and/ or are taught by a non-endorsed core that is working on ESOL endorsement program in consultations with the ESOL teacher
- o ESL Class Period delivery model is taught by ESOL endorsed teachers
- o Newcomer ELD is taught by ESOL endorsed teachers

In addition, ALL participating "push-in" teachers are required to participate in PD specific to the core independent adoption, ELP & content specific standards, QTEL BtB; receive ongoing coaching and planning opportunities; "push-in" model schools adhere to a program agreement, submit a school ELD plan & designate goals within the school improvement plan.

BL Educational Assistants:

Bilingual Educational Assistant staff must have the appropriate educational experience and must have completed the 72-quarter hours or 48 semester hours of college coursework. The ESL department requires that all personnel meet this requirement in order to perform teaching duties regardless of title.

Administrators, teachers, and educational assistants actively participate in ongoing professional development opportunities to ensure that they are up to date on ELP Standards, best practices, and research, including second language acquisition.

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

The ESL Department works closely with Human Resources and each school to recruit and hire highly qualified licensed bilingual teachers with ESOL endorsements and content area endorsements. Human Resources works with staff that hold restricted licenses to create timely and individualized plans to become highly qualified or further endorsed in subject areas. Part of the hiring process includes a screening to ensure that candidates are highly qualified and meet all standards for licensure and endorsements. The District maintains high standards by:

- preferring teachers to hold the ESOL endorsement.
- partnering with higher Ed to support bilingual paraprofessionals in their pursuit of teaching licenses and ESOL endorsements.
- attending teacher recruitment fairs to hire more bilingual, bicultural teachers.
- increasing the number of highly qualified bilingual, bicultural teachers and paraprofessionals.
- working with the ESL Department to pair new teachers with mentor ESL teachers.



- Professional learning for ESL and mainstream teachers in the area of English Language Development (ELD).
- literacy, content area, and technology integration.
- Curriculum Materials training.

“Push-in” Integrated ELD

The ESL, Dual Language Departments and discipline specific teams are working closely with a partner university to offer and deliver a PPS ESOL endorsement program for our non-endorsed core participating teachers. The endorsement program will take approximately two years to fully complete. While teachers complete the program they will be partnered with an ESOL teacher to co-teach or consult, plan and implement integrated ELD. All school teams supporting this model will receive ongoing support via coaching, planning work sessions, cross grades/school collaboration and professional development from the ESL department TOSAs and Quality Teaching Certified professional developers.

49. Contingency plan for addressing staffing issues for the EB program

PPS is committed to recruiting teachers who are appropriately authorized or are actively pursuing their ESOL endorsement.

New Teachers

When new teachers are hired, they participate in our New Teacher Mentor Program for two years. Teachers are provided support, resources, “lessons learned” from experienced teachers, coaching and guidance for the day-to-day challenges of classroom management and how to adjust to a new school environment – essential elements that ultimately lead to student success.

Ongoing PD

Opportunities to engage and learn about the latest research, theory, and educational practices for teaching EBs and sheltering techniques are accessed by:

- professional development opportunities for staff as well as on-site assistance in all areas of program implementation, instruction, and assessment, such as, language development, Quality Teaching for English Learners.
- School-based Professional Learning Communities (PLCs)
- Classified Connections
- ESL Educational Assistant and Community Agent training on teacher planning days
- Established coaching, planning and observation cycles

ELD Staff and Program Monitoring

ESL department will work closely with school supervisors as needed and with specific personnel to ensure teaching success. The ESL program is working with Education NW to secure a method of monitoring ELD program effectiveness.

The department and core subject departments collaborate with schools to monitor the following:

- Review and approve School-based ESL Program Plans
- Ensure student goals for language proficiency progress and reclassification are set within existing improvement plans (CAP)
- School administration in collaboration with ESL teacher have a plan for the ongoing parent communication about student progress



- Newcomers at all integrated ELD schools and students who continue to perform in the emerging level have a newcomer ELD period. (ESL can support individual student reviews to decide if integrated ELD alone may serve the emerging level student's unique needs)
- Ensure all EBs designated ELD teachers are teacher on record and that students get assigned one to a double block of ELD & core subject
- Support Central teams along with the schools respond to any State compliance request relevant to this program change (i.e. correction actions, audits etc.)

Monitoring of program success is critical. Schools with the support of OTL will be prepared to make necessary adjustments for when intended program outcomes are not met through our ELD models. In consultation with our internal general counsel and external legal advisory, a requirement of the 6-8 integrated ELD program change is the implementation of an on-going program evaluation system that would identify any programmatic issues and allow for mid-course correction to the program resulting in improved outcomes for students.

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

Under Division 22, PPS is in compliance for the secondary curricular adoption. PPS is submitting a Board proposal to approve an ELD Independent Adoption for K-5 and MS transitioning to integrated ELD model. We are anticipating completion of our PPS Instructional Framework and Scope and Sequence by 2020..

Grade	Instructional Materials
K-2	<p><u>K-2 Pending Board Approval for PPS Independent Adoption</u></p> <p>PPS Developed ELP Social Science & ELP Science Guarantee & Viable Core Curriculum</p> <ul style="list-style-type: none"> ❑ Developed by ESL, Social Science & Science TOSAs and school-based teachers ❑ Written curriculum aligned to both sets of standards ❑ Lesson Architecture Science 5E Framework & Quality Teaching for English Learners Lessons in 3 Moments ❑ Taught Curriculum designed with a social cultural & sociolinguistic lens, anchored on Quality Teaching Principles for English Learners, and designed with best practice scaffolds/strategies for English Learners ❑ Assessed curriculum assesses the ELP, NG and SS standards <p>PPS Developed Science Themed Content-based ELD Curriculum (used while remaining Earth, physical and social science core curriculum is complete)</p> <ul style="list-style-type: none"> ❑ Developed by ESL TOSAs, Core & ESL school based Teachers ❑ CBELD units aligned to ELP standards and taught through science themes



	<ul style="list-style-type: none"><input type="checkbox"/> Taught Curriculum designed with best practice scaffolds/strategies for English Learners<input type="checkbox"/> Assessed curriculum assesses the ELP standards
3-5	<p><u>3-5 Pending Board Approval for PPS Independent Adoption</u></p> <p>PPS Developed ELP Social Science & ELP Science Guarantee & Viable Core Curriculum</p> <ul style="list-style-type: none"><input type="checkbox"/> Developed by ESL, Social Science & Science TOSAs in collaboration with school-based teachers<input type="checkbox"/> Written curriculum aligned to both sets of standards<input type="checkbox"/> Lesson Architecture Science 5E Framework & Quality Teaching for English Learners Lessons in 3 Moments<input type="checkbox"/> Taught Curriculum designed with a social cultural & sociolinguistic lens, anchored on Quality Teaching Principles for English Learners, and designed with best practice scaffolds/strategies for English Learners<input type="checkbox"/> Assessed curriculum assesses the ELP, NG and SS standards <p>PPS Developed Science Themed Content-based ELD Curriculum (used while remaining Earth, physical and social science core curriculum is complete)</p> <ul style="list-style-type: none"><input type="checkbox"/> Developed by ESL TOSAs<input type="checkbox"/> CBELD units aligned to ELP standards and taught through science themes<input type="checkbox"/> CBELD units are informed by CCSS<input type="checkbox"/> Lesson Architecture -Quality Teaching for English Learners Lessons in 3 Moments<input type="checkbox"/> Taught Curriculum designed with a social cultural & sociolinguistic lens, anchored on Quality Teaching Principles for English Learners, and designed with best practice scaffolds/strategies for English Learners<input type="checkbox"/> Assessed curriculum assesses the ELP standards
MS	<p><u>6-8 Pending Board Approval for PPS Independent ELD Language Arts Adoption @ 5 MS starting 2019-20 academic school year (note: for the next 6 years five schools will be added to this integrated delivery model)</u></p> <p>Will be developed by school-based ELA & ELD teachers in collaboration with Humanities (ESL, DL & ELA) TOSAs</p> <ul style="list-style-type: none"><input type="checkbox"/> Written curriculum will be aligned to both sets of standards<input type="checkbox"/> Lesson Architecture - will be Quality Teaching for English Learners Lessons in 3 Moments



	<ul style="list-style-type: none"> <input type="checkbox"/> Taught Curriculum will be designed with a social cultural & sociolinguistic lens, anchored on Quality Teaching Principles for English Learners, and designed with best practice scaffolds/strategies for English Learners <input type="checkbox"/> Assessed curriculum will assess the ELP & ELA standards <p><u>6-8 ELD Class Period</u> 6-8 Inside and Newsela</p>
HS	9-12 Edge and Newsela Newcomer SIFE Bridges Curriculum

51. District's plan for regular and on-going review of district ELP materials and the timeline associated with the review

Currently there is an examination of all of PPS adoptions and revising the adoption cycle, allocation of funds and determining type of curriculum needed to best meet the needs of our students and the one that best supports our program model.

52. District's contingency plan when the district does not currently have the core ELP instructional materials, resources, and supplies necessary to implement the district language development program(s) and the plan for obtaining necessary items

We focus on supplemental unit development that is aligned to ELP standards and are designed in three moments using the Quality Teaching for English Learners framework. These units are co-constructed by ELD and core content teacher expertise. Each team is highly supported by a certified QTEL TOSA. In some instances, specifically, Woodmere Lighthouse School has worked closely with WestEd to co-construct QTEL units. Professional development plays a key role in developing teacher capacity to design and implement effective instruction and evaluation of EBs. (see question 51)

Section VI - TRANSITION FROM ENGLISH LANGUAGE DEVELOPMENT PROGRAM (Rev. 3/2019)

53. Criteria used to determine that an EB is proficient

Students who obtain an overall score of 4 or 5 (proficient) in the domains of Reading, Writing, Speaking, and Listening on ELPA21 are determined proficient and exited from the ESL Program.

See PPS Statement of Assurance- EL Exiting Process Change submitted to Leslie Casebeer on 3-25-19 .

54. Procedure for promoting EBs who did not score Proficient on ELPA21, and the procedure for those EBs that the district does not have an ELPA21 score

See PPS Statement of Assurance- EL Exiting Process Change submitted to Leslie Casebeer on 3-25-19 .



55. Staff responsible and their role in the exiting process

Exit by ELPA21: The ESL Data Analyst sends list of exited students to schools, records in SYNERGY and sends Exit letter home.

56. How and where the documentation of the district's exiting procedures will be maintained, and who is responsible for maintaining the documentation

District exit procedures are maintained on the MLP webpage. An MLP Administrator is responsible for maintaining the documentation. Individual student documentation is kept in the student's CUM folder and a backup is maintained on the MLP Department document management system.

57. How parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficiency or not

1. Schools hold Title III ESL events for families at the start of the school year and share information program information including the Exit process.
2. When ELPA21 scores are released, the ESL Data Analyst sends lists of students who scored proficient and will exit ESL services along with individual student Exit certificates to schools. Schools are encouraged to celebrate with students and families.
3. The Data team sends a letter home for student who are being exited.
4. Systems, Planning, and Performance Dept sends home ELPA21 scores.

58. Describe the district's monitoring plan for each of the four years a student is in monitored status

Overview of staff responsible for student monitoring

ESL Department – Department Data Specialist is responsible for the following:

- o Submit Forms and attachments with student data to schools at 1st and 3rd quarters.
- o Provide additional data on students including:
 - o preliminary review of monitored students using the dashboard Tier II/III student list report. This report only identifies monitored students who need greater supports based on the following criteria:
 - on track to graduate (HS)
 - academic performance in core subjects
 - Attendance
 - Math MAPS
 - Reading MAPS
 - Dibels/Idel (K-3)
 - EasyCBM (4-8)
 - Number of Incidents
 - o Other consideration for the team may include teacher observations, work samples, lesson and/or unit assessments, first quarter grades, academic progress reports, graduation plans and student overall success.
- o Assistant Directors/ Special Program Administrator collaborate with School Administrator and case manager on additional student supports and provides support to ensure monitoring forms are updated and returned in a timely manner.



- o ESL Department administrators provide guidance and/or support for Student Study Teams (SST's) as needed, TOSAs are invited as needed o School Teams with ESL Assistant Administrator/Special Program Administrator determine student program assignment (remain exited, remain exited with additional supports, or re-admit to ESL services) o School based Team reassesses students as appropriate.
- Schools - The student review team is responsible for the following:
 - o Receive, complete, and return Reclassified Student Monitoring Forms and attachments to ESL Department.
 - Provide additional data on students.
 - Convene SST if necessary.
 - o Collaborate with ESL Department on additional student supports.

The following monitoring information is sent to individual schools.

Individual student documentation is kept in the student's CUM folder and a backup is maintained on the ESL Department document management system.

59. District's procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EB to the district ELD program for the monitored students in each of the four years

The school student review team and school administrator engage in the monitoring process for each student. The ESL teacher may be invited as a consultant to help the team consider if the student is in need of assistance with English language development needs or if the student could benefit from core instruction intervention. Based on the findings, the team generates a plan that will provide the necessary actions to help the student attain academic and school success. If the team collects data that indicates the student might be is not succeeding due to language acquisition and still might need ESL services the team completes the reinstatement process with parent input, including re-assessment for ESL services if necessary.

60. District's plan to provide additional academic and/or language support for monitored students not succeeding in core instruction

All students (regardless of the type of program services they may be receiving) who are not succeeding, must be identified in a timely manner and provided additional academic and/or language support services using resources, and researched-based strategies and practices that meet the unique needs of each student. All PPS schools must have PLCs and data cycles of inquiry to monitor student progress. In addition, all schools have student study teams that allow for individualized student review. If a student is identified EB, the ESL teacher is invited to the meeting in order to bring in expertise on language development and to assist in identifying appropriate supports. All students have access to standards-based curriculum, differentiated instruction and necessary support services at all tiers of instruction provided by highly qualified personnel. The appropriate implementation of services and strategies is guided by District established procedures for each program (ESL, Title I, Special Education, Talented and Gifted, see Sections IV and VII) that follow state and federal guidelines. Our programs of service are meant to complement, strengthen and enhance regular classroom instruction and support services that are available to all students.



61. District's plan for monitoring the academic and linguistic progress of EB students with a waiver for service

At the start of the school year the ESL department notifies schools of all identified EBs in their school. For students with waived services they are recorded as such on the EB list shared with schools. During school-based ESL team meetings and data review in August and September, the following ODE guidelines are communicated:

Parents can choose to remove their children from an EL program. This decision must be an independent decision of the parent/guardian. Districts are required to provide parents with student English proficiency level and describe what educational supports the student is eligible to receive. When a parent declines participation, the district retains a responsibility to ensure the student has an equal opportunity to have his or her English language and academic needs met. Districts can meet this obligation in a variety of ways (e.g., adequate training to classroom teachers on second language acquisition; monitoring the educational progress of the student). <http://www2.ed.gov/about/offices/list/ocr/qa-ell.html>

Students not served by district programs **are required** to participate in all state-required assessments, including ELPA21, and are counted in the district's accountability requirements.

Students with a waiver for services are reported annually to the district's LEP Collection, and they are coded 4-N (waiver and participated in ELPA21); 4-O (waiver and not enrolled during the ELPA21 testing window); 4-P (waiver returned to EL status after exiting for proficiency). The State uses these codes to review trend data for ELs regardless of participation in a district's EL program.

The department will be working on improving the monitoring and services for students who have waived services. We will be focused on working with school counselors and administrators to provide clear guidelines related to meeting and monitoring refused students. We will also develop a plan for working with families to ensure that there is improved understanding relate to services, program, and rights and responsibilities. This section will reflect updates by end of this school year.



62. District's communication with parents of monitored EBs during all four years of monitoring, when the district is considering re-entering the student in the EB program, when the student has completed monitoring, and when the student needs additional academic support to be successful during monitoring

Portland Public Schools- ESL MONITORED STUDENT REVIEW 3/12/2018						
PPS ID:		Student Name:			Grade: 09	
School:		Migrant: No	AcP: No	Indian Ed: No	TAG: Yes	SpEd: No
Test Scores						
Test Name	Test Level	Test Date	High School Credits Earned:		7.00	
OSA Reading - Grade 08	Level 1	4/25/2017	2017-2018 ADA:		100.0%	
OSA Math - Grade 08	Level 2	5/8/2017	Failed Core Courses in last grading period:		(None)	
OSA Science - Grade 08	Nearly Meets	5/18/2017	HS On-Track to Graduate:		On Track	
ELPA	Advanced (Proficient)	3/6/2014	Exit Date: 06/16/14		Monitor Year: 4	
Names and positions of people involved in the monitoring process (identify all those involved):						
Teacher						
Counselor						
Administrator						
Other						
Other						
After reviewing the student's information and collecting monitoring data, we have determined (choose one):						
<input type="checkbox"/> Student should remain exited; student is making satisfactory academic progress. Evidence that student is making satisfactory progress should include credits and grades sufficient for on-time graduation (high school students), passing classes, and using English to learn.						
<input type="checkbox"/> Student should remain exited with additional supports. Please indicate the services that are/will be provided to support the student's success and indicate who will provide these services. Please indicate all that apply.						
Title I Support			Provider:			
Math, Reading, Writing, Social Studies, Science Support			Provider:			
Tutoring/Homework Club/ After School Program			Provider:			
Small group/Individual Instruction/Reading Intervention			Provider:			
Mentoring Support			Provider:			
Attendance/Dropout Prevention/Interrupted Ed			Provider:			
Credit Recovery			Provider:			
Referral to: _____ for: _____			Provider:			
Student is on IEP			Provider:			
Other: _____			Provider:			
<input type="checkbox"/> School team will complete reinstatement process.						
Person at the school who completed this form: _____						Date: _____
If ESL Re-instatement is recommended: ESL AD name _____ followed up with school on _____						



SECTION VII - EQUAL ACCESS TO OTHER SCHOOL DISTRICT PROGRAMS

63. Procedures for identifying EBs as having additional academic needs

PPS Student Intervention Team Process for Culturally/Linguistically Diverse (CLD) Students

PPS has developed a Student Intervention Team (SIT) process via the collaboration of the School Climate, Special Education and Curriculum departments to provide district wide training to school staff in regards to collection of evidence-based interventions, examination of cultural and linguistic factors and other possible extrinsic factors that may impact the student. The school-based SIT team can access the Student Intervention Team Form via Teacher Dashboard and is auto-filled with relevant information regarding the student's educational history i.e. ELPA21, ELD/ ESL instruction, and specific questions comparing focus English Learner to similar EB peers.

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

Student Intervention Teams review and include ELD data during the pre-referral process. Additionally, Special Education staff are trained to include ELD teachers in IEP process and meetings.

(see [ELPA/SPED Process Flowchart](#) and [ELPA Planning for ELSWD](#))

65. Process for determining the best ELD educational program selected for each ELSWD

This process is currently under revision. Current practice, we work closely with Special Education and determine program based on IEP. The service varies depending on unique student needs.

Assessment specialist shares results with SPED case manager. IEP team, including ESL teacher, meets to review results, consider service delivery model

ESL Consult with SPED teacher

ESL push in to SPED Classroom

Student participates in ELD with general ed peers

We also provide the following guidelines:

A shared understanding of current SPED and ESL data regarding our Emerging Bilinguals (EBs) who also qualify for services in Special Education and English as a Second Language is critical to serving them across departments. The following changes from [ODE](#) which further highlight the need for ESL and SPED to collectively review data in order to make appropriate assessment/intervention decisions for dual-identified students. [The Oregon Accessibility Manual 2014-2015](#) will help guide our team.

There were also changes made to mandates regarding service delivery of dual-identified SPED/ESL students. All SPED students who also qualify for ESL services, must receive ELD instruction. Please see [SPED Legal update](#) to help guide this process.

- ESL instructional plans may vary building-to-building and according to student needs.
- Co-teaching may be considered in order to meet dual-identified students needs
- Teams need to ask how a child's language objectives can be met



- English Learners with disabilities can be exited from English Learner status when he/she no longer meets the definition of an English Learner

To help facilitate pre-referrals of Emergent Bilinguals, our department is consulting with other district and professional in the field in best practices for pre-referrals. We are looking into the research in order to utilize Native language assessments that can be administered only to EBs who are enrolled in a dual language program or have evidence of receiving consistent native language education. The purpose of Native language assessments are to guide the decision making around appropriate SpEd referrals for students whose Native language is not English.

66. Process for ensuring any IEP meeting and IEP documents are accessible for parents of EBs in a language parents can understand

Portland Public Schools supports translation and interpretation in five major languages. When an IEP and/or IEP review is conducted for an EB family arrangements are made to secure these services for parents. When a language that is not represented within the five major languages is needed, an attempt is made to secure that language support through an external service contract. Parents receive the SpEd Rights Handbook in top five languages. Meeting, IEP notices and written translation of IEP may be provided upon request. ESL department will need to work with SpEd to get further clarity on how the department ensures EB parents receive information in a language they can understand.

Section 19 Special Education Procedures Manual contains further guidance to staff related to interpretation and translation.

67. Procedures for identifying EBs as Talented and Gifted

PPS has a goal of 10% increase across all sub-groups. TAG is using the CLED scale which has been provided by ODE. This was implemented this current school year. We are working in collaboration with TAG to consider other identification methods for EBs. These methods focus on an asset based mindset that considers language and leadership characteristics that our students bring.

EMERGENT BILINGUAL TAG IDENTIFICATION

The identification process is the same as for the general population.

1. Nomination

2. File Review

3. Testing

4. Decision

1. ELL and classroom teachers are encouraged to actively look at the ELL students in their classroom for intellectually gifted or academically talented characteristics. Based on this observation, teachers or parents may choose to nominate a student for TAG. If you need an interpreter, contact the TAG Office.

2. TAG *Identification Process Forms (IDPF)* are available in the following languages:

- Spanish
- Russian
- Chinese
- Vietnamese
- Somali

Note: The above forms are available on-line at www.pps.k12.or.us/departments/tag/index.htm



3. The building TAG Coordinator, upon receipt of these forms, looks through the student's CUM file for additional social/emotional factors to consider in the identification process.
4. Intellectual and/or achievement testing may be necessary to gain a more accurate picture of the student's abilities. The RAVEN Matrices, the Naglieri Nonverbal Abilities Test (NNAT), and the CogAT 7 are nonverbal cognitive tests that may be used for ELL learners. The Iowa Test of Basic Skills (ITBS) (available as Logramos in Spanish) or the Woodcock Johnson (WJ) may also be used for achievement testing.
5. All of the above information is recorded on the TAG Identification Process Form. This form is then sent to the district TAG Office for review and final decision. Parents receive written notification of the identification decision from the TAG Office. Parent letters and information regarding TAG services have also been translated into the above languages and are available at www.pps.k12.or.us/departments/tag/index.htm

68. Plan for ensuring all EBs have equal access to the core instructional program offered by the district for all students

See question #42 Under Section IV

All K-12 students must have access to a Guaranteed and Viable Curriculum, as manifested by a full core instructional program. Students have access to specials/electives provided by schools. Many of our students have unique needs that require added support classes in reading and math, require ELD and/or SpEd services and if they are in Dual program require the partner language LA class. Given the length of the school day EB students may have limited and/or no access to elective classes.

We recognize this presents inequities and our aim is to move ELD services into an integrated QT model phasing in schools each year. Currently, many K-2 services are provided within the Science content. As we merge departments this year we will focus on a plan for moving PPS into push-in model program of service as a high priority so that all of our students linguistic needs are met and where access to specials and electives are a part of every EB educational experience in PPS. Secondary student and ELD schedules are reviewed at the start of the year and at second semester.

69. Procedures for identifying EBs who also qualify for support from Title I-A (targeted assisted programs)

If your child attends one of the [Community Eligibility Provision \(CEP\)](#) schools, they do NOT need to submit a free or reduced-price meal application. However, students attending a non-CEP school will need to complete a new meal application for the school year.

Eligible schools get an amount of money based on the number of students in the school who are directly certified by USDA standards. Principals, teachers and Title I parents develop a plan for how they can use this money so that all students can achieve to their highest potential.

Portland Public Schools implemented the Community Eligibility Provision (CEP), program at 13 eligible schools in September 2014. These CEP schools provide school breakfasts and lunches to ALL students at NO CHARGE while they are enrolled in a CEP school during the 2017-18 school year. Schools approved for the CEP program are re-evaluated and assessed each school year to determine eligibility and whether the provision can be financially supported by the department or district.



70. Plan for EB graduation for each of the EB groups

Counselors play a key role in working with students and families to discuss courses and graduation requirements. Recently, under Measure 98 an investment in Engagement Coaches was approved and now all comprehensive and alternative HS schools have one assigned to them. They will work close with counselors and teams at the high school to ensure that added supports reach students who are struggling academically due to chronic absenteeism and examine the root causes, specifically for historically underserved students. In addition, PPS has several reports that are generated and that are provided to students and their families that notify them of their progress towards meeting graduation requirements. Students with an IEP have a comprehensive plan that outlines their individual plan for graduation. Under HB3499 HS newcomer guide, there will be explicit guidelines on paths to graduation for new arrivals and SIFE students. This work is in progress.

A set of recommendations has been proposed under the efforts of Measure 98.

Related M98 eligibility requirement, if applicable: Implement systems to ensure that all HS students, including English Language Learners and Special Education Students, are taking courses required for on-time graduation.

Recommendations

1. Admin to designate one counselor and one school psychologist from each school who ensures ESL and SPED student schedules are complete during the summer.
 - a. One extra paid day for a counselor and school psychologist to schedule ESL and SPED students (up to 2 days total, 0.5 to 2 days depending on population).
 - b. Schedule day(s) of work after schedule is built, but before registration.
2. Admin to schedule registration after counselors return whenever possible.
3. Admin and counselor meet to review schedules and Diploma Credit Analysis (On Track) report in June, before registration, a day or two before school starts, and then after the end of 1st semester.
4. Admin and counselors to meet prior to master scheduling building to look at course offerings and identify good options for electives and core courses.
5. Admin building master schedule identify possible clustering of courses based on levels.
6. Admin to look at ESL student course passage rate in core and elective classes to identify other opportunities for ESL students in the spring.
7. Admin and counselors to review forecasting procedures to ensure students are aware of advanced coursework and CTE, including workload and supports available. Ensure forecasting is student led, and that there are no barriers (e.g. teacher signature, prerequisite grade, or any other barriers within the school control) for students to access desired courses.
8. Master Schedule drafted at least on paper by June 1.

Considerations

- Identifying key core courses and electives
 - What teachers have training and skill in implemented sheltered instruction?
 - What courses, especially CTE and advanced coursework could each ESL level access with success?
 - Review forecasting data for just ESL students.
- Master schedule building



- Overlap of SPED support and ELD courses for dual identified kids: Collaboration between ESL and SPED case managers for dual identified students so students can access ELD Support in SPED or vice versa.
- Clustering students together, with appropriate choice allows for staff with skills in sheltering content can lead to more success and collaboration with ESL teachers.
- Balance of A/B core and elective offerings so students have similar academic load each day.
- Counselors need time between returning to work in the summer and registration.
- Administrator in charge of building master schedule needs time in May and June to get the building ready. If they are also in charge of graduation it can delay schedule building.
- Admin should work with central staff on sheltered course progression to ensure students are accessing the appropriate level of instruction in courses and to prepared for mainstream instruction.

SECTION VIII - PARENT AND COMMUNITY INVOLVEMENT

71. Procedure, timeline, and person(s) responsible for the dissemination of the parent program placement letters

The Data Analyst notifies parents by mail within 30 days of the beginning of the school year or 2 weeks after the student's first day in school, if their child qualifies for ESL services for both initial and continuing students.

72. Methods used to notify parents and students of available programs and services

A list of other available programs is provided with the Letter of Notification in English or with the translation.

The ESL Department works closely with many PPS departments that have a responsibility in informing, connecting, and serving our families. Departments include: School/Family Partnerships, Department of Dual Language, Equity, Funded Programs, Talented and Gifted, ESL, CTE, and Translation and Interpretation Services. ESL assists departments across the district in improving communication, increasing RCLD parent participation in stakeholder meetings/board/ and advisory groups.

ESL Department Community Agents and staff assist with parent outreach, facilitation of meetings/workshops/events, disseminating district program information, and help establish best forums for engaging families. The department has increased the number of multilingual and multicultural community agent staff and is locating them in school clusters. In addition, these staff members staff our Language Line, which allows parents to speak with a bilingual staff member when calling their child's school. We have worked closely this year to improve our parent communication across our departments using the Title VI guidelines to support our work.

As a department, we coordinate and present on topics related to services, programs, Title III compliance, ELPA21, dual identified student educational approach and topics requested by parents.

Additional ESL Department workshops and activities provide participants with information and training so that parents, family, and community members can be active participants in assisting Emergent Bilinguals to:



- Increase English Language Development and achieve proficiency
 - Achieve at higher levels in core academic subjects (literacy, math, etc)
 - Meet state academic standards
 - Meet the increasing graduation requirements at PPS
 - Manage grade level transition, and plan for college
 - Increase attendance and participation at school
 - Parent, family and community participants will also learn how to:
 - Support their child's social and emotional development
 - Increase their leadership and advocacy skills, and participation in the school system
 - Respond, understand and participate in discipline hearings and procedures
 - Increase their understanding of school focus and priority standing Whenever possible, workshops, and activities will be conducted in the native language, and/or supported with interpretation and translation.
 - PPS surveys parents to obtain their input and evaluation of the program. ESL Department will improve its collaboration with the Office of School and Family Partnerships in order to broaden parent access and participation in the PPS Parent Academies.
- All schools conduct a Title III "ESL Information Night" for parents and guardians of Emergent Bilinguals. Sessions provide families with relevant information regarding: ESL programs and services offered; student identification; curriculum and instruction; ELPA21; exit criteria; the right to interpretation and translation services, and to encourage parental involvement at both the school and district level.
 - The ESL Department works in close collaboration with Translation and Interpretation Services [TIS], the Department of Equity and Partnerships, Community Involvement and Public Affairs, and the Family/Parent Partnerships Department to improve district & school-based communication for our Emergent Bilingual families. Commonly used forms and letters used district-wide in all schools have been identified and have been made available in the top five languages. Principals or designees are responsible for ensuring that oral interpretations are available for parents/guardians at essential meetings and functions.
 - The ESL Department host three Saturday Parent Academies that are both educational and informational and inclusive to parent input on school improvements. All sessions and materials are provided and facilitated in seven languages.

73. District's methods used to notify parents of EBs regarding school activities communicated in a language parents can understand.

Schools who sponsor events are encouraged to submit Translation and Interpretation request in order to provide notices, information and opportunities for EB families to meaningfully engage and be informed. The ESL department also employs nine Community Agents. Schools can fill out a request to secure CA for (i.e. calling families to invite to events/meetings, translating short invitation, attending meetings and events, support parent teas/coffees and supporting interpretation etc.)

***74. Procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools***

Mid-April: PPS Funded Programs Department hold Private School general informational meeting regarding Title Programs. State and District Title Program Representatives explain programs. ESL Program Administrator introduces Title III program with local schools. Federal Title Program Interest Forms are distributed. ESL Program Administrator schedules additional meeting times for Title III informational meetings.

Early May: PPS MLP Department Program Administrator schedules a series of participation confirmation meetings to affirm Title III participation, review Title III legal requirements and service, eligibility determination, and Title III School Service Plan.

April-June: Consultation Begins. ESL Program Administrator begins consultation with local private schools to identify eligible students and submit required documents.

June: ESL Program Administrator reviews private school agreements and provide ODE the following information: the name of any private school participating in Title III, the number of any identified English learners enrolled in a participating private school.

75. Procedure, timeline, and person(s) responsible for the dissemination of information of Recent Arrivers to private schools as required by Title III

Private Schools provide students Home Language survey during registration. Based on HLS results, PPS ESL program administrator notifies PPS ESL Assessment Specialist to provide initial language assessment to evaluate if student qualifies for language services. PPS ESL Assessment Specialist disseminates student information to private schools. This process occurs throughout the year.

76. Progress in sharing the ODE EB Legislative Report with parents, School Board members, community members, and staff annually

The ODE EB Legislative Report will be shared as part of the Title III family mandatory meetings. School Board receives a copy on a yearly basis in Sept/Oct and it is posted on our ESL district website. To improve our sharing efforts, we will post the report on our Sept/Oct ESL newsletter and provide a copy of the report to the Sr. Directors that oversee building administrators for their review.

77. Procedure in recruiting parents of EBs to participate in school leadership roles

The ESL department will need to work in collaboration with the department of School and Family Partnerships, Office of School Performance and the Equity Department to investigate ways in which we can support and improve the overall recruitment of parents, specifically EB families in school leadership roles at our schools and at the district level.

Currently, the ESL office has nine Community Agents who support at the school level and district. As part of the district level we've invested in training of our CA to facilitate PD for parents on leadership and advocacy. The sessions are approximately six week session and there are six themes. Ultimately, our goal is to expand our work across all of our 79 schools to ensure our parents are equipped to navigate, advocate and eventually, support as parent facilitators of these sessions (train-the-trainer model).

In addition to this work CA support schools directly to support school-based committees by providing interpretation, translation and facilitation assistance that is linguistically and culturally appropriate.



SECTION IX - PROGRAM EVALUATION

PROGRAM IMPLEMENTATION EVALUATION

78. Program evaluation process of the implementation of EB Plan

To ensure we are following our plan we will create a community council group that is charged with monitoring our Local Plan actions. The group will be comprised of approximately 12-14 members (i.e. parents, students, community partners, teachers, principals, board appointed member, OSP and OTL representatives and MLP staff). Their charge will be:

- Serve as advocates for EBs in our District
- Monitor District Plan actions that serve our EBs
- Report to the Board on the Status of the Plan

As soon as our new MLP department is finalized actions will be taken to establish the council group and clearly define the work of the group. The council plan will include an evaluation process that consists of the following:

- o Rubric that Includes whether the district has followed the established plan; met the applicable procedural and service requirements
- o Include the frequency, timeliness, and documentation identified
- o Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).
- o Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/ complaints made to the district regarding district program implementation or service delivery.

79. Evaluation of the district's identification process

The district meets timelines by continually and consistently tracking the number of students pending assessment; and as a result, we are able to meet the start of the year 30 day eligibility deadline and two week identification timeframe throughout the year. In addition, we review our process and adjust as needed at our temporary welcome centers to improve process and identification timeliness.

An Assistant Director oversees process efficiency to ensure compliance and works closely with the team's Assessment Specialist and Data Specialist to monitor process effectiveness. The Home Language Survey (HLS) is embedded within the registration form and is a required section to complete for registration. Each week a report is pulled from the student management system which identifies new students for assessment. These students are placed in a database and assessed by trained IPT assessors.

80. Evaluation of the student initial identification assessment process

The district administers the identification screener in a timely manner. An Assistant Director oversees process efficiency to ensure compliance and works closely with the team's Assessment Specialist and Data Specialist to monitor process effectiveness. Assessments are administered by trained assessors. The number of individuals performing assessments varied over the year based on the number of new students arriving in the district.



We continue to monitor the timing of getting trained assessors out to schools to administer assessments. We have identified that the majority of new-to-district students arrive during the first week of school with an additional spike in January. In order to accommodate the beginning of the school year spike, we have developed a plan to add additional language and assessment help at temporary regional centers. This approach was developed based on an analysis of resources and data (i.e., languages, numbers of new students, locations, available assessors).

81. Evaluation of placement in EB program services to all students with identified language needs

Students are placed in ELD courses and flagged for Sheltered Instruction support as soon as they are identified for ESL services. The Data Specialist runs weekly reports for missing program and missing ELD course codes. The Assistant Directors work directly with schools to ensure timely and appropriate placement in ELD courses. This is monitored throughout the school year. In cases where consultation needs to happen related to Dual Language programs, we share student identification information with them in order to offer DL program options to families. We evaluate EB enrollment data closely with the DL program Director to ensure that families are educated about and accessing these programs.

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

As we move into our new restructure under the Academic Office and our new department the Multilingual Pathway Department we will need to evaluate staff, materials and interdepartmental collaboration in order to ensure a quality program of service that is highly support across the organization. We continue to move our district towards delivering services that have a throughline across instructional programs and one that has EBs established goals and outcomes across the organization. Student EB success in PPS is situated in our district priority and will be rooted in our finalized Instructional Framework and in our Guaranteed and Viable Curriculum.

83. Evaluation of the district's exiting/reclassification process for students transitioning from the EB program.

We have updated our process following recent ODE guidance on exiting/reclassification. We revised our forms to support a process of internal review, both at the school and district level. We have identified a number of areas for improvement including: (1) widespread understanding and fidelity to the processes (2) an understanding that as a data-driven process (exiting/reclassification) what data is required in order to come to a conclusion.

84. Evaluation of the district's monitoring practices for students who have transitioned from the EB program for each year of monitoring.

We continue to review and improve our monitoring process. Our process now includes processes and procedures for 4 year monitoring. Monitoring is done at the school level, while processes and forms are provided by the district. Assistant Directors work with assigned schools to ensure monitoring takes place. Areas for future improvement have including potentially expanding monitoring to include more characteristics (i.e., social/emotional, on-track to graduation, etc.) and streamlining paperwork.

85. Evaluation of EB parent participation in school/district decision making groups and the district's recruitment practices.

PPS will examine the use of a survey to obtain information and help assess parent participation in school/district decision making as well as to determine key actions that are needed to support recruitment practices.

86. Rate of EBs acquiring English language skills

Current EL and Sped students - October 2017																			
Grade	10- Intellectual Disability	20- Hearing Impairment	40- Visual Impairment	50- Communication Disorder	60- Emotional Disturbance	70- Orthopedic Impairment	74- Traumatic Brain Injury	80- Other Health Impairment	82- Autism	90- Specific Learning Disability	Refused	American Indian	Asian	Black	Hispanic	Native Hawaiian / Other Pacific	Two or More	White	Grand Total
KG				36		3		5	12			1	10	4	35	1	2	3	56
1	1	4	1	49		1		4	18				21	8	43	2	1	3	78
2		2		47	1			7	10	2			7	5	51		1	5	69
3	3	4		55		1		6	6	9	1		16	5	54	3	1	5	84
4	2	9		35	2			7	7	26			15	7	56	1	1	8	88
5	1	1		34	1	1	1	8	3	38	1		16	6	60		1	5	88
6	5	2		20	1		1	9	1	36	2		11	7	52		2	3	75
7	4	2		13	2			3	4	38	7		10	7	44		3	2	66
8	1	2		17				8	2	25	4		3	4	43	2		3	55
9	1	1	1	14	1	1		9	3	18	11		6	5	32	2	1	3	49
10		1	1	4	3			4	2	26	12		7	3	28		1	2	41
11	3			4	1			1		13	12		3	6	12		1		22
12	1			4	2			3		11	14		3	2	15	1			21
Total	22	28	3	332	14	7	2	74	68	242	64	1	128	69	525	12	15	42	792
Percent	2.8%	3.5%	0.4%	41.9%	1.8%	0.9%	0.3%	9.3%	8.6%	30.6%	8.1%	0.1%	16.2%	8.7%	66.3%	1.5%	1.9%	5.3%	100.0%
All SPED	2.9%	1.4%	0.5%	28.5%	6.5%	1.0%	0.3%	22.4%	12.2%	24.2%	ALL ESL	0.1%	21.6%	13.9%	50.6%	1.9%	1.4%	10.4%	100.0%
The percentage of students of EL that are also Sped is 21 %																			
EL Status of SPED students				Percent of EL Status that are SPED															
Current-EL				21%															
Monitored-EL				10%															
Ever-EL				8%															
Total				15%															

The following is from our AMAO data. We did not meet expectations, but were close to meeting. We should be able to improve this number as we focus on our ELsWD students.

EL Students that moved up at least on ELPA level from 2015-16

2015-16	Reading	Writing	Listening	Speaking
GR K	25.3%	27.6%	64.2%	21.6%
GR 1	45.9%	60.1%	41.5%	52.2%
GR 2	40.3%	39.0%	38.3%	65.6%
GR 3	57.2%	45.9%	32.5%	56.3%
GR 4	34.4%	32.6%	35.1%	36.7%
GR 5	32.0%	36.8%	32.0%	52.0%
GR 6-8	25.3%	23.8%	26.3%	47.1%
GR 9-12	28.8%	27.9%	38.8%	34.6%



We were able to meet expectations in exiting the number of students that we were expected to exit.

The above is encouraging even though we did not move students up one level at a rate that is expected. Many of our students are in bilingual programs who may show modest gains in KG through 2nd , but who quickly advance by the time they reach 4th and 5th grade.

The ESL Department has worked with schools and Special Education Department to improves more consistently identify accommodations, supports, and exemptions for ELSWD taking ELPA21. More ELSWD are able to demonstrate proficiency and exit via our alternative promotion process than in the past.

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

We analyzed how students achieved both in language development and core programs. We also took a closer look at students who have been in the program over 6 years. We found that the higher ELPA score, the more likely students were to meet and exceed in the core subjects. Students who have been in the program over 6 years are less likely to exceed or meet reading and math benchmarks, regardless of ELPA score.

	ELA SBAC			
ELPA Level	Level 1	Level 2	Level 3	Level 4
Emerging	100.0%	0.0%	0.0%	0.0%
Progressing	83.1%	15.2%	1.4%	0.4%
Proficient	35.2%	38.4%	24.6%	1.8%
	MATH SBAC			
ELPA Level	Level 1	Level 2	Level 3	Level 4
Emerging	93.2%	5.4%	1.5%	0.0%
Progressing	79.0%	15.7%	3.7%	1.6%
Proficient	43.7%	33.0%	16.1%	7.2%

88. How the EBs are performing in English language skills compared to the district's goals and standards.

Students currently receiving ESL services continue to achieve below grade level peers. Once a student exits the program they continue to achieve higher than those same peers.

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

As students progress in the monitoring process, their ELA score are improving. This gives us the confidence that we are providing support for the students to succeed after they leave the ESL program.

We analyzed how students achieved both in language development and core programs. We took a closer look at students that have been in the program over 6 years. When analyzing how students did, the higher



their ELPA score, the more likely students were to meet and exceed in the core subjects. Most students currently in the ESL program end up scoring in the Low category.

FROM ODE Report Card 2016-17								
English Language Arts								
	2015-16	2016-17	Participation	Median Growth	2015-16	2016-17	Participation	Median Growth
	% Level 3/4	% Level 3/4		Percentile	% Level 3/4	% Level 3/4		Percentile
	All				EL			
GR 3-5	61.4	59.2	Not Met	50.0	23.0	19.5	Met	44.0
GR 6-8	61.7	61.3	Not Met	49.0	15.6	13.9	Not Met	42.0
GR 9-12	61.9	67.3	Not Met	46.0	16.1	10.0	Not Met	51.0
Math								
	2015-16	2016-17	Participation	Median Growth	2015-16	2016-17	Participation	Median Growth
	% Level 3/4	% Level 3/4		Percentile	% Level 3/4	% Level 3/4		Percentile
	All				EL			
GR 3-5	53.2	50.6	Not Met	47.0	20.1	18.0	Met	44.5
GR 6-8	52.8	51.1	Not Met	51.0	13.5	12.6	Not Met	51.0
GR 9-12	33.4	34.0	Not Met	43.0	10.6	<5	Not Met	38
Graduation								
Four Year 2012-13 Cohort								
	ALL		75.5%		EL		51.1%	
Five Year Cohort 2011-12								
	ALL		77.9%		EL		66.8%	
Graduation other details								
	District all				Ever -EL			
On track	90.6				87.7			
Graduation	75.5				69.0			
Completion Rate	82.8				75.1			
Dropout Rate	4.0				5.0			

In English Language Arts we need to make more growth in Elementary and Middle school to catch up with the rest of the students.

In Math we need to make more growth to in all grades groups to catch up with the rest of the students.

90. How the monitored EBs continue to demonstrate English language skills that enable them to successfully handle regular coursework.

MONITORING STUDENTS from 2016-17													
MONITORED NOT ELSWD							MONITORED ELSWD						
SBA ELA RESULTS							SBA ELA RESULTS						
Monitoring Year	1	2	3	4	Total	Percent 3/4	Row Labels	1	2	3	4	Total	Percent 3/4
1	143	218	179	30	570	36.7%	1	32	26	9	1	68	14.7%
2	9	10	16		35	45.7%	2	2	1	1		4	25.0%
3	72	120	86	37	315	39.0%	3	9	6	6	1	22	31.8%
4	57	99	109	46	311	49.8%	4	11	11	1	1	24	8.3%
Total	281	447	390	113	1231	40.9%	Total	54	44	17	3	118	16.9%
ELA scores from 2016-17 end of year dashboard							ELA scores from 2016-17 end of year dashboard						
MONITORED NOT ELSWD							MONITORED ELSWD						
SBA MATH RESULTS							SBA MATH RESULTS						
Monitoring Year	1	2	3	4	Total	Percent 3/4	Monitoring Year	1	2	3	4	Total	Percent 3/4
1	196	205	115	51	567	29.3%	1	34	17	10	3	64	20.3%
2	13	7	9	4	33	39.4%	2	2	1	1		4	25.0%
3	111	106	58	37	312	30.4%	3	9	5	4	3	21	33.3%
4	97	88	68	48	301	38.5%	4	17	2	1	1	21	9.5%
Total	417	406	250	140	1213	32.2%	Total	62	25	16	7	110	20.9%
Math scores from 2016-17 end of year dashboard							Math scores from 2016-17 end of year dashboard						

For the most part, schools reported that students were doing well without additional ESL support. Approximately one fifth of the students needed additional support. Teachers recommended 3 students for reinstatement to the ESL program. Based on the surveys, our exiting criteria is appropriate. We are concerned about comparisons with ELSWD. For the last 2 years all students show grow in both ELA and Math except ELSWD.

91. How former (not monitored nor current) EBs continue to demonstrate English language skills that enable them to successfully handle coursework.

We will use the ever EB information that will be available from ODE in the future to monitor how their language skills enable them to succeed in their coursework. We will send ODE the student information along with Monitored 1 and 2 students. We will use data provided by ODE in the future to monitor. Currently, students who exits show consistent progress in closing the achievement gap and demonstrating proficiency.

92. How EB students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.

When we analyzed how students achieved both in language development and core programs we took a closer look at students that have been in the program over 6 years. When analyzing how students did, the higher their ELPA21 score, the more likely students were to meet and exceed in the core subjects. Most students currently in the MLP program end up scoring in the Low category.

93. How the current EB, monitored EB, and former EB students are doing, over time, as compared to the academic performance of all other students.

ELA 2016-17						
	LEVELS					
Status from EL Collection 2016-17	Level 1	Level 2	Level 3	Level 4	Percent of level 3/4	Total
Current EL	1615	525	221	39	10.8%	2400
Monitored	349	475	453	150	42.3%	1427
Former	186	340	625	282	63.3%	1433
Grand Total	2150	1340	1299	471	33.7%	5260

MATH 2016-17						
	LEVELS					
Status from EL Collection 2016-17	Level 1	Level 2	Level 3	Level 4	Percent of level 3/4	Total
Current EL	1697	499	190	85	11.1%	2471
Monitored	548	386	257	191	32.4%	1382
Former	469	327	254	305	41.3%	1355
Grand Total	2714	1212	701	581	24.6%	5208

When it comes to ELA, students are closing the gaps when they are in monitoring status and surpassing it after monitoring. In math, however, student are moving towards closing the gap, but more work must be done to ensure that when students have finished monitoring more students should achieve a level 3 or 4 in math.

94. Measures being used to assess the overall performance of EB students in meeting the goals the district has established for its EB program.

To ensure that the overall performance of EB students is meeting the goals the district has established for the EB program assessment measures will be included in the District's development of the Instructional Framework and Guaranteed and Viable Curriculum.

In addition to the local plan, schools must submit an ELD School Program Plan. The plan reflects school efforts and actions related to:

- ☐ how often students will be monitored
- ☐ what information will be reviewed to measure success
- ☐ if a student is not successful, they must determine whether the causes are language, academics, or other reasons
- ☐ Schools state procedures in place to assist students



Schools in PPS have PLCs designated for monitoring student outcomes, instruction and program effectiveness. The central team will work in collaboration with integrated ELD schools to conduct a minimum of three classroom observations and conduct a minimum of three data cycles to monitor student progress and highlight program strengths and areas for improvement.

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

As we restructure and transition into the new department it will be important to secure understanding of the plan across departments under the Office of Academics and across the district, specifically under ESSA district efforts.



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

Under the direction of the new Chief of Academic Officer and the new designated Sr. Director of the ESL Department it will be critical to have clear priorities as they relate to the plan and ensure that the work moving forward encompasses the efforts layed out in this plan. A monitoring and assessment system will need to be established to ensure that the objectives and district priorities for EBs is met.



OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2017-19)

Signature Page

Submission Date: _____

District Name: SD J1 Portland Public Schools

District Address: 501 N. Dixon St.

City, State and Zip code: Portland, OR 97227

District Phone Number: 503-916-2000

District Superintendent: Guadalupe Guerrero

(Printed Name)

Signature: 

Date: 6/13/19

EL Coordinator Director: Veronica Magallanes

(Printed Name)

Signature: 

Date: Revised: May 30, 2019



TITLE III ASSURANCES

Districts receiving Title III funds, either directly or through a Title III Consortium, must agree to spend Title III funds on three required activities: (1) provide supplemental activities to support ELs (English learners) language development in English; (2) provide supplemental professional development to support ELs access to core content (ELA, Math, Science) to classroom teachers, principal, administrators; and (3) provide supplemental activities for district outreach for parents, families, and community members.

All Title III must be linked to the Title III purposes in Sec. 3102. [20 U.S.C. 6812] Purposes. (ESSA law link)

The purposes of this part are—

- (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
- (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant children and youth;
- (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- (5) to promote parental, family, and community participation in language instructional educational programs for the parents, families, and communities of English learners.

In accordance with the provisions of Title III, the signature below assures the Oregon Department of Education (ODE) that the district or consortium lead agency will submit a sub-grant application that addresses Title III requirements. The district, or the consortium lead agency on behalf of its Title III consortium members, further assures the ODE that the applying district or each consortium district member is in compliance with the following Title III provisions:

1. Parental notification relating to EL identification, placement decisions including parental rights regarding placement decisions. (Sec. 1112)
2. Annual assessment of English proficiency of ELs in grades K-12. (Sec. 1111)
3. Each district is complying with section 1112(e) prior to, and throughout, each school year as of the date of the application.
4. The district has consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities and institutions of higher education, in developing this sub-grant application. (Sec. 3116)
5. The district is not in violation of any State law, including State constitutional law, regarding the education of ELs, consistent with sections 3125 and 3126.
6. The district will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, include migrant and seasonal Head Start agencies, and other early childhood education providers.

Guadalupe Guerrero, Superintendent, Portland Public Schools

Date: 6/13/19



EL Plan Participants List

The English Language Local Plan provides guidance and direction to all Portland Public Schools (PPS) educators, our families and students regarding the options available for providing quality programs and services for our Emergent Bilinguals (EBs). It also articulates the expectations that the district holds for each school and classroom in the District. It offers a practical guide for all staff to ensure that consistent, coherent program and services are provided to every Emergent Bilingual. All PPS educators are expected to implement this plan, and we will hold each other accountable for doing so while continuously improving our services and outcomes.

We are grateful for all who have offered their time to shape this plan.

Dr. Luis Valentino, Chief Academic Officer
Oscar Gilson Moreno, Sr. Dir., Roosevelt Cluster
Michael Bacon, Dir., Dual Language
Dr. Vân Truong, Exec. Dir., Teaching & Learning
Veronica Magallanes, ESL Director
Lisa Blount, ESL Assistant Director
Klarissa Hightower, ESL Assistant Director
Dan Villescas, ESL Assistant Director
Katherine Hu, ESL Spec. Prog. Admin.

Tim Blackburn, Education Northwest
Francisco Garcia, ESL Program Manager
Zsuzsa Nemeth, ESL TOSA
Elie Baumgartner, Special Education TOSA
Cynthia Velasquez, Special Education TOSA
Lily Watkins, ESL Assessment Specialist
Susanne Fernow, ESL Data Specialist
Ruben Estrada Herrera, Special Proj. Asst.



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