

Portland Public Schools EL Local Plan 2015-17



OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2015-17)

Signature Page

Submission Date: June 5, 2015

District Name: Portland Public Schools

District Address: 501 N. Dixon

City, State and Zip code: Portland OR 97227

District Phone Number: (503) 916-2000

District Superintendent:

Carole Smith
(Name)

Signature:

Date:

June 5, 2015

Title III Director:

Veronica Magallanes
(Name)

Signature:

Date:

June 5, 2015

TITLE III ASSURANCES

Districts receiving Title III funds, either directly or through a Title III Consortium, must agree to spend Title III funds on two required activities: 1) increase English proficiency and student academic achievement of ELLs (English language learners); and 2) provide high-quality professional development to classroom teachers, principal, administrators, and other school or community based or organizational personnel involved in the education of ELLs. (Sec. 3115)

All Title III activities must be directly linked to the goals of this program: 1) Assist ELLs (English language learners) in attaining English proficiency; 2) Assist ELs in meeting the state's academic standards; 3) Develop high quality English language instruction programs for ELs; 4) Develop and enhance high quality instruction programs designed to prepare ELs to enter all-English instruction settings; 5) Build capacity to establish, implement, and sustain language instruction programs and programs of English language development for ELs; and 6) Promote parental and community participation in language instruction for the parents and communities of ELs. (Sec. 3102)

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 and district AMAO status throughout each school year. (Sec. 3302)
2. Annual assessment of English proficiency of ELs in grades K-12. (Sec. 3116)
3. All activities proposed in the sub-grant application are based on scientific research demonstrating program effectiveness on teaching ELs. (Sec. 3115)
4. Activities are designed to significantly increase the English proficiency of ELs in listening, speaking, reading, and writing and assist ELs in meeting state content standards. (Sec. 3115)
5. The district has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing this sub-grant application. (Sec. 3116)
6. The district is in full compliance of any State law regarding the education of ELs as required by ORS 336.079 Special English courses for certain children; ORS 336.081 Opportunity to qualify to assist non-English speaking students; ORS 327.013(7)(a)(B) State School Fund distribution computations (added ADM for students enrolled in an English as a Second Language Program), as well as OAR 581-022-1140 Equal Educational Opportunities, OAR 581-21-0046(8) Program Compliance Standard-(8), Bilingual or Linguistically Different Students, and OAR 581-23-100 (3)(C)(b)(4) Eligibility Criteria for Student Weighting for Purposes of State School Fund Distribution - .5 times the ADM for students in ESL classes. OAR 581-23-100 (3)(C)(b)(4) charge districts to develop programs for ELLs that meet basic U.S. Department of Education, Office for Civil Rights guidelines.

Signature of Superintendent



Printed Name of Superintendent:

Carole Smith

Date:

June 5, 2015



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Glossary of Terms

Emergent Bilingual (EB) Term replaces English Language Learner (ELL)



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.

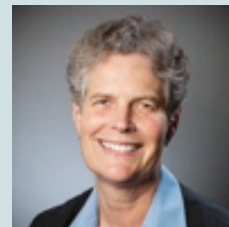
We are grateful for all who have offered their time to shape this plan.

Melissa Goff, Asst. Supt. Teaching & Learning
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Katie Grone, HS ESL TOSA
Megan Stephens, Special Education

A Message from Superintendent Carole Smith

As the largest school district in Oregon serving close to 4000 Emergent Bilinguals who speak more than 85 languages, Portland Public Schools is honored to have such rich cultural and linguistic diversity across all of our schools. We are committed to our Emergent Bilingual student success. We implement quality educational programs that value multilingual and multicultural education. We ensure that our students become proficient in English, achieve academically, succeed in our schools and thrive in our community. We recognize the immense challenges that our Emergent Bilinguals face, but believe strongly in the cultural and linguistic assets that they bring to learning. At Portland Public Schools we are transforming our district by preparing all students for college and career pathways.



A Message from ESL Director Veronica Magallanes

As an Emergent Bilingual, I have a passion for fostering the academic success of every Emergent Bilingual in Portland Public Schools. I recognize the importance of ensuring that they experience an educational system that honors their race, culture and language, and embraces them as significant assets. Unlike my own school experience, whose success was almost left to chance and luck, I believe that our students will reach success in our schools. I believe that all students can attain English language proficiency while maintaining their native language. I believe that all of our students can achieve academically because they bring with them valuable experiences. I believe that every student will graduate high school with a Seal of Biliteracy. I believe by crafting a strong educational program that meets the unique needs of our Emergent Bilinguals we will prepare them to be ready for college and career. I believe in this deeply because I am an Emergent Bilingual, Director of the PPS ESL Program, who is an example of just how high our Emergent Bilingual students can achieve.



About Portland Public Schools

Portland Public Schools believes in educational excellence. We are committed to supporting our educators in continuous improvement of their knowledge and skills that specifically address the unique needs of our culturally, linguistically and racially diverse students (CLRDS). We understand that in order to achieve excellence we must support all of our educators in delivering rigorous, standards-aligned curriculum. We embrace the systemic shift needed to help Emergent Bilinguals to master educational standards, attain academic English and academic content proficiency and experience equitable educational opportunities. We believe that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role those characteristics play in shaping our students; we see those characteristics as foundational assets as we build students' on them to prepare them for college and career pathways. In this plan, we endorse educational institutional practices that respect, affirm, and build upon the language and culture of each child.



"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.... We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."

Lau v. Nichols (1974) Supreme Court decision





Section I: District Demographics

1. Size of Portland Public School District, Including Number of Schools

Portland Public Schools, founded in 1851, is an urban school district in Portland, Oregon. With more than 48,745 students in 81 schools, it is the largest school district in the Pacific Northwest. With more than eighty-five official languages recorded in the District, for the 2015 school year, Portland Public Schools (PPS) strives to meet the needs of all cultures represented in our schools.

PPS Facts & Figures (2014-15): Schools

Elementary schools	28
K-8 schools	29
Middle schools	10
High schools	10
K-12 schools	1
Total	78*

*PPS students also attend the Head Start Early Childhood Education program, 17 community-based programs, 17 special services programs and 8 charter schools

PPS students participate in diverse programs and learning opportunities that are supported by teachers, families, community members, nonprofit organizations, local businesses and higher education institutions including Portland State University, University of Portland, Portland Community College, Oregon Health Science University and the University of Oregon.

2. Enrollment

PPS is an urban district whose October 2014 enrollment was 48,745. This is an increase from last year's enrollment 48,098 students.

Students Enrollment by Program (October 1, 2014)

District schools K-12	45,438
Community-based programs	1,059
Special services programs	477
Public charter schools	1,771
Total	48,745

Students (October 1, 2014)

English language learners	7.9%
Eligible for free/reduced-priced meals	44.8%
Receive special education services	14%



3. Ethnic Diversity

PPS' student population is very diverse and each area of the district should be considered individually for its own characteristics.

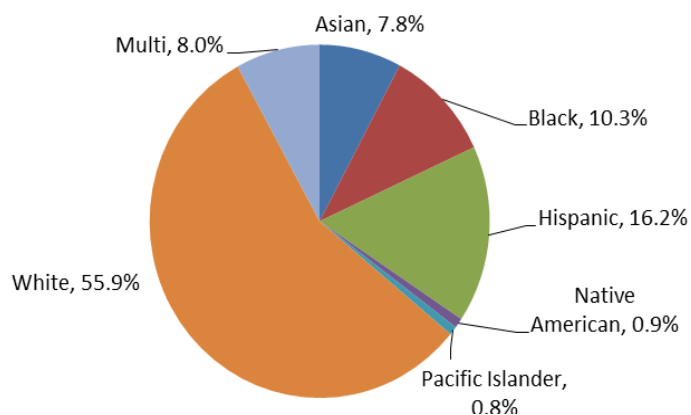
PPS Student Demographics

African American	10.7%
Asian	7.9%
Hispanic	16.2%
Native American/Alaskan Native	1.1%
Multiple	7.4%
Pacific Islander	0.9%
White	55.8%

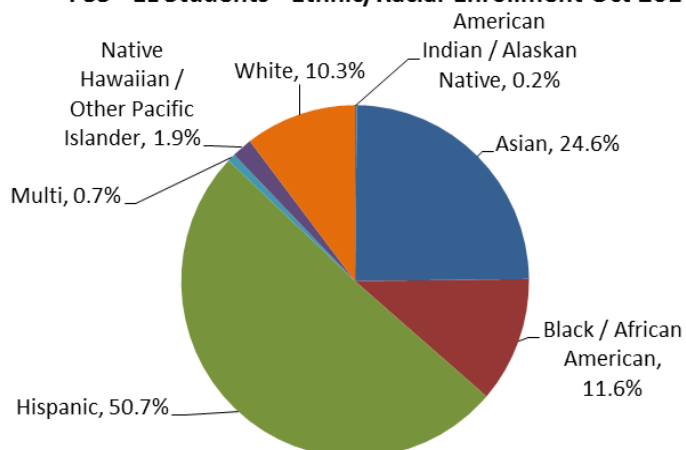
Currently the predominant language groups are Spanish, Vietnamese, Chinese, Somali Mahaa, Somali Maay, Swahili and Russian.

Below is the racial/ethnic makeup of the PPS population and the ESL population.

PSS - All Students - Ethnic/Racial Enrollment Oct 2014



PSS - EL Students - Ethnic/Racial Enrollment Oct 2014



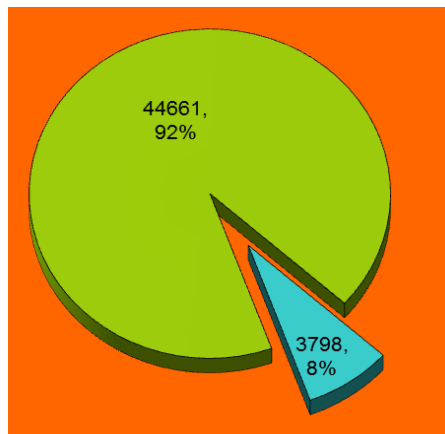
Individual school profiles can be found at: <http://www.pps.k12.or.us/schools-c/profiles/enrollment/>.



4. Number and percentage of English learners

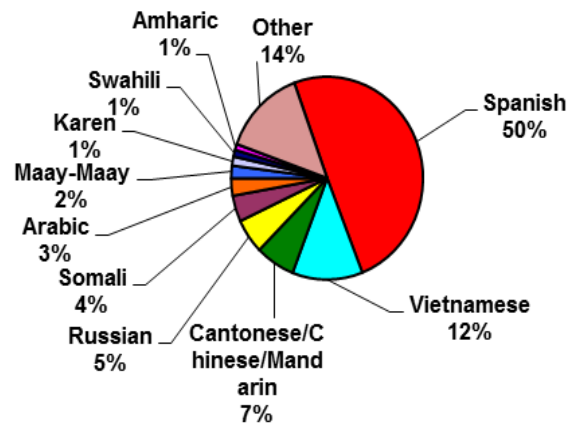
The 2015 PPS student enrollment as of the October, 2014 was approximately 48,459. Of this enrollment, 7.9% percent of the District's enrollment (approximately 3,800 students) are English learners.

Percentage of English Language Learners at PPS



■ TOTAL SCHOOL ENROLLMENT MINUS ESL STUDENTS
■ NUMBER OF ENGLISH LANGUAGE LEARNERS ELIGIBLE FOR SERVICES

Language Spoken in ESL October 2014



Emergent Bilinguals represent over 85 different languages and dialects. The predominant language of EBs in the District in October, 2014 were Spanish, which comprises approximately 50% of the primary home language of the Emergent Bilingual population. The chart below shows our language groups on October 2014 of students who are eligible for service.

Top 10 languages spoken in PPS

Spanish	1883	Arabic	104
Vietnamese	450	Karen	55
Cantonese/Chinese/Mandarin	252	Swahili	41
Russian	211	Amharic	36
Somali	158	Other	531
TOTAL			3798

The other languages are: Akan, Albanian, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Canjobal, Cebuano, Chamorro, Chuukese, Creole, Czech, Danish, Dinka, Dutch, Non-standard English, Ewe, Farsi, Fijian, Filipino, French, Fulbe, German, Guatemalan, Hebrew, Hindi, Hmong, Island Carib, Italian, Japanese, Kannada, Khmer, Kinyarwanda, Kirundi, Korean, Kurdish, Lao, Lingala, Marshallese, Mayan, Mien, Nepali, Oromo, Other, Palauan, Pashto, Persian, Pohnpeian, Portuguese, Romanian, Saho, Sango, Sonsoles, Tagalog, Tamil, Telugu, Thai, Tibetan, Tigrinya, Tonga, Turkish, Ukraininan, Urdu, and Visayan.



EB Students by School and DL Programs 5-18-15

School	No Immersion	Japanese	Mandarin	Russian	Spanish	Vietnamese	Total	Percent EB and Immersion
Abernethy K-5	3						3	0.0%
Ainsworth K-5	8				2		10	20.0%
Alameda K-5	3						3	0.0%
Alliance PPS Alt	12						12	0.0%
Arleta K-8	51						51	0.0%
Astor K-8	12						12	0.0%
Atkinson K-5	22				39		61	63.9%
Beach K-8	31				50		81	61.7%
Beaumont Middle	20				6		26	23.1%
Benson High	49						49	0.0%
Beverly Cleary K-8	9						9	0.0%
Boise-Eliot/Humboldt K-8	31						31	0.0%
Bridger K-8	25				39		64	60.9%
Bridlemile K-5	18						18	0.0%
Buckman K-5	8						8	0.0%
Capitol Hill K-5	19						19	0.0%
César Chávez K-8	76				92		168	54.8%
Chapman K-5	31						31	0.0%
Chief Joseph/Ockley Green K-8	32						32	0.0%
Cleveland High	30						30	0.0%
Creative Science K-8	22						22	0.0%
Creston K-8	38						38	0.0%
da Vinci Middle	2						2	0.0%
Duniway K-5	8						8	0.0%
Faubion K-8	73						73	0.0%
Forest Park K-5	15						15	0.0%
Franklin High	80				1		81	1.2%
George Middle	68						68	0.0%
Glencoe K-5	9						9	0.0%
Grant High	5						5	0.0%
Gray Middle	8						8	0.0%
Grout K-5	68						68	0.0%
Harrison Park K-8	233						233	0.0%
Hayhurst K-8	22						22	0.0%
Hosford Middle	19						19	0.0%
Irvington K-8	14						14	0.0%
Jackson Middle	20						20	0.0%
James John K-5	96				9		105	8.6%
Jefferson High	17						17	0.0%



Kelly K-5	112			151			263	57.4%
King K-8	82		7				89	7.9%
Lane Middle	39			4			43	9.3%
Laurelhurst K-8	4						4	0.0%
Lee K-8	76						76	0.0%
Lent K-8	115				70		185	37.8%
Lewis K-5	9						9	0.0%
Lincoln High	22						22	0.0%
Llewellyn K-5	15						15	0.0%
Madison High	76						76	0.0%
Maplewood K-5	6						6	0.0%
Markham K-5	77						77	0.0%
Marysville K-8	84						84	0.0%
Metro. Learning Center PPS Alt	1						1	0.0%
Mt Tabor Middle	7	1			9		17	58.8%
Peninsula K-8	44						44	0.0%
Portland International Scholars Academy	35						35	0.0%
PPS Pioneer Programs Special Services Pioneer	4						4	0.0%
Richmond K-5	0	15					15	100.0%
Rieke K-5	3						3	0.0%
Rigler K-5	43				157		200	78.5%
Roosevelt High	84				18		102	17.6%
Rosa Parks K-5	111						111	0.0%
Roseway Heights K-8	23					17	40	42.5%
Sabin K-8	3						3	0.0%
Scott K-8	111				68		179	38.0%
Sellwood Middle	3						3	0.0%
Sitton K-5	107				9		116	7.8%
Skyline K-8	2						2	0.0%
Stephenson K-5	9						9	0.0%
Sunnyside Environmental K-8	3						3	0.0%
Vernon K-8	23						23	0.0%
Vestal K-8	72						72	0.0%
West Sylvan Middle	11				3		14	21.4%
Whitman K-5	65						65	0.0%
Wilson High	34						34	0.0%
Woodlawn K-8	60						60	0.0%
Woodmere K-5	93						93	0.0%
Woodstock K-5	7		33				40	82.5%
Grand Total	2982	16	40	155	572	17	3782	21.2%

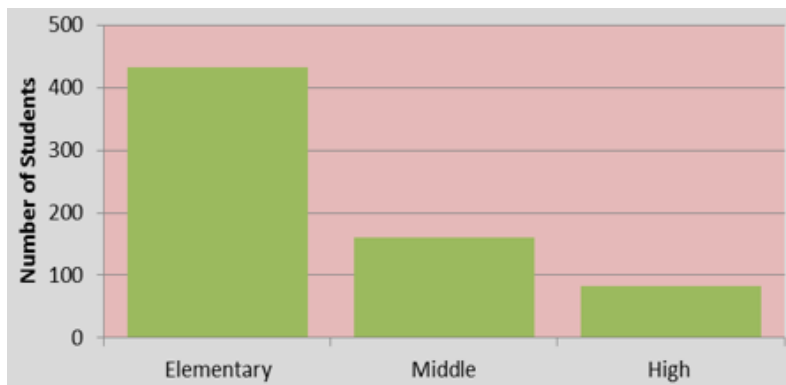
CBOS and Charter schools not included.



5. Number of ELSWDs (have an IEP) including the number of ELs with a 504 plan.

Fourteen percent of PPS students receive special education services. Approximately, nineteen percent of the PPS SpEd population are English learners. About three hundred and seventeen out of 675 are identified with a communication disorder, or 47%. Two hundred and seven, or 30% are EBs having a specific learning disability. Sixty- three percent of the English Learners with Disabilities (ELSWDs) are Spanish speakers. There are fourteen EBs with a 504 plan.

Dual Identified ELL and Sped Students



Grade	# of Dual Identified Students	Total # of ELLs	%
Elementary	432	2797	15%
Middle	161	478	34%
High	82	523	16%

English Learners with Disabilities by Category

Grade	Autism Spectrum Disorder	Communication Disorder	Emotional Disturbance	Hearing Impairment	Intellectual Disability	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Traumatic Brain Injury	Visual Impairment	Refused ESL Services	Asian	Black / African American	Multi	Hawaiian / Pacific Islander	White	Hispanic / Latino	Grand Total
KG	5	32		1			1					10	4		1	1	23	39
1	7	56		5		1	3			2		14	5	2		10	43	74
2	6	63	1		2	1	1	2				17	4			7	48	76
3	1	43	2	1	4	1	11	18			1	12	6	3	1	5	54	81
4	4	36	1	4	2		3	25			2	9	7	2	2	6	49	75
5	2	33	1	2	2	3	8	36			2	16	5		2	8	56	87
6	7	24	2	2			14	28		1	5	18	7		2	6	45	78
7	1	8	1	1		1	3	35			4	7	8	1	1	2	31	50
8		5	2	2	1		3	20			6	6	3			1	23	33
9		8	1		1		2	18			4	5	5		1		19	30
10		3	3			1	3	14	1		8	7	8			1	9	25
11	1	3		1	2		2	8			3	5	2		1		9	17
12		3	1		1		2	3			2	3	1		1		5	10
Total	34	317	15	19	15	8	56	207	1	3	37	129	65	8	12	47	414	675

From dashboard and SYNERGY extract 10-1-14 - Includes students who have refused ESL services



6. Number and Percent of EBs in the Talented and Gifted Program 2014-2015

Although seventeen (less than 1%) of our Emergent Bilinguals are identified as Talented and Gifted (TAG), these students tend to not remain in the ESL program for long. Once exited, 9% of the former ELL students are identified as TAG. About 12 % of PPS students are identified TAG. The gap between active EBs is 11% and the gap between exited EBs is 3%.

7. Schools, identified by Title 1-A Targeted Assisted, School-wide, Focus, Priority, or Model

List of Title I Schools

Elementary		
Arleta K-8	Astor K-8	Boise-Eliot Humboldt PK-8
Bridger K-8	César Chávez K-8	Harrison Park K-8
Creston K-8	Faubion PK-8	Grout K-5
James John K-5	Kelly K-5	King PK-8
Lee K-8	Lent K-8	Marysville K-8
Ockley Green/Chief Joseph K-8	Peninsula K-8	Rigler K-5
Rosa Parks K-5	Scott K-8	Sitton K-5
Vernon K-8	Vestal K-8	Whitman K-5
Woodlawn PK-8	Woodmere K-5	
Middle		
George	Lane	SEI
High School		
Jefferson	Roosevelt	

Focus, Priority, or Model

- 10 out of PPS' 81 schools gained a 5 rating (Ainsworth Elementary, Beverly Cleary K-8, Bridlemile Elementary, Buckman Elementary, Chapman Elementary, Duniway Elementary, Forest Park Elementary, Laurelhurst K-8, West Sylvan MS, Woodstock Elementary). Three charters also gained Level 5 ratings: Portland Arthur Academy, Emerson and Opal.
- 36 PPS schools received a Level 4 rating. The Portland Village School Charter also received a Level 4 score.
- No Portland high school received a Level 5 rating. Benson, Cleveland, MLC and Wilson received Level 4 ratings.
- PPS "priority" schools (among the lowest-performing 5 percent of Title 1 schools in Oregon) are: Ockley Green PK-8 School, Rosa Parks Elementary School and Woodlawn K-8 School.
- Madison and Roosevelt high schools and King PK-8 School were identified as "priority" because they



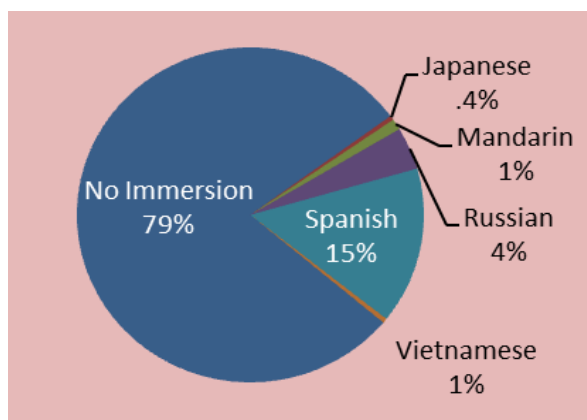
are currently receiving federal School Improvement Grants. However King PK-8 received an overall Level 4 rating (and a Level 5 rating for its student academic growth).

- PPS “focus” schools (among lowest performing 6-15 percent of Title 1 schools in Oregon) are: Cesar Chavez K-8 School, Jefferson High School, Rigler K-8 School, Scott K-8 School, Whitman K-8 School, Woodmere K-8 School.

PPS Dual Language Programs

The goal of the Department of Dual language (DL) is to support the district goal through multilingual programs. Closing the opportunity gap for historically underserved students is a priority. To this end, the department provides multiple pathways and entry points for students to become bilingual and bi-literate. A variety of programs are offered to support the diversity of levels of proficiency in the partner languages. By participating in these programs students may qualify for the Seal of Biliteracy. [Here is the current pamphlet](#)

Students in ESL and Immersion Program May 5, 2015



Section 1 District Progress

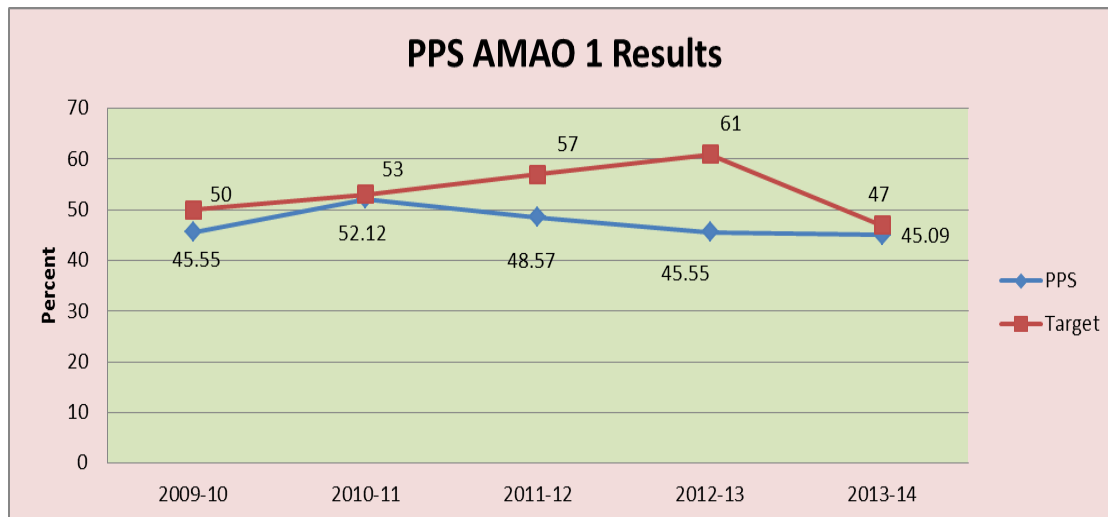
District AMAOs

AMAO 1	AMAO 2(a)	AMAO 2(b)	AMAO 3
45.09% PPS State Goal 47% NOT MET	11.96% PPS State Goal 9% MET	29.78% PPS State Goal 27% MET	Not Met (State Goal-Meets)
Year 2014 – 2015 State Goal = 48.5%	Year 2014 – 2015 State Goal = 10%	Year 2014 – 2015 State Goal = 29%	<i>Meets</i>



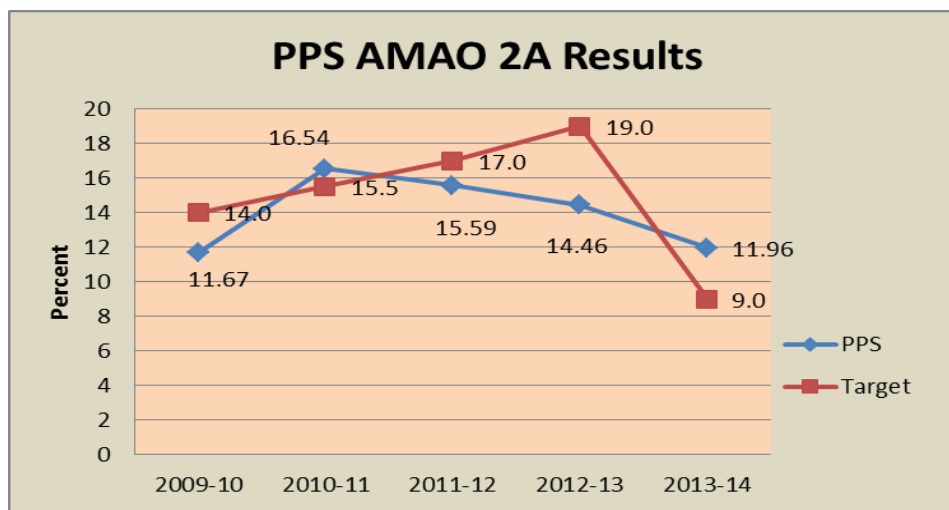
8. Number and percentage of English learners showing progress towards proficiency – Target Not Met

- AMAO 1 Targets 47% LEP students will move one proficiency level higher at the end of the school year, which was adjusted from the previous year.
- 45.09 (1,454 of 3225) of PPS Emergent Bilinguals made progress in learning English.



9. Number and percentage of students identified fewer than 5 years exited from ELD program - Met Target

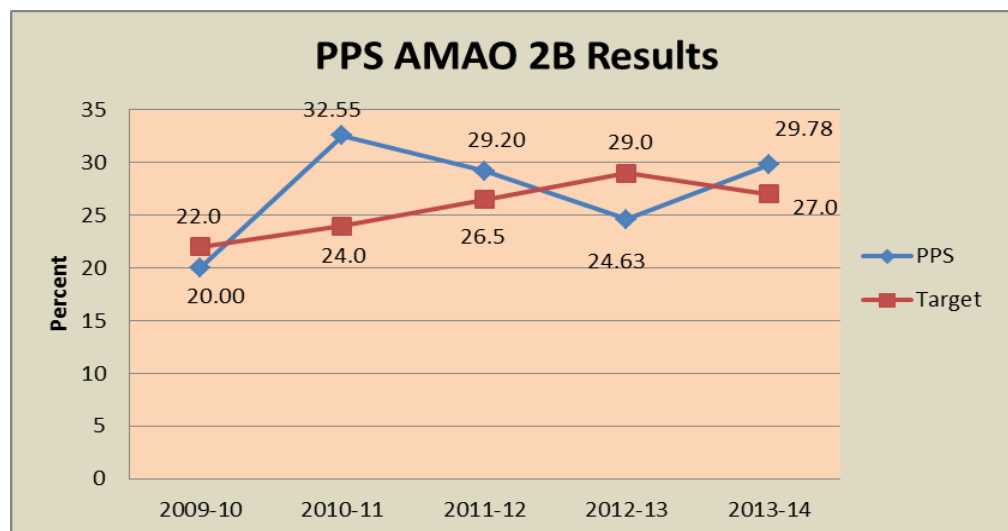
- AMAO 2A Targets 9% LEP students will attain proficiency at the end of the school year.
- 11.96% (408/3412) of PPS Emergent Bilinguals achieved full proficiency in English.





10. Number and percentage of students identified as English Learner for five or more years exited from an ELD program – Met Target

- AMAO 2B Targets 27% of LEP students will attain proficiency at the end of the school year.
- 29.78% (257/863) of PPS Emergent Bilinguals having five or more years of ELD program attained English proficiency.



11. Number of students in monitoring year 1 status.

12. Number of students in monitoring year 2 status.

In addition to the 3,798 EBs in PPS, the number of monitored year 1 and year two students as of October, 2014

Monitored	Number of Students
Year 1	623
Year 2	526

13. Number of former ELs (not in current EL or monitoring status)

As of Oct. 2014 the number is 2,339.

14. Number of students who have re-entered the ELD program after exiting proficiency.

As of Oct. 2014 the number is 1.

15. Number and percentage of the district English Learners who have waived services

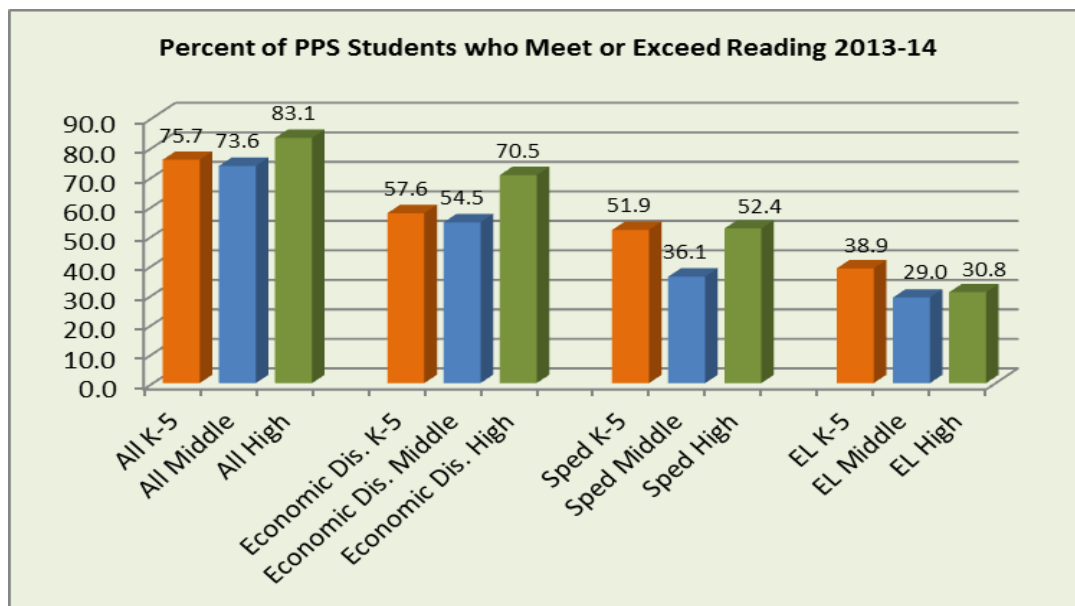
As of Oct. 2014 the number is 119 students or, 3.13%.



16. Oregon State Assessment results for the ELs – Target Not Met

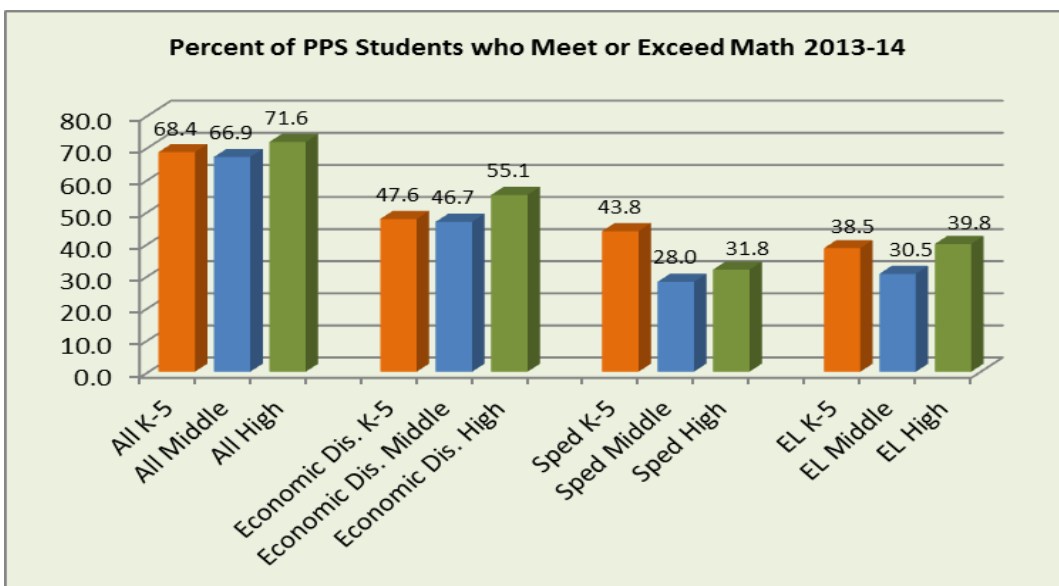
AMAO 3 for ELS in Reading 2013-14

- Elementary 38.9%
- Middle 29.0%
- High School 30.8%



AMAO 3 for EBs in Math 2013-14

- K-5 38.5%
- Middle 30.5%
- High School 39.8%





ESL Program - OAKS by major language groups - 2013-14

		Does not Meet			Meets			Exceeds		
OAKS READING 2013-14										
		Chinese		Somali		Russian		Spanish		Vietnamese
GR 3-5	53%	9%	27%	3%	44%	3%	32%	3%	60%	7%
		44%		24%		31%		29%		53%
		47%		73%		66%		68%		40%
		Chinese		Somali		Russian		Spanish		Vietnamese
GR 6-8	31%	0%	13%	1%	24%	5%	20%	1%	50%	2%
		31%		12%		19%		19%		48%
		69%		87%		76%		80%		50%
		Chinese		Somali		Russian		Spanish		Vietnamese
GR 9-12	25%	0%	11%	0%	25%	0%	22%	0%	44%	5%
		25%		11%		25%		22%		39%
		75%		89%		75%		78%		56%
OAKS MATH 2013-14										
		Chinese		Somali		Russian		Spanish		Vietnamese
GR 3-5	67%	25%	15%	0%	46%	7%	28%	6%	65%	21%
		42%		15%		39%		22%		44%
		33%		85%		54%		72%		35%
		Chinese		Somali		Russian		Spanish		Vietnamese
GR 6-8	61%	24%	10%	0%	34%	8%	20%	2%	62%	20%
		37%		10%		26%		18%		42%
		39%		90%		66%		80%		38%
		Chinese		Somali		Russian		Spanish		Vietnamese
GR 9-12	84%	16%	5%	0%	75%	13%	17%	0%	64%	5%
		68%		5%		62%		17%		59%
		16%		95%		25%		83%		36%

11/14/14 Information from dashboard. Chinese includes all Chinese dialects. Somali includes Maay-Maay, Somali and Swahili.



Section II: School District Information on Program Goals

17. Describe the district's educational approach(es) (ESL, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district. This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.

By the end of elementary, middle and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions.

As a department we invest in inclusive quality instruction that honors students' racial, cultural and linguistic assets. We prepare every Emergent Bilingual to succeed in our schools and thrive in our community. Our core values have been adopted from both State of Oregon Strategic Plan and the Council of Great City Schools.

In PPS we believe that:

- Students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Local Plan (Racial Equity Lens).
- It is important to demonstrate acceptance and appreciation for all the cultures and languages.
- Emergent Bilingual students' multilingualism, multi-literacy, and cultures are assets that will strengthen education and prepare all students to successfully compete in a global economy.
- All EBs should have access to high quality, rigorous instructional curriculum that aligns with each program model, engages EBs, and accelerates grade-level content and language development aligned to CCSS and ELP Standards.
- By providing exemplary educational programs for all our EBs, they will exit our school system ready to succeed in college, career pathways and our community.
- A variety of effective, research informed models could be used to educate EBs.
- Training and professional development are essential to the implementation of effective instruction.
- Parent education and partnerships are essential components of our students' education.

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 ESL



teachers to develop initial English language, 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.

PPS is invested in quality practices focused on what we teach, how we teach and how we engage EBs in authentic literacy that leads to increased language progress and improved literacy outcomes for all EBs. To ensure these practices throughout PPS, we have also invested in interdepartmental collaboration that is focused on a seamless approach for serving EBs. We work as a team to address the unique educational needs of our students, to design and improve professional development that extends across all teachers and disciplines, and to ensure that our program and service at each school site are the best for our students. In addition, we have invested in the mainstreaming of supplemental resources via general fund dollars to support our EBs throughout their learning day. We strongly 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.

What we teach

- English Language Proficiency Standards aligned to CCSS/NGSS
- Quality ELD Instruction that promotes the learning of language and content simultaneously
- Language and content through Content-based ELD and Discipline Specific and Academic Language Expansion (DALE)

How we teach, language is taught through

- Sustained academic rigor
- High expectations
- Quality teacher and student interactions
- Sustained language focus
- Dynamic language use in the domains of listening, speaking, reading & writing
- Simultaneous learning of content, analytical practices and language
- Development of quality curriculum & sound lessons plans

Authentic Literacy

- Intentional reading, writing and academic discourse
- Depth of Knowledge (DOK) understanding, practice and application
- Complex text that is age and grade appropriate text (i.e. Newsela, Brainpop, Learning A-Z)

The District provides various instructional program options tailored to meet the diverse needs of EBs and the educational preferences of the parents of EBs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. This document reflects direction obtained by the US Department of Justice Dear Colleague letter, January 7, 2015. The following briefly describe the components of each instructional program option.



Content-Based ELD 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)

Focused Language Study (FLS)/ESL. This instructional approach calls for dedicated time for focused instruction in how English works, providing EBs with an understanding of the basic structures of language -in all four domains- for a variety of registers, especially the academic register needed to engage in academic discourse across all content areas. FLS would likely be a part of what district calls ESL/ELD and may be provided to EBs in a variety of configurations, for example, as part of the ELA class or as a stand-alone class. (Def. Council of Great City School, 2014)

QTEL/Discipline-Specific and Academic Language Expansion This element 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)

Dual Language Programs and primary language literacy and content instruction are programs offered in various schools that are supported by research in Bilingual Education (Freeman, DE, and Freeman, Y.S., 2004, Cummins, J. 1979).

18. Include the relevant research that supports the each of the district's educational approach(es) for educating ELs.

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 curriculum that is standards-based, cognitively complex, rigorous, and coherent. We prepare all teachers to be teachers of both language and content.

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

All of our programs, regardless of instructional approach, are grounded on the *Principles of Quality Teaching for English Learners*, *Scaffolding The Academic Success Of Adolescent English Learners: A Pedagogy of Promise*, Dr. Álda Walqui and Leo Van Lier, 2010.

- Sustain academic rigor in teaching English learners
- Hold high expectations in teaching English learners
- Engage English learners in quality teacher and student interactions
- Sustain a language focus in teaching English learners
- Develop a quality curriculum for teaching English Learners

Content-Based ELD is an approach that is aligned to DALE. This approach provides language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., science, social studies) within the context of teaching the English language. ELP standards are taught through the vehicle of the selected content standards. Instruction may be provided by ESL teacher, classroom teacher and/or Co-teaching model (content teacher and ESL teacher plan and teach together). According to Thomas and Collier, CBELD programs produce slightly higher results than ESL pullout programs (see graph below).

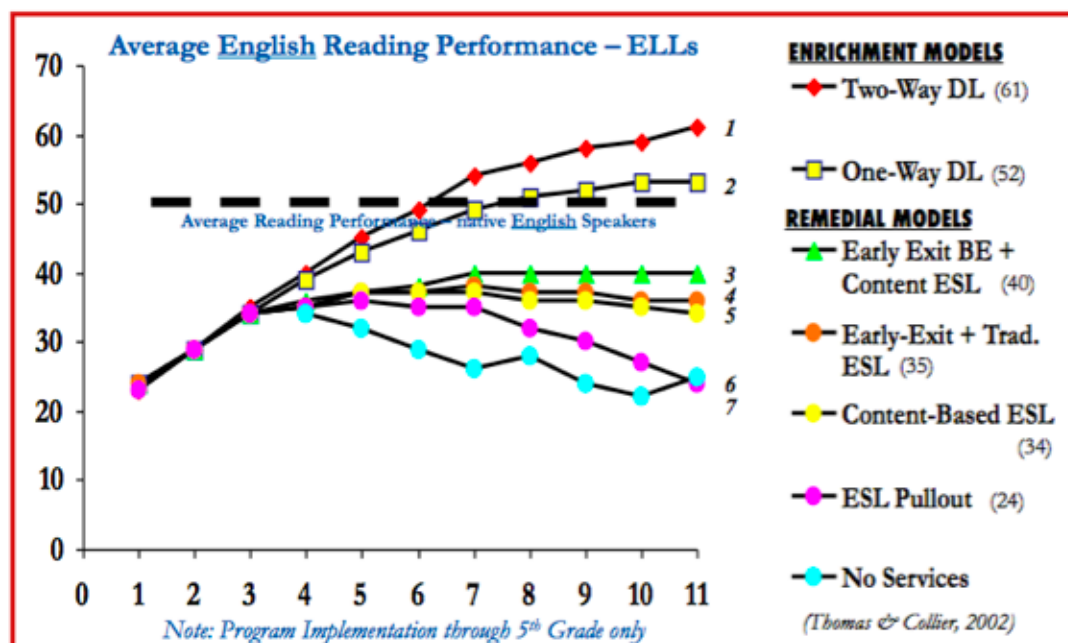
Focused Language of Study (FLS)/ESL provides a dedicated time for very targeted ELD, where EBs are grouped together to concentrate on specific elements of the English language that their native English-speaking peers already know. It can be a stand-alone class or in combination with ELA, depending upon students' English proficiency levels and other instructional needs. FLS instruction may be provided by an ESL teacher (push-in/pull-out), classroom teacher (as a small group) and/or Co-teaching (each with a small group at similar language levels). Source: Council of Great City School Framework for Raising Expectations and Instructional Rigor for English Language Learners, 2014.

QTEL/Discipline Specific and Academic Language Expansion (DALE) language development is on-going and integrated into the different content areas, which EBs, along with their native English-speaking peers, must study throughout the school day. Instruction for language expansion is embedded in and informed by content across subject areas. Content area instruction includes attention to the lesson's language demands, challenges, and opportunities. High-utility, cross-discipline academic language development is an instructional focus. Discipline-specific language development supports and benefits all students, beyond EBs. Instruction may be provided by Content-area Teacher, Co-teacher: Content area teacher and ESL teacher planning and teaching together. PPS will have one pilot school at Woodmere School participating in this approach during the 2016 school year. Source: Council of Great City School Framework for Raising Expectations and Instructional Rigor for English Language Learners, 2014.

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

Our goals throughout our Dual Language Two-Way Immersion programs are acquisition of full language proficiency and academic achievement in two languages: English and the target language, as well as positive cross-cultural competencies for EBs and English-proficient students. Instruction is delivered in the target language and English, with two different program models that vary by proportion of each language used. The aim is to promote high levels of academic achievement in all curricular areas and full proficiency in both languages. Students are expected to meet grade level content standards in both languages. Students typically continue in this program option after attaining proficiency in their second language. Students enter this program option in pre-K, kindergarten or 1st grade and continue through Grade 12. They all aim for the



attainment of Oregon Seal of Biliteracy.

PPS has supported strong initiatives in dual language education. These initiatives have included program expansion in current DL sites, creation of new DL programs in sites with high EB populations (i.e. our Vietnamese program that started during this school the 2015 year), creation of native literacy programs for middle school EBs (4 sites), as well as recruiting EB parents for our DL programs. This recruitment effort is leading to higher percentages of EBs enrolling in all of our DL programs.

PPS offers two program models:

- 90/10—90% instruction in the target language, 10% instruction in English in pre-K/kindergarten. Each year more English is added until they reach 50% target language 50% English by 4th grade.
 - 50/50—50% instruction in the target language, 50% instruction in English. English and the target language are used equally for instruction beginning in kindergarten.
- Vietnamese K-1 (one school, YR1 2015); Two-Way
 - Spanish K-12 (16 schools, since 1994); Two-Way & One-Way
 - Russian K-8 (2 schools, 2007); Two-Way
 - Mandarin K-12 (4 schools, 1998); Two-Way & One-Way
 - Japanese K-12 (2 schools, 1989); One-Way

Students in Immersion and ESL 5-18-15

School	No Immersion	Japanese	Mandarin	Russian	Spanish	Vietnamese	Total	Percent EB and Immersion
Ainsworth K-5	8				2		10	20.0%
Atkinson K-5	22				39		61	63.9%
Beach K-8	31				50		81	61.7%
Beaumont Middle	20				6		26	23.1%
Bridger K-8	25				39		64	60.9%
César Chávez K-8	76				92		168	54.8%
Franklin High	80				1		81	1.2%
James John K-5	96				9		105	8.6%
Kelly K-5	112			151			263	57.4%
King K-8	82		7				89	7.9%
Lane Middle	39			4			43	9.3%
Lent K-8	115				70		185	37.8%
Lincoln High	22						22	0.0%
Mt Tabor Middle	7	1			9		17	58.8%
Richmond K-5	0	15					15	100.0%
Rigler K-5	43				157		200	78.5%
Roosevelt High	84				18		102	17.6%
Roseway Heights K-8	23					17	40	42.5%
Scott K-8	111				68		179	38.0%
Sitton K-5	107				9		116	7.8%
West Sylvan Middle	11				3		14	21.4%



Wilson High	34						34	0.0%
Woodstock K-5	7		33				40	82.5%
Grand Total	1155	16	40	155	572	17	1955	40.9%

Native Literacy programs are offered at four sites. We have three middle school programs. Maryville School offers Native Vietnamese Literacy, Lane School offers both Native Vietnamese and Spanish Literacy, Harrison Park offers Native Mandarin and King 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.

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). Conversely, subtractive bilingual context--meaning that a second language replaces the native language--have negative effects on the school performance of many English language learners. That is, research shows that native language loss is associated with lower levels of second language attainment, scholastic underachievement, and psychosocial disorders (Hernandez-Chavez, 1984; Lambert, 1984). 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.

Portland International Academy (PISA)

In 2014, PPS opened its first language and academic program for recent immigrants called the Portland International Scholars Academy. The newcomer & beginner program was designed for recently arrived secondary students with limited English proficiency and promote student transitions into U.S. schools. PISA is a voluntary program designed to provide extensive language development and meaningful access to content classes for newly arrived emergent bilinguals at PPS. The program was based on multiple studies that identified secondary-level newcomer programs, examined their administrative, instructional, and sociocultural features, and compared their programs with traditional programs serving these students.

The voluntary program option is in line with the US Department of Justice, January 7, 2015 letter that states:



EL programs may not unjustifiably segregate students on the basis of national origin or EL status. While EL programs may require that EL students receive separate instruction for a limited period of time, the Departments expect school districts and State Educational Agencies to carry out their chosen program in the least segregated manner consistent with achieving the program's stated Educational goals (1991 OCR Guidance, 648 F.2d at 998 n.4).

PISA 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

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

In efforts to improve our PISA program, we are working with the [International Network for Public Schools](#). The International Network began in 1985 and responded to the challenges of educating newly arrived secondary students. The network emphasizes a model that builds on the diverse strengths that students bring to our schools and supports an academic rich curriculum that prepares them for post-secondary success in college, career, and a democratic society. The key features are:

- All Teachers Supporting Both Content and Language Learning
- Grouping Students Across Different Levels of Language Proficiency
- An Approach Developed and Maintained by Practitioners
- Leveraging the Diversity of Newly Arrived Students and Their Families



PPS Equity Policy

In 2011, the Board of Education ("Board") adopted the Portland Public Schools Racial Educational Equity Policy, 2.10.010. In that policy, the Board affirmed the intent of the school district to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable achievement gap for students of color. Complex societal and historical factors contribute to the inequities our students face. The District must address and overcome these inequities and institutional racism, providing students with the support and opportunity to succeed, make productive life decisions and give each student the support to meet his or her highest potential. The ESL Department supports the mission, goals, and values of this Policy, as well as the District's Strategic Plan.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Closing the achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a reliable predictor of student achievement and success.

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
- E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.
- F. The District shall welcome and empower families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally specific expertise -- including government agencies,



non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long-term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: "The State of Black Oregon: (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); The Economic Cost of the Achievement Gap (Chalkboard Project 2010); The Hispanic/White Achievement Gap in Oregon (Chalkboard Project 2009); A Deeper Look at the Black-White Achievement Gap in Multnomah County (Chalkboard Project 2009); ORS 342.433.

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 inclusive and center on the unique needs that English learners have. PPS is focused on the work of An Agenda for Language and Culture Centered for School Reform.

Portland Public Schools Strives for Equity Reform

- Monitors the implementation of major school reforms through the lens of their impact on the language and cultural assets of communities.
- Designs 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.
- Holds language development programs accountable for providing high quality and effective language instruction.
- Seeks out, incorporates and connects community heritage and language programs with the infrastructure, networks, and resource opportunities of schools and youth development.
- Creates forums for dialogue across mainstream educator-oriented school reform initiatives and communities engaged in bi-literacy and multi-cultural development of youth.
- Advocates for an additive, inclusive vision.
- Develops models and demonstrations of partnerships that successfully integrate family, community and school support for the development of bi-literacy and multicultural competencies.
- Organizes campaigns for schools that address the language and cultural needs of young people today.



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

19. Educational Goals for English Language Proficiency

District Goals for EBs

The district program goals are aligned to our department's Vision and Mission, EL Strategic Plan, Title III Plan, ESL Five Year Strategic Plan, Board Policy, the US Department of Justice January 7, 2015 guidelines and Language Instruction for Limited English Proficient and Immigrant Students of NCLB, SEC. 3101 PURPOSES and Federal and State laws pertaining to the education of English Learners.

Educational Goals for Emergent Bilinguals

- Develop and attain advanced English Proficiency across all four language domains
- Attain high levels of achievement at each grade level and across all disciplines
- Read at grade level by the end of 3rd grade
- Graduate high school and be college & career ready
- Strengthen native literacy skills
- Develop strong racial, linguistic and cultural identity

Our priority is to continue to develop teacher skills around language acquisition and quality approaches that support teaching language through a variety of disciplines. As of the 2015 school year, we have invested our professional development in two ways. The first, teaching language through Content-based ELD and the second way, is engaging in the work of Dr. Aida Walqui on Quality Teaching for English Learners (QTEL). Currently, CBELD is an integrated inclusive language class that takes place in a devoted time of the day.

One of our goals is to invest in one school site during the 2016 school year that will receive professional development around QTEL approach. Discipline Specific and Academic Language Expansion (DALE) language development is on-going and integrated into the different content areas, which EBs, along with their native English-speaking peers, must study throughout the school day. Instruction for language expansion is embedded in and informed by content across subject areas. Content area instruction includes attention to the lesson's language demands, challenges, and opportunities. High-utility, cross-discipline academic language development is an instructional focus. Discipline-specific language development supports and benefits all students, beyond EBs. PPS is currently looking into a one school pilot model.

Historically, our ELD approach has been disconnected from the student day and the high language demands that they must engage in throughout the day. This approach emphasizes that language is integral to all learning and it is best learned through the context in which students must demonstrate learning. Explicit language is taught according to student needs within a specific context and language domain. It is our goal to ensure that all content and language specialist are highly skilled at teaching language through grade level and



age appropriate learning. It is imperative that all educators assume the responsibility of being language teachers if our students are to increase his/her success in school. ELD in a devoted block isn't sufficient and will not yield the achievement success that we are obligated to ensure our Emergent Bilinguals.

Educational Goals for English Language Proficiency

AMAO 1 Goal Increase the percentage of ELs in the district that make progress and the goal set by the Oregon Department of Education by **5%** (from 45.09% to 50%) by September, 2015.

AMAO 2A Goal Increase the percentage of ELs identified for fewer than 5 years, who attain English proficiency by **5%** (from 11.96% to 17%) by September 2015.

AMAO 2B Goal ELs who have received 5 or more years of ELD service will increase the percentage of ELs in the district, who attain English proficiency by **5%** (from 29.78 to 35%) by September 2015.

AMAO 3 Goal Increase the number of schools meeting AMAO 3 by 5 schools; Reduce the gap between 3rd grade English learners & non- English learners in the district by **10%** by September 2015.

Quality Instruction, Quality Assessment & PLCs

In order to improve the percentage of ELs in the district making progress learning English we will...

- work with school leadership to ensure a clear school vision that includes high expectations for EB student achievement supported by a purposeful plan of action leading to attainment of English, academic achievement and post-secondary options, including college
- review AMAO data with each school and consult with them continuously to ensure monitoring of EB student progress (e.g., student work, formal and informal assessments, test results)
- work with teachers and school leadership to ensure that they know their EB population and their individual needs well, valuing the native language assets EBs show up to school with
- focus PD for all educators on program pedagogy, coaching, co-teaching & co-planning and inclusive ELD instruction
- assess and monitoring ELD programs and instruction through ongoing cycle of inquiry
- focus our professional development of teachers on quality teaching practices across content areas and grade levels for English learners that improve instructional practices through the CCSS and new ELP standards, promote rigorous learning, accelerate language and strengthen educator skills in teaching language
- Expand investments in native language literacy supports through the establishment of programs that strengthen and maintain native language (MS Lane, Harrison Park, King & Marysville); work with our Somali Community to identify the type of native language program needed for the unique supports for PPS Somali speaking students



- support and invest in Woodmere School pilot of QTEL
- focus our professional development of teachers on quality teaching practices for English learners (QTEL) that improve instructional practices through the CCSS and new ELP standards, promote rigorous learning, accelerate language and strengthens educator skills in teaching language
- provide opportunities for teachers to participate in learning walkthrough peer collaborative observations in order to learn from each other and reflect on teaching practice and identify specific learning opportunities that will increase student learning outcomes
- provide opportunities for principals and central leadership to participate in learning school/classroom rounds in order to learn from our programs/classrooms and reflect on instructional practices and identify specific learning opportunities that will increase student learning outcomes
- invest in supplemental Instructional programs that support authentic literacy and provide needed professional development for effective use

School Culture & Extended Learning Opportunities

- extended day and extended year learning opportunities designed to help students strengthen English language skills, strengthen reading, math and writing skills
- invest in student opportunities that focus on student empowerment through leadership skill building, culture and language as global assets and educational advocacy skill needed to navigate the U.S. educational system; College & Career orientation; celebrate student culture and unity (IYLC)
- invest in the International Youth Leadership Council of forty high school students selected from across our comprehensive high schools who participate in year-long, in-depth seminars relevant to student empowerment through leadership skill building, culture and language as global assets and educational advocacy skills needed to navigate the U.S. educational system; college and career readiness; Equity; Advisory Committee meets with Director to with program improvements & outline student needs
- provide students opportunities to attend César Chávez Latino Student Leadership Conference, Asian American Youth Leadership Conference, Russian Speaking Youth Leadership Conference; African Youth Leadership Summit, PPS Latino Parent/ Student Leadership Conference; other student specific conferences; Pathway to Scholarships; as well support student recognition events Young Gifted and Black, Si Se Puede, and the Asian Pacific Islander event; we will use our Community Agents and Program Manager to inform and intentionally help recruit students; ESL Department will cover fees associated with conference(s); events will be support through some financial contribution

School-Family Partnerships

- attain sustainable resources among PPS and partner organizations to provide direct supports to students and families



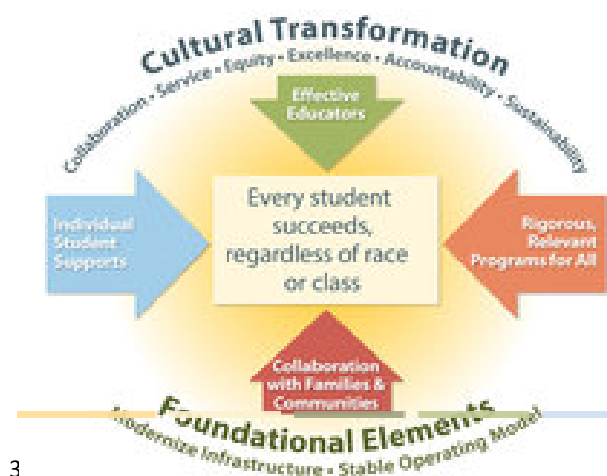
- improve parent communication about program, services, student progress and educational opportunities (ELD report cards K-12 required)
- restructure role and use of community agents to better support students, families & schools

Quality ESL Program & Services

- review and re-align faculty support for ELD programs across the district; proposing 2017 staffing allocation changes to increase supports to student with language proficiency levels 1-2 and to appropriately serve students with interrupted formal education
- re-align and/or reform ELD program models K-12 ensuring selected models support new ELP standards
- examine new approaches and strategies that support English language acquisition and build the necessary skills to be college and career ready
- restructure our meetings to focus on data, department goals, improving our programs and services, embedded work time to work on our plan and monitoring Improvement Plan progress
- work with EAs and Community Agents to align our program goals and school service; support their skills to provide quality service
- provide opportunities for teachers and Central office Leadership team to participate in learning walkthrough peer collaborative observations in order to learn from each other and reflect on teaching practice and identify specific learning opportunities that will increase student learning outcomes
- ESL staff will visit, meet and learn from neighboring school districts that are succeeding with EBs in their district (David Douglas, Hillsboro, Salem-Keizer and Woodburn)
- Director with ADs of schools will ensure EBs are assigned ELD course and are receiving services; specifically for HS students we will monitor student schedules at the start of year/semester to make sure students have full day schedules and are enrolled in courses that led to credits in core program; student grades will be monitored at the end of the grading period

20. District's Educational Goal for Content Knowledge

Portland Public Schools strives for educational excellence.



"We must have high expectations for all of our all students to gain the skills to contribute in a changing world. This requires an unrelenting focus on student learning and a shared belief among all of our staff in each student's potential to succeed. Our students require this of us, and the future health of our community and our economy depends on it."

— Superintendent Carole Smith



Portland Public Schools uses the strategic framework to focus its work with students in the areas most essential to their success. At the heart of this framework is one goal: *every student succeeds, regardless of race or class.*

To achieve this goal, the framework focuses work in four essential areas:

- **Effective educators**

We must ensure that all educators are equipped to help our diverse students succeed. That means hiring culturally and racially diverse teachers, aides and administrators and supporting them with mentoring, peer collaboration, skill development and leadership opportunities, while matching their skills to the needs of students in the schools they serve.

- **Equitable access to rigorous, relevant programs**

Every student — no matter their grade level, race, income or address — should have access to a consistently rigorous education with rich learning opportunities. We must set and hold clear and high standards for all, with varied ways for students to show what they have learned. Our teaching methods must be flexible, engaging and culturally relevant to help all students achieve.

- **Supports for individual student needs**

We must use a range of teaching strategies in response to a range of learning styles. We must check students' progress regularly and then help students accelerate their learning or catch up if they are behind. And we must wrap support around our students starting with strong early childhood education.

- **Collaboration with families and community**

We must place family and community inside the circle of how our schools serve students, forming essential community and family partnerships that support the whole child.

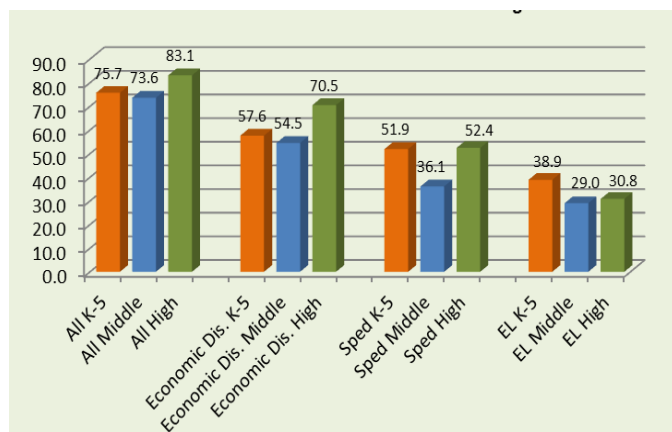
Emergent Bilinguals are PPS students. Our department goal is to ensure that as a district we provide an education for our Emergent Bilinguals that is appropriate, meets their cultural and linguistic needs and prepares them to attain each milestone. Our department is committed to aligning our goals to support our district's strategic plan.

Academic achievement of Emergent Bilinguals is a major focus of this plan. Analysis of data and past practices has been a part of the process of creating this plan with special emphasis on needed changes to improve the academic achievement of EBs at all levels, particularly at the secondary level. The greatest gap is at the high school level for reading, especially for EBs with interrupted education. Our department focus is to increase students' attainment of English while preserving and honoring their Native language; to work with our district educational staff in order to support their understanding of language acquisition, sheltered strategies that

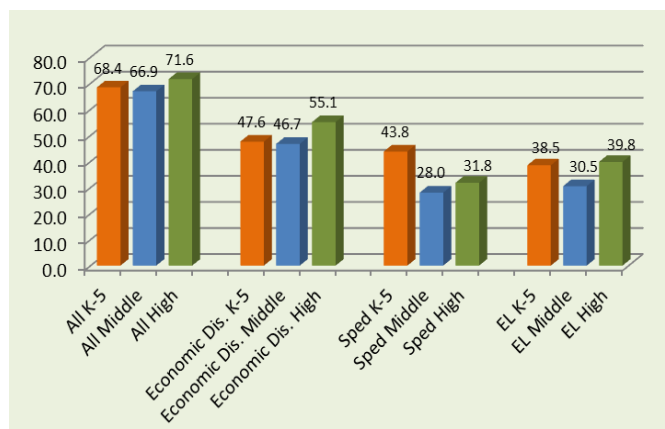


increase students' accessibility to core instruction and build a strong understanding of culturally responsive teaching. By focusing on these three areas, we can close the racial achievement gap for Emergent Bilinguals at both elementary and secondary for math and reading. The following are the results of 2014.

Percentage of PPS Students who Meet or Exceed Reading 2013-14



Percentage of PPS Students who Meet or Exceed Math 2013-14



ESL Program - OAKS by major language groups - 2013-14



			Does not Meet			Meets			Exceeds		
OAKS READING 2013-14											
		Chinese		Somali		Russian		Spanish		Vietnamese	
GR 3-5	53%	9%	27%	3%	44%	3%	32%	3%	60%	7%	
		44%		24%		31%		29%		53%	
		47%		73%		66%		68%		40%	
		Chinese		Somali		Russian		Spanish		Vietnamese	
GR 6-8	31%	0%	13%	1%	24%	5%	20%	1%	50%	2%	
		31%		12%		19%		19%		48%	
		69%		87%		76%		80%		50%	
		Chinese		Somali		Russian		Spanish		Vietnamese	
GR 9-12	25%	0%	11%	0%	25%	0%	22%	0%	44%	5%	
		25%		11%		25%		22%		39%	
		75%		89%		75%		78%		56%	
OAKS MATH 2013-14											
		Chinese		Somali		Russian		Spanish		Vietnamese	
GR 3-5	67%	25%	15%	0%	46%	7%	28%	6%	65%	21%	
		42%		15%		39%		22%		44%	
		33%		85%		54%		72%		35%	
		Chinese		Somali		Russian		Spanish		Vietnamese	
GR 6-8	61%	24%	10%	0%	34%	8%	20%	2%	62%	20%	
		37%		10%		26%		18%		42%	
		39%		90%		66%		80%		38%	
		Chinese		Somali		Russian		Spanish		Vietnamese	
GR 9-12	84%	16%	5%	0%	75%	13%	17%	0%	64%	5%	
		68%		5%		62%		17%		59%	
		16%		95%		25%		83%		36%	

11/14/14 Information from dashboard. Chinese includes all Chinese dialects. Somali includes Maay-Maay, Somali and Swahili.

Supporting academic achievement:

- Specific Language Arts and Social Studies courses for level 1-2 EBS that are appropriate for newly arrived students
- TOSA will apply Quality Teaching for English Learners pedagogy of promise coaching support
- Culturally Relevant Materials and Instruction
- Bilingual Support in most languages
- Emergent Bilinguals achievement data reviewed by ESL team and principals quarterly
- Tracking Middle School & High School student courses and grades
- Native language Essential Skill work samples – Interpretation
- Native literacy in Spanish, Mandarin and Vietnamese at the middle school level (4 schools)
- Informational and family meetings for EB parents
- Culturally, Linguistic diverse Student Study Team Process and Review
- Student Leadership – International Youth Leadership Conference, International Leadership Cadre
- Data system that includes ELPA and district assessment for data inquiry cycles



- Close collaboration with the district's Dual Language Department to expand existing programs allowing for greater access to more Emergent Bilinguals.
- K-2 and High School Content-based ELD model focus

21. Measure used to determine the effectiveness of the English language proficiency goal

PPS strives to reach AMAO targeted results for EBs. The State ELPA assessment will be used to measure English proficiency for non-native speakers, or Emergent Bilinguals (EBs). The test will be given to our students in kindergarten through 12th grade that are receiving ESL services. The ELPA is administered in a web-based format and assesses students in the areas of listening, speaking, reading, writing.

Our AMAO goals are:

AMAO 1 Goal Increase the percentage of ELs in the district that make progress and the goal set by the Oregon Department of Education by 5% (from 45.09% to 50%) by September, 2015.

AMAO 2A Goal Increase the percentage of ELs identified for fewer than 5 years, who attain English proficiency by 5% (from 11.96% to 17%) by September 2015.

AMAO 2B Goal ELs who have received 5 or more years of ELD service will increase the percentage of ELs in the district, who attain English proficiency by 5% (from 29.78 to 35%) by September 2015.

For 2016, we are restructuring our administrative and teacher (TOSA, Teacher on Special Assignment) support teams in order to monitor program, services and outcomes for EBs in the following ways:

- Data Cycle of Inquiry at schools focused on EBs
- Regular School Learning Walks
- TOSAs will provide direct coaching around (co-planning, co-teaching and inclusive ELD instruction); the direction of this support will be determined by our data collected on learning walks in collaboration with principal/ESL teams at schools
- Professional learning specific to teachers, teams of teachers and/or school-based
- TOSAs will be assigned to selected schools to increase collaboration and supports at designated schools
- School administrators will be provided professional development on Quality Instruction for English Learners so they are equipped in providing quality program and services that meet the unique needs of English Learners and are equipped to support the educators in buildings

22. Measure used to determine the effectiveness of the core content knowledge goal

AMAO 3 holds Title III LEAs accountable for their EL students making sufficient academic progress in reading



and math and in cohort graduation rates. The 2013-14 AMAO 3 calculations will be based on a growth model. Prior to 2012, AMAO 3 required that the district meet AMAOs in reading and math at the elementary (grades 3-5), middle (grades 6-8), and high school (Grade 11) levels.

We determine program effectiveness by examining our history of AMAO 3 results. Please note that this data shows the 2012, 2013 old AMAO calculations. The 2014 data is not yet available.

Reading/Language Arts						Mathematics					
Elementary Schools											
2011-12		2012-13		2013-14		2011-12		2012-13		2013-14	
All	76.3%	All	76.7%	All	75.7%	All	69.1%	All	70.1%	All	68.4%
EB	44.5%	EB	42.4%	EB	38.9%	EB	43.4%	EB	44.8%	EB	38.5%
Exited EB	78.1%	Exited EB	77.8%	Exited EB	78.3%	Exited EB	73.2%	Exited EB	73.0%	Exited EB	71.6%
Middle Schools											
2011-12		2012-13		2013-14		2011-12		2012-13		2013-14	
All	73.5%	All	72.3%	All	73.6%	All	65.3%	All	64.0%	All	66.9%
EB	36.4%	EB	30.6%	EB	29.0%	EB	37.2%	EB	30.9%	EB	46.7%
Exited EB	61.9%	Exited EB	57.4%	Exited EB	58.6%	Exited EB	56.7%	Exited EB	52.5%	Exited EB	55.3%
High Schools											
2011-12		2012-13		2013-14		2011-12		2012-13		2013-14	
All	81.6%	All	84.1%	All	83.1%	All	66.0%	All	70.6%	All	71.6%
EB	21.5%	EB	30.7%	EB	30.8%	EB	29.7%	EB	35.3%	EB	39.8%
Exited EB	66.2%	Exited EB	78.7%	Exited EB	70.8%	Exited EB	51.7%	Exited EB	64.8%	Exited EB	59.0%

AMAO 3 Goal Increase the number of schools meeting AMAO 3 by 5 schools; Reduce the gap between 3rd grade English learners & non- English learners in the district by 10% by September 2015.

As part of the comprehensive district assessment plan, Emergent Bilinguals are progress monitored and evaluated on content attainment with the same tools as non-ESL students (see detail assessment tools below). Our department is exploring assessments that would measure multiple language proficiencies and are normed on populations that are representative of the samples of children to whom these measures are commonly administered, Emergent Bilinguals. We are inquiring about assessments that will provide greater information on a student's English language progress in reading and writing. These assessments tools will include native language assessments that will inform us of the content skills our EBs have achieved in their primary language.

We are finalizing the district's Cultural and Linguistic student review team process that will be used across the district to engage in student reviews. The tool will center on questions that will help inform interventions, assessment data collection and ensure that a cultural/linguistic lens is used to help school teams better understand students. In addition, we are working with Curriculum, Instruction and Assessment department to develop a set protocol that allows for peer-to-peer comparison of data. This approach will help school teams



understand the progress and/or difficulties faced by Emergent bilinguals with similar learning profiles. It will also allow teams to focus on the interventions that are most appropriate for English learners, including the use of language approaches that are necessary during the intervention lessons. PPS is an RTI school district that follows the data cycle timeline that is timely and responsive to student needs. Students are monitored on a regular basis and school teams are provided time to discuss student results and set individual student goals. Our EBs benefit from this level of monitoring that informs instructional goals.

23. How the District will Measure these Goals over time

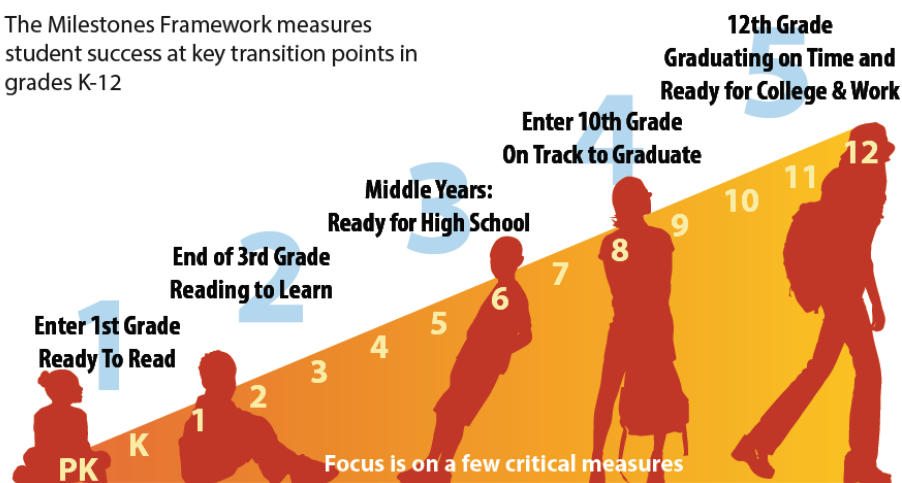
PPS uses district assessment for progress towards academic standards and the State Smarter Balanced to assess students' mastery of Oregon content standards. Student reading and math progress are measured by the following tools:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) universal screening and progress monitoring in grades K-2. DIBELS help educators identify students who may need additional literacy instruction in order to become proficient readers (Fall, Winter, Spring)
- IDEL is to measure the basic early literacy skills of children learning to read in Spanish in grades K-2 (Fall, Winter, Spring)
- easyCBM is a tool used to inform intervention and instruction decisions for grades 3-8 (Fall, Winter, Spring)
- ADEPT, A Developmental English Proficiency Test, diagnostic test used to help identify a student's ELD instructional level, as needed to assist in differentiating instruction
- ELPA, English Language Proficiency Test, determines annual growth of English language proficiency level and possible exit from program, annual test
- GAP Finder, identifies significant gaps in foundational English language knowledge for long-term EBs, as needed to assist in differentiated instruction
- STAMP determines Spanish proficiency in multiple domains according to ACTFL for students in Dual Language Program
- SLIP is an option for students to obtain World Language Credit with little or no English proficiency, exam questions are in the language the student is testing in Amharic, Burmese, Karen, Oromo, Romanian, Russian, Samoan, Somali, Spanish, Swahili, Tagalog, Ukrainian, Urdu, Vietnamese, Zomi, test is offered multiple times per year
- IPT, Determines eligibility and initial ELL program placement, within the first 30 days of school or within the first 10 days after the first month
- Students take end of unit tests from the district adopted programs: Reading Street, Bridges, Connected Math Projects grades 6-8, HS use College Preparatory Math

In addition the PPS milestones help us measure student progress over time reaching key transition points in K-12 educations.

Measuring results: Milestones Framework

The Milestones Framework measures student success at key transition points in grades K-12



24. How these goals are Comparable to the district's educational goals for non-Emergent Bilingual students

The goal of the PPS strategic plan is that “all students by name, regardless of race or class, meet or exceed academic milestones, and graduate on time, ready for postsecondary education and training.”

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 ELLs 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 ELLs—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.

25. Describe how these goals will prepare Emergent Bilinguals to meet the district goals for its overall educational program and the college/career ready standards

Our department fully embraces our Portland Public School Equity Plan and the Racial Equity Strategies as our own. We believe that our district equity plan fully supports our goals in preparing our Emergent Bilinguals to meet our milestones and prepare our students for college and career readiness.

Racial Equity Strategies

Portland Public Schools identified the following four key areas that require significant investment and



attention in order to achieve racial equity in the district.

Culturally Responsive Teaching & Learning

In order for the district to achieve educational equity, we must provide students of color and language minorities with rigorous, culturally responsive, and engaging learning environments which accelerate their academic achievement and personal growth.

We believe:

If we provide students of color with equitable access to common core courses and high quality teachers who demonstrate culturally responsive instructional practices, they will achieve academic and personal success.

If we enroll Emerging Bilingual students in effective dual language programs, they will experience increased academic and personal success while preserving their native language, cultural identity and cultural heritage.

If we provide school and central leadership with professional development on culturally responsive positive behavior support systems, then referral rates for exclusionary discipline and special programs will decrease markedly for students of color.

If we partner with culturally-specific community organizations to provide personalized supports for students and families of color, then students of color will experience more inclusive and culturally relevant learning environments and ultimately, increased success.

Culturally Responsive Workforce

In order for the district to achieve educational equity, we must recruit, hire, promote and retain racially conscious and culturally responsive employees at every level across the organization.

By “cultural responsiveness” Portland Public Schools means “the knowledge, beliefs, skills, attitudes and practices that allow individuals to form relationships and create learning environments that support academic achievement and personal development of learners from diverse racial and cultural groups.”

We believe:

If every employee is racially conscious and culturally responsive, then every staff member will exhibit the knowledge, attitudes, skills and practice to interrupt institutionalized racism and better meet the unique needs of students, families and staff of color.

If our workforce mirrors the student & family population we serve, then our organization will be better able to provide role models for students of color, better understand the needs of our students and families of color, and make better decisions for our families and students of color. Increasing the racial, ethnic, and linguistic



diversity of our organization increases the cultural responsiveness of our organization.

Culturally Responsive Family & Community Engagement

In order for the district to achieve educational equity, we must empower both families and communities of color to advocate for their children and give them meaningful access to both school- and district-level decision-making.

We believe:

Because of the District's focus on majority culture communication style and pathways, families of color experience an information gap. If we provide families of color with equitable access to school and district information and practices, they will be empowered to better navigate the system, advocate for their children and support their academic and personal success.

If every PPS school develops a parent engagement plan which focuses on connecting families of color to the instructional goals of their school, there will be an increase in the number of culturally-specific family engagement opportunities at each school and ultimately, increased engagement with families of color.

Historically there was no established protocol for district stakeholder engagement, and the voice of students, families and communities of color was often marginalized. If we develop and implement a framework for equitable, transparent and consistent stakeholder engagement—which clarifies roles and responsibilities and reduces barriers to participation for underserved communities—then we will see increased participation from students, families and communities of color.

Cultural & Organizational Transformation

In order for the district to achieve educational equity, we must undergo a cultural and organizational transformation to build a culture of inclusion and acceptance—one that actively challenges institutional racism. District leadership must actively examine and dismantle systemic policies, programs and practices that serve to perpetuate racial achievement disparities.

We believe:

If goals at every level in the district are based on data disaggregated by race and ethnicity, there will be increased accountability for meeting the needs of specific communities of color.

If goals at every level in the district are based on data disaggregated by student programs (i.e. SpEd, ESL, TAG and special programs) with a focus on the disproportionality among our culturally, linguistically and racially diverse there will be increased accountability for meeting the needs of specific



communities of color.

If we adopt culturally relevant data and research practices, we will be able to more accurately represent, assess and evaluate the needs and behaviors of students and families of color.

If we apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas—with an intentional focus on “equal outcomes” rather than “equal inputs”—students and families of color will experience more equitable outcomes.

If we establish Equity in Public Purchasing & Contracting (EPPC) policy and implement an EPPC program, we will demonstrate annual growth in the number of contracts secured with minority-owned, women-owned and emerging small businesses, promoting diversity and equal opportunity.

Currently student enrollment is not balanced across the district, resulting in uneven distribution of students across schools and ultimately, an inability to provide students of color with equitable access to a strong core program. If we balance enrollment through boundary changes, grade reconfigurations and/or other strategies using a Racial Equity Lens, every PPS school will have enrollment within the target range and every student will have access to a strong core program.

Adapted from Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell (Corwin Press, 1999, 2003).
Cultural Proficiency

Pathways and Personalized Learning

Portland Public Schools is committed to preparing its students for successful futures. One way is through PPS Pathways, a grade 7-12 initiative that offers students the academic foundation and career-related skills to prepare them for study at four-year colleges and universities, community colleges, technical institutions or other postsecondary training.

Pathway Descriptions

Arts and Communication

This Pathway is for people who are interested in the creative process, and express their ideas through art, music, words, drama, and communications. Career fields include fine and performing arts, humanities, and the communications industry.

Business & Management Systems

This Pathway is for people who like to plan projects, are detail oriented, and like organization. It is for students who are interested in the real world marketplace of ideas, products and people. Career fields include finance, accounting, hospitality/tourism, information systems, marketing and management.

Health Services



This Pathway is for people who like to work with people or animals, have strong science and inquiry skills, are interested in how the body works, and work well in teams. Career fields include health diagnosis, health promotion and intervention, athletic trainer, physician, physical therapist, nurse, and massage therapist.

Human Resources

This Pathway is for people who are interested in people's needs, their growth and development and their safety and security. Career fields include criminal justice, fire services, education, public service, and family and social services.

Industrial Engineering

This pathway is for people who are mechanically inclined, logical, practical thinkers, and enjoy solving problems. Possible career fields include computer software engineer, civil engineer, electrician, architect, manufacturing, and construction.

Natural Resources

This pathway is for people who are interested in the physical world around them and understand our environment and the impact it has on our lives. It is for students who like to work outdoors or with plants and animals. Career fields include veterinarian, agriculture, horticulture, wildlife, forestry, fisheries, environmental scientist, and landscape architect.

Section III: Identification of Potential Emergent Bilinguals

26. District's procedure, for identifying Emergent Bilinguals

PPS open temporary Welcome [Centers](#) at various High School. At each site, we have bilingual staff that will assist all EB families with the PPS registration process, including information on the various educational options.

At the time a student first registers with the district or moves to a new PPS school, school staff or district staff will ensure that parents/guardians complete a registration form (available in top five languages). All PPS families must answer the embedded HLS questions to ensure that a student is correctly identified. Registration forms are available in the district's top five major languages. Interpretation and translation services are made available to assist families in completing the registrations forms.

27. District's procedure, which includes a step to administer the HLS to all students

The HLS is now embedded in the registration district's form.



- All PPS families must answer the embedded HLS questions to ensure that a student is correctly identified. The following questions are asked:
 - What is the student's first language?
 - What languages does the student speak at home most of the time? If a language other than English is given to either of the above questions, your student will be referred for English language assessment to determine if he/she qualifies for ESL services.
 - Is the student in, or has the student been in, an English as a Second Language Program?
Yes__No__

28. District's procedure which includes 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 HLS into the student information system, and if a language other than English is identified, this appears on the PPS Certified Report. The ESL Data Specialist downloads this report weekly and sends the list to Central office. The Senior Program Manager schedules the initial assessments. The assessment is scheduled within 30 days of the start of school or two weeks after a student's registration during the school year. Assessments are completed weekly by ESL Community Agents an/or Assessment Specialists trained in administration and interpretations of IPT testing administer the IPT assessment. The ESL department has a temporary assessment center that is open from August 19th through August 28th. After this date, assessments are scheduled at individual schools. We have devoted ESL central staff members who administer the initial assessment.

For students who are found eligible, parents are notified of their student's English proficiency level test results and ELL program instructional model using the Notification of English Language Development Program Placement notice. PPS has this notice in the five major languages and sends the translated notice along with the English notice. Parents have the right to waive the services, if desired. Parent notification occurs within 30 days after school begins in the fall and within two weeks after a new student is enrolled after the first month of the school year. English proficiency level test results and ELL instructional model are communicated to mainstream teachers and school administration as soon as possible.

Notice: Students transferring from another Oregon school district with a previous ELPA score that is below a Composite Level 5 and has not yet exited the ELL program will continue with ELL services by being appropriately placed unless parents/guardians waive ELD services.

29. District's procedure, which includes a process to identify Native American students who may be Emergent Bilinguals

We recognize that we must improve our process, service and supports for our Native students. The ESL Department and the Indian Education Program directors will work cooperatively in 2016 to improve



our questionnaire, communication and process for identification.

Currently, The Indian Education Program helps families complete the American Indian Language Survey. The survey is forwarded to the ESL Data Analyst. If the family indicates yes to any of the survey questions the ESL Department evaluates the student's English proficiency.

Name:	Grade:	PPS ID:
School:	Date:	
<p>Does your 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 your child come from an environment where a language other than English is dominant? Yes_____ No_____</p> <p>Does your 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 your 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>		

30. District's procedures, which includes steps for special circumstances (i.e. interpreter, special education, etc.)

Community Agents and Translation and Interpretation Services

The department has increased the number of bilingual and culturally diverse Community Agents. They are centrally located and serve designated schools across PPS. They provide

- On-site interpretation
- Routine communication between school and home
- Work with specific families who have on-going support needs, such as native language support for families with a student in ESL and special education



- Registration

Click [here](#) for a full menu of service.

District Forms and Letters

The ESL Department works in close collaboration with Translation & Interpretation Services [TIS], the Department of Equity, School and Family Partnerships and Community Involvement and Public Affairs 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 languages. Language lines provide parents to speak with a bilingual staff member when calling their child's school/district.

School Communication with Families

To ensure effective communication with every family, principals or their designees are responsible for providing translations of school-related information to parents/guardians.

This school-related information includes, but is not limited to, emergency notices, progress reports, disciplinary actions, health information and other important issues relating to individual students.

In circumstances where written translation is not available for the above correspondence, the principal or designee will ensure that parents/guardians have access to the communication through documented interpretation. In cases where written translations are not appropriate schools/district will find other means of communicating with linguistically diverse families.

Principals or designees are responsible for ensuring that interpretations are available for parents/guardians at all essential meetings and functions.

"Essential meetings and functions" include, but are not limited to, student orientations, parent-teacher conferences, disciplinary meetings or hearings, student evaluation or placement meetings, or other essential meetings that relate directly to an individual student.

Translation & Interpretation Services (TIS)

TIS coordinate school requests for interpreters and translators available to communicate with parents/guardians who require communications in a language other than English. The translation and/or interpretation expense is paid out of the designated school general budgets. If schools do not have access to qualified interpreters and translators on site, then TIS must be contacted.

TIS shall maintain a current list of qualified interpreters and translators.

Schools and departments will request TIS by completing the appropriate request form on the district's



website. For emergency communications, schools and departments should contact TIS directly by phone.

Parents/guardians shall have access to TIS through their students' schools. Parents/guardians shall be informed about the availability of TIS through District notices and/or provided by school office staff.

Departments may make arrangements with TIS for directly accessing interpretation and translation services. These arrangements will be communicated with department staff and families as appropriate.

31. District's plan using one of the State's approved assessments for identifying Emergent Bilinguals. Include what sections are used to ensure all domains of the English language are assessed

The initial assessment of Emergent Bilinguals is based on the Idea Proficiency Test (IPT). IPT measures students' English language proficiency skills in speaking and listening for grades preK-2 and all four domains for grades 3rd to 12th. PPS uses the test for initial identification and program placement. The English tests are aimed at students who speak English as a second language.

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

Community agents and PPS Assessment Specialist trained in administration and interpretations of IPT testing administer the IPT assessment. The assessment is scheduled within 30 days of the start of school or two weeks after a student's registration during the school year. Training sessions on the IPT assessment are conducted periodically throughout the year to provide more personnel during peak times and to assist with programs (such as private schools) that must administer proficiency assessments.

33. District's plan which includes the procedures for collecting the assessment data, and sharing the results with teachers

At the start of the school year each school principal and ESL staff receive a comprehensive report that includes EBs at school, ELPA 4 year history and status of math and reading state assessment scores. The report identifies the programs EBs are in (i.e. Dual language, Special Ed).

For students who's HLS determines that an assessment is necessary, it is scheduled. The assessment is scheduled within 30 days of the start of school or two weeks after a student's registration during the school year. The department does its best to prioritize high school student assessments in order to create a timely schedule.

Once the IPT assessment is complete and interpreted to determine a student's eligibility and language proficiency level, parents and schools receive the official information related to eligibility and proficiency



levels. Schools receive a list of all eligible students' and his/her language proficiency level. Schools, with ESL department guidance, are responsible to assign program service and inform staff members. The ESL Department works closely with the school's administrators and ESL teachers to ensure appropriate English language service for both ELD and general education program. Periodic student lists are updated and sent to schools. At the start of the school year, principals will receive a folder with all pertinent student ESL-related information and individual school AMAO information.

In spring, before the end the state ELPA results are made available to schools. Principals, Office of School Performance Administrators, Assistant Superintendents, Directors of Student Achievement and the directors or managers of Alternative Education, and teachers receive ELPA information. This allows for planning and scheduling for the following year.

Information Technology provides the report to each school and a district report to the Superintendent, Deputy Superintendent, Assistant Superintendents, Directors of Student Achievement and the directors or managers of Alternative Education, Communications, ESL, ITS, Special Education, Title I, TAG, and Research and Evaluation.

34. District's plan which includes a description of where and how the assessment data will be stored

Copies of the IPT test and a signed copy of the HLS are placed in the student's CUM file. Electronic IPT scores are entered and stored in the district-wide student information system.

35. District's plan which includes a timeline, person responsible, and template for the required parent notification letters for eligibility as an English learners

Informing Schools of their Home Language Profile

At the time a student first registers with the district or moves to a new school, the school ensures that the home language information is entered into the district's Student Information System. Student Registration Forms information, including information about the language necessary to communicate with parents/guardians, must be updated annually.

Once the HLS determines that an assessment is necessary, the assessment is scheduled. The assessment is scheduled within 30 days of the start of school or two weeks after a student's registration during the school year. The ESL Data Clerk collects the assessment results and puts the information in the district-wide student system.

Once a student has been identified for placement in the program, a letter written in both English and translated into the parent's preferred language is mailed to parents informing them of their child's eligibility in



the program and the types of services that are available. A copy of this notification is maintained on the on-line database. Parents are encouraged to become more involved in their child's school and in our program.

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

Information Technology publishes an interpretation and translation report twice yearly, during the second week of October and the third week of February. The report identifies students whose parents/guardians prefer communications in a language other than English and which language they prefer. Site administrators and other school leaders use the interpretation and translation report to identify potential service needs.



Section IV: Program of Service for Emergent Bilinguals

37. District program of services for Emergent Bilinguals

The ELD program models are designed to increase English proficiency and academic achievement for Emergent Bilinguals. These programs use a variety of instructional strategies designed to meet students' individual needs and learning styles. The ESL Department offers English language development, Content-based ELD/QTEL: Discipline Specific and Academic Language Expansion (DALE) and Dual Language Programs which strive to promote students' English language proficiency and mastery of academic content.

ELD (courses, grouping, teachers)

- Require a devoted period of English Language Development (ELD) Levels 1-4: The district will provide all Emergent Bilinguals with a devoted ELD period until they are re-designated as Fluent English Proficient. The amount of ELD will vary based on a student's level of proficiency & program model of service.
- ELD Instruction: Instructional time that is focused on targeted explicit language development.
- HS 1-2: It is recommended for students with interrupted education that a portion of the ELD block emphasize study skills, strategies and culturally relevant instruction that support language acquisition and acculturation.
- HS Levels 1-2: A beginner-level EB student may receive two periods of ELD instruction per day, EB-only sheltered content classes in social studies and language arts, and sheltered content classes in math and science with both EB and non-EB students.
- Student Grouping: Students are grouped heterogeneously by all levels and/or by overall language proficiency level and/or by domain specific proficiency levels.
- English as a Second Language Teachers: All English language development classes (ELD) that are not a part of Content Based ELD program model, will be taught by an ESOL endorsed teacher for ESL class period and ESL pullout models; a core content teacher co-teaching and/or in consultation with an ESOL teacher for Content-based ELD; all teachers in CBELD models receive regular ELD professional development who has

English Language Development Program Models

(24) K-2 Content Based ESL (CBESL): an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes within the context of teaching the English language.

(21) ESL "Push-in" A program of techniques, methodology and special curriculum designed to teach LEP students English language skills, including listening, speaking, reading, writing, study skills, content



vocabulary, and cultural orientation. ESL instruction is in English with little or no use of native language. This may include “push-in” programs as determined appropriate by the district.

(23) ESL Class Period is generally used in middle schools and high schools where students receive ESL instruction during a regular class period and also receive elective course credit for the class. Students may be grouped for instruction according to their English language proficiency level.

The goal of this program is acquisition of English language skills so that the Emergent Bilingual (LEP) student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English (when possible native language support will be used). Teachers have specialized training in meeting the needs of LEP students, possessing either a bilingual education or ESOL teaching credential and/or training, AND strong receptive skills in the students' primary language. (i.e. Portland International Scholars Academy)

Access to Core Instruction for Emergent Bilinguals

(11) Dual Language Immersion in PPS includes one-way and two-way programs. 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.

The District's programs for Emergent Bilingual are research based and are designed to address both English proficiency and academic success. The ESL Department consults with schools and monitors the programs at each school to ensure they provide the appropriate ELD instruction. The ESL Department provides assistance and monitors the scheduling and placement of students. The department works with each site based ESL team.

At the beginning of the school year, the ESL Department provides information and direction regarding services and support for Emergent Bilingual. Each school is assigned a contact person from the ESL Department to assist the school ESL case manager in placement and monitoring of Emergent Bilingual. Teacher and student schedules are reviewed by Special School Program Administrator and ESL Assistant Directors to ensure that the instructional needs of the students are being met.



ESL Programs by School

Schools	Dual Language Program	Sheltered Instruction K-12	HS Focused Language Study Levels 1-2 LA/SS	Native Literacy	K-2 Content-based ELD	3-5 Content-based ELD	9-12 Content-based ELD	ESL Push-In	ESL Pull-Out	ESL Class Period HS/MS	ESL/Focused Language Study (FLS)	QTEL
Abernethy Elementary School		x							x			
Ainsworth Elementary School	x	x							x			
Alameda Elementary School		x							x			
Arleta Elementary School		x			x			x	x	x		TBD
Astor Elementary School		x							x	x		
Atkinson Elementary School	x	x			x	x		x	x			
Rosa Parks Elementary		x			x			x	x			
Beach Elementary School	x	x			x			x	x	x		
Beaumont Middle School	x	x								x		
Boise-Eliot Elementary		x			x			x	x	x		
Bridger Elementary School	x	x			x			x	x	x		
Bridlemile Elementary School		x			x				x			
Buckman Elementary School		x			x			x	x			
Capitol Hill Elementary School		x			x				x			
Chapman Elementary School		x			x				x			
César Chávez K-8 School	x	x			x	x		x	x	x		
Harrison Park School		x		x	x			x	x	x		
Creston Elementary School		x			x			x	x	x		
Duniway Elementary School		x			x				x			
Faubion Elementary School		x			x			x	x	x		
George Middle School		x								x		
Glencoe Elementary School		x			x				x			



Gray Middle School		x								x		
Grout Elementary School		x			x			x	x			
Hayhurst Elementary School		x			x				x			
Beverly Cleary School		x			x				x			
Hosford Middle School		x								x		
Irrington Elementary School		x			x			x	x	x		
James John Elementary School	x	x			x			x	x			
Kelly Elementary School	x	x			x			x	x			TBD
King Elementary School	x	x		x	x			x	x	x		
Laurelhurst Elementary School		x			x				x	x		
Lee Elementary School		x			x			x	x	x		
Lent Elementary School	x	x			x			x	x	x		
Lewis Elementary School		x			x			x	x			
Llewellyn Elementary School		x			x				x			
Maplewood Elementary School		x			x				x			
Marysville Elementary School		x		x	x				x	x		
Mt Tabor Middle School	x	x								x		
Chief Joseph/Ockley Green School		x			x			x	x	x		
Peninsula Elementary School		x			x			x	x	x		
Richmond Elementary School	x	x			x				x			
Rigler Elementary School	x	x			x			x	x			
Roseway Heights School	x	x			x			x	x	x		
Sabin Elementary School		x			x				x	x		
Scott Elementary School	x	x			x			x	x	x		
Sellwood Middle School		x								x		
Sitton Elementary School	x	x			x			x	x			
Skyline Elementary School		x			x				x	x		
Stephenson Elementary School		x			x			x	x			
Sunnyside Environmental		x			x				x	x		



School												
Vernon Elementary School		x			x			x	x	x		
Vestal Elementary School		x			x			x	x	x		
West Sylvan Middle School		x								x		
Whitman Elementary School		x			x			x	x			
Woodlawn Elementary School		x			x			x	x	x		
Woodmere Elementary School		x			x			x	x			x
Woodstock Elementary School	x	x			x			x	x			
Benson Polytechnic High School		x								x		
Cleveland High School		x								x		
Franklin High School		x								x		
Grant High School		x								x		
Jefferson High School		x								x		
Lincoln High School		x								x		
Madison High School		x								x		
Creative Science School		x							x	x		
Metropolitan High School		x								x		
Roosevelt High School		x								x		
Wilson High School		x								x		
Lane Middle School		x		x						x		
Jackson Middle School		x								x		
Markham Elementary School		x			x			x	x			
Rieke Elementary School		x			x				x			
Da Vinci Middle School		x			x				x	x		
Winterhaven School		x			x				x	x		
Forest Park Elementary School		x			x				x			
Opal School of the Portland Children's Museum*												
Trillium*												
Emerson School*												



Self Enhancement, Inc/SEI Academy*												
Portland Arthur Academy Charter School*												
Leadership and Entrepreneurship Public Charter High School*												
Alliance High School*												
Portland Village School*												
Le Monde French Immersion Public Charter School*												

38. Methods and services the district will use to teach Emergent Bilinguals

Students receive ELD instruction during a dedicated time. Instruction is primarily in English and may utilize the student's native language to promote bilingual/multilingual competency and greater understanding of how to transfer linguistic skills from the students' heritage language(s) to English. A teacher trained in ELD using district adopted ELD curriculum, supplemental district developed curriculum and supplemental resources delivers instruction. ELD instruction addresses the new state English Language Proficiency standards and includes:

- A graded class in English Language Development
- A state mandated program based on state ELP standards
- Students may be grouped heterogeneously, by language proficiency or by domain specific proficiency levels and Content ELD Program Models.
- Assessments using the statewide ELPA (English Language Proficiency Assessment)

39. Methods and services the district will use to ensure Emergent Bilinguals meaningfully participate in core instruction and special programs

Students receive comprehensible core content instruction throughout the day.

- Delivered by the core content teacher
- Making core content standards accessible to all learners
- Clear grade level, content objectives
- Sustained academic rigor in teaching English learners
- Hold high expectations in teaching English learners
- Engage English learners in quality teacher and student interactions
- Sustain a language focus in teaching English learners
- Develop a quality curriculum for teaching English Learners



ESL Administration meets with school ESL teams to review student data and program at school sites twice a year and as needed. Offices of School Performance administrators are consulted with as needed throughout the school year. The review process considers individual student progress in language, math and reading. At the high school level, student individual test data is examined, followed by a student schedule review. The process considers courses, credits, grades at grading periods and overall progress towards strong achievement and timely graduation. In addition, we will use the Regional Education Laboratory at Education Northwest/Oregon Department of Education Rubric for Self-Check of Coherence of Instruction for English Learners at the school site level in 2016.

40. Professional Development support for core content teachers that ensure Emergent Bilinguals' ability to participate meaningfully in core instruction

The ESL department assigns school TOSAs that can specifically work with teachers and school sites on the understanding of the various instructional programs and instructional approach for language learners. This support includes a monthly professional learning session; site based coaching and team collaboration work sessions, lesson modeling and peer observations. Ongoing learning opportunities are made available during the school day and as extended day sessions. These sessions include topics related to integration of supplemental materials, supportive technology and English language pedagogy.

Our department is working with Office of School Performance Administrators, principals and the Curriculum and Instruction staff to examine current systems that may be impacting the access into Advanced Placement courses, college credit bearing courses and the under identification in TAG services for our Emergent Bilinguals. We strive to increase Emergent Bilingual participation in these programs.

In 2016, we will be examining researched-based practices and school staffing supports to address the unique needs of students with interrupted formal education.

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

The PPS ESL service guidelines are as follows:

ESL DEPARTMENT PROGRAM GUIDELINES

	English Language Development
Instructor	One of the following: <ul style="list-style-type: none">● ESL teacher● ESL teacher co-teaching with Content Teacher● Classroom teacher Endorsed ESOL and/or working in consultation with ELD Support Teacher● ESL Support Teacher



Training	<ul style="list-style-type: none">• PPS Systematic ELD• Quality Teaching for English Learners (WESTED)• Complex Text Approach• ELP Standards• Newcomer Supplemental Curriculum• ELPA• Content Based ELD
Scheduling Elements K-12	<ul style="list-style-type: none">• Require a devoted period of English Language Development (ELD) Levels 1-4: The district will provide all Emergent Bilinguals with a devoted ELD period until they are re-designated as Fluent English Proficient. The amount of ELD will vary based on a student's level of proficiency & program model of service.• ELD Instruction: Instructional time that is focused on targeted explicit language development through grade level content• Levels 1-2: A beginner-level EB student may receive two periods of ELD instruction per day, EL-only content classes in social studies and language arts, and content classes in math and science with both EL and non-EL students.• Level 1-2 Recommended extended ELD time that emphasize study skills, learning strategies and culturally relevant instruction that support language acquisition and acculturation.• English as a Second Language Teachers: All English language development classes (ELD) that are not a part of Content Based ELD program model, will be taught by an ESOL endorsed teacher for ESL class period and ESL pullout models; for CBELD classes will be taught by a core content teacher co-teaching and/or in consultation with an ESOL teacher• We discourage ELD instruction during "specials" such as PE, music, technology, or library (not recommended); ELD should not happen during Core Instruction unless it is CBELD model
Grouping	<ul style="list-style-type: none">• Students are grouped heterogeneously by all levels and/or by overall language proficiency level and/or by domain specific proficiency levels.
Materials	<p>One of the following:</p> <ul style="list-style-type: none">• 3-5: Avenues• 6-8: Shining Star• 9-12: North Star & Focus on Grammar• K-12 Content-based ELD Supplemental Lessons <p>*Plus supplementary Systematic ELD Materials/Resources</p>
Look Fors	<ul style="list-style-type: none">• ELP Standards• Language Objective• Language taught through content• Academic vocabulary• Student engagement approaches• Consistent use of culturally relevant instructional strategies that may include use of heritage languages for academic purposes• Checking for Understanding



42. Process used by the district when an EB needs an educational program that is a deviation from the district's plan. What process is used to determine this student's educational needs.

ESL department uses student educational records and family interviews when needed to determine best educational program. Upon registration, and determination of eligibility, we work in collaboration with the Department of Dual Language when it is determined that the program best meets the needs of the student and parent consents to a change of neighborhood school.

At the high school level our PISA administrator will have a follow-up interview with families and students to discuss PISA program and its benefits. These interviews occur in August/September and ongoing as newly arrived students register throughout the year. At the point of consent to attend PISA we register student and provide the family with the wrap around services needed.

EBs who attend small population schools are provided services through an accommodated approach that allows for both consultation and direct ELD instruction. We determine scope of ELD program based on school allocated FTE, school schedule and the language proficiency needs of EBs. Small population schools receive TOSA support that allows for ELD instruction integration throughout day and multiple disciplines.

EBs in alternative, community based organizations, special school programs and other multiple pathway programs receive a consultation meeting to determine appropriate ELD instructional program. The department has funded an itinerant TOSA that consults, provides professional development and supports the instructional approach that students will receive. Our program administrator assigned to these schools works in collaboration with program supervisors and educators to monitor the success of EBs attending these schools.



Section V: Staffing and Resources

43. Describe the number and categories of instructional staff implementing the district's language development program. This information could be included in a chart – name of school, program, number and type of staff.

ESL Department Faculty:

- 1 ESL Director
- 3 ESL Assistant Directors
- 5.5 Content Plus ELD Instructional TOSAs
- .5 ESL Counselor
- .5 School Psychologist
- .5 Speech Language Pathologist
- 1 Data Analyst
- 2.5 Secretaries
- .5 Data Clerk
- 1 Library Assistant
- 10 Community Agents
- 118 School Based ESL Teachers
- 37 School Based Bilingual Educational Assistants

During 2015-16 the ESL Department will continue to adjust its faculty levels in support of maximum support for ELD programs.

44. Describe the qualifications used by the district to assign instructional staff to the district's language development program (include teacher, instructional assistant, etc.). Include how the instructional staff meets the requirements of Oregon's OARs.

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. Bilingual Educational staff must have the appropriate educational experience and must have completed the 72-quarter hours or 48 semester hours of college course work. 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.



45. Describe what 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 Portland Community College and Portland State University 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.

46. Describe how the district's plan has a contingency when needing to use temporary staff who do not meet the district's qualifications for the district's language development plan. Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.

PPS is committed to recruiting teachers who are appropriately authorized or are actively pursuing their ESOL endorsement. Personnel from the Human Resources Department attend local and regional hiring fairs, recruit at universities, maintain an active website and also recruit staff from within the organization who may wish to pursue careers in teaching after receiving proper educational training and endorsements. PPS is also committed to recruiting, hiring and retaining staff from a variety of ethnic, racial and linguistic groups in order to reflect the diversity of its student body and community.

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.

Opportunities to engage and learn about the latest research, theory, and educational practices for teaching



ELLs and sheltering content instruction may be accessed by:

- providing 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.
- participating in Equity training;
- engaging in Professional Learning Communities (PLCs)
- attending innovative technology-based training to enhance instruction.
- classified connections
- Bilingual Teacher Pathways
- ESL Educational Assistant and Community Agent training on teacher planning days
- Monthly ELD teacher job alike

47. Describe the district's selected instructional materials and resources available for the district's language development program.

- 3-5: Avenues
- 6-8: Shining Star
- 9-12: North Star, Focus on Grammar

Supplemental ELD Materials

- K-12 Content Based ELD Lessons
- HS Newcomer Cengage Materials
- Bridges Math Sentence Frames and Homework Activities
- Frames for Fluency K-2
- National Geographic Pathways series

District General Funded Supplemental Materials

- Brainpop
- Newsela
- Learning A-Z

48. Describe the district's plan for regular and on-going review of district materials and the timeline associated with the review.

The ESL department follows the ODE and PPS Process and Adoption Guide.

[**PPS Process and Adoption Guide**](#) This link provides the overview, meeting schedules, committee members, timelines and meeting notes.



What is an adoption?

An adoption is a process for selecting a set of materials used to support standards, instruction, and assessment. The state of Oregon requires a seven-year cycle for adopting materials and the Oregon Department of Education provides a list of materials that have been evaluated with a short list of criteria. Districts may select materials not on the state list, but that meet the state criteria, through district board approval. Districts may also expand the criteria.

Portland Public Schools is beginning an adoption review process of instructional materials in the area of Grades 6-12 Language Arts, including English Language Arts, Dual Language Immersion, and English as a Second Language. The purpose of the process is to review a broad range of possible curriculum materials, hard copy and electronic, in order to make a recommendation to the Superintendent and the Board of Education for use in district schools. Professional development would then be provided for teachers to support the use of the curricula.

Who reviews the materials?

A Curriculum Materials Adoption Advisory Committee (CMAAC) includes teachers, administrators, students, and members of the community. Teachers on Special Assignment (TOSAs) from ICA, ESL and DLI are facilitating the process, but do not hold voting privileges. The process of selecting teachers and administrators began with an open invitation to apply. Diversity and inclusion of all areas of the district was the focus of the Office of Teaching and Learning's CMAAC facilitation team as they selected teachers for the committee. Before the work of materials review actually begins, a public meeting will be held, and community members and students will be selected to join the team. More information about opportunities for public participation will be posted on this page.

Steps in the adoption process

- Invite teachers to apply for Curriculum Materials Adoption Advisory Committee
- Send teachers needs assessment and invitation to submit specific ideas for materials
- Develop criteria for review
- Collect materials for review
- Hold public meeting and invite parents/community members to join the CMAAC
- Hold publisher presentations
- Evaluate materials using criteria
- Discuss materials using data collected
- Invite teachers and public to review materials and display of review data
- Pilot materials
- Plan for development of DLI material in less commonly taught languages
- Make recommendation to Board
- Provide professional learning opportunities for teachers



Steps related to adoption process

- We updated Vision and Mission Statements and Beliefs about Instruction
- We prioritized standards
- We still need to
 - create rubrics for standards
 - create suggested scope and sequence of priority standards

49. Describe the district's contingency plan when the district does not currently have all the resources necessary to implement the district language development program and the plan for obtaining necessary items.

PPS partners with other school districts, universities, and agencies to effectively improve and maintain our program of service for our ELLs. Professional development plays a key role in developing teacher capacity to design and implement effective instruction and evaluation of ELLs. Included in the plan are ongoing supports such as:

- Teacher mentoring and induction programs offer professional development needed to provide support for new teachers.
- School support teams provide onsite technical assistance with individual school principals to help implement effective School Improvement Plans to close the achievement gap.
- Professional development workshops facilitated by teacher-leaders.
- Annual attendance at teacher recruitment fairs to screen and hire more bilingual, bicultural teachers.
- Coordination with other nearby school districts to provide ELL professional development opportunities across districts as well as on-site assistance in all areas of program implementation provide ongoing current best practice training.
- Opportunities for paraprofessionals to collaborate with teachers and support instruction for ELLs.



Section VI: Transition from English Language Development Program

50. District's procedures for exiting (reclassification), promoting, and retaining Emergent Bilinguals

Promotion (Exit) from ELD Program

Students who score a composite 5 on ELPA are automatically exited from the ELD Program. Teams may submit evidence in any domain where students did not receive a five to consider promotion.

1	Collect Evidence <ul style="list-style-type: none">● Student must score a composite 4 on ELPA in order to be considered for Promotion● If a student did not score a 5 in a domain, then additional evidence of proficiency is required for that domain (acceptable evidence):<ul style="list-style-type: none">○ a scored writing sample meeting grade level○ Smarter Balance in Reading/Math○ District Assessments demonstrating grade level performance○ Other language assessments (i.e. ADEPT)○ Other evidence from formative assessments● All evidence must indicate that the student has received English language proficiency and the he/she is achieving at grade level and English language is not impeding academic success● Complete and Record meeting notes/evidence on ESL Department Promotion form
2	Team Pre-Meeting <ul style="list-style-type: none">● Pre-meeting members consist of school administrator, ESL teacher, at least one content teacher and an ESL Program Administrator● Team members review the evidence to determine if this is an appropriate Promotion request<ul style="list-style-type: none">○ If team agrees on promotion then school administrator, ESL Teacher and ESL AD sign form and school team proceeds with step 3
3	Meeting <ul style="list-style-type: none">● Principal or principal's designee contacts parent/Guardian by phone and schedules a meeting.● Send a Notice of Team Meeting in home language and in English.● Hold Promotion team meeting<ul style="list-style-type: none">○ If parent agrees on promotion, then he/she must sign form, proceed with step 4
4	Notification <ul style="list-style-type: none">● ESL Teacher submits paper work to ESL Department or the assigned Assistant Director (attn.: Abidfatah Husein)● The ESL Assistant Director verifies and signs approval.● ESL Data Analyst generates and sends Promotion letter to parents /guardian and a copy is mailed to school. Please place in CUM lavender ESL folder.● Email copy of Promotion letter is sent to school team members.



Retention in ELD Program

Students who score a composite 5 on ELPA are automatically exited from the ELD Program. This process is to be completed only if the student scored a composite 5 on ELPA and is being considered for retention into the ELD Program.

1	Collect Evidence <ul style="list-style-type: none">● Evidence of non-proficiency is <u>required</u> (acceptable evidence):<ul style="list-style-type: none">○ a scored writing sample not meeting grade level○ Smarter Balance Reading and Math○ District Assessments demonstrating below grade level performance○ Other language assessments (i.e. ADEPT)○ Other evidence from formative assessments● All evidence must indicate that the student is achieving below grade level● Complete and Record meeting notes/evidence on ESL Department Retention form
2	Team Pre-Meeting <ul style="list-style-type: none">● Pre-meeting members consist of school administrator, ESL teacher, at least one content teacher and an ESL Assistant Director● Team members review the evidence to determine if this is an appropriate Retention If team agrees on retention then school administrator and ESL AD sign form and school team proceeds with step 3
3	Meeting <ul style="list-style-type: none">● Contact parent/Guardian by phone and schedule a meeting.● Send a Notice of Team Meeting in home language and in English.● Hold Retention team meeting<ul style="list-style-type: none">○ ESL teacher, Content teacher and/or other important staff members are present to answer parent questions○ If parent agrees on Retention, then he/she must sign form, proceed with step 4
4	Notification <ul style="list-style-type: none">● ESL Teacher submits paper work to ESL Department (attn.: Abdifatah)● The ESL Director verifies and signs approval.● ESL Data Analyst generates and sends Retention letter to parents /guardian and a copy is mailed to school. Please place in CUM lavender ESL folder.● Email copy of Re-Instatement letter is sent to school team members.



Alternative Promotion Process for ELSWDs

Portland Public Schools: ALTERNATIVE PROMOTION from English as a Second Language (ESL) for English Learners With Disabilities (ELSWD)

I. PROCEDURE

- | | |
|-----------|--|
| A. | <p>Initial Considerations:
Before Team considers Alternative Promotion process, team determines:</p> <ol style="list-style-type: none">1) whether the ESL Teacher was involved in Individualized Education Plan (IEP) planning,2) whether IEP accommodations have been implemented during English Language Development (ELD) instruction and3) used during English Language Proficiency Assessment (ELPA) <ul style="list-style-type: none">● Yes? Continue through steps 1-5.● No? Implement accommodations and revisit after 1 quarter of ELD instruction.● No? Student is unable to use functional communication* (Continue through steps 1 and 2) |
| B. | <p>School Team Meeting Members, as applicable:</p> <ul style="list-style-type: none">● ESL Teacher● High School Counselor● Content/Classroom Teacher(s)● Building Administrator● Parent● Student● Special Education Teacher● Speech-Language Pathologist● Other specialists as needed |
| C. | <p>Meeting Steps:</p> <ul style="list-style-type: none">● Principal or other administrator contacts parent/guardian by phone to schedule meeting● SPED Case Manager sends Notice of Team meeting in home language and in English.● Team holds alternative promotion meeting/IEP Review● Determines if student meets criteria for Alternative Promotion<ul style="list-style-type: none">○ Parent/guardian indicates agreement by signing ESL Exit form○ IEP Present Levels (LEP), Considerations, and State Testing page updated○ Although student is no longer considered "Limited English Proficient" per Present Level, cultural and linguistic considerations must be reflected during instruction |
| D. | <p>ESL Department Approval or Request for more Information:
District ESL administrator will review the promotion request and either:</p> <ul style="list-style-type: none">○ Request additional information.○ Verify, sign approval, and notify team of whether the promotion has been approved. |
| E. | <p>Notification:</p> <ul style="list-style-type: none">● ESL teacher submits signed promotion form signed by all required team members.● ESL secretary sends evidence and signed form to the ESL data analyst.● A promotion letter is generated and sent to parents/guardian and school.● School secretary will place letter in CUM and ESL folders.● An email copy of Promotion letter is sent to school team members by ESL secretary. |

II. PROCESS

COLLECT EVIDENCE



1a.	Name _____ Grade _____ DOB _____ Date _____			
	<ul style="list-style-type: none"> Was the student born in the U.S.? Yes _____ No _____ Access to continuous education prior to attending schools in U.S. Yes _____ No _____ Number of years participating in ELD _____ <p>Only in unique cases would a student be considered for Alternative Promotion in ELD if he/she received less than 7 years of English language instruction since KG (link).</p>			
	ESL (English as a Second Language) Documentation: Provide classroom/alternative evidence demonstrating adequate progress in ELPA domain area(s) of concern.			
	Listening ELPA Domain Current score: _____ Previous years: _____ Year: _____ Score: _____ Year: _____ Score: _____ Growth over time? Y N <ul style="list-style-type: none"> no concern Exempted 	Speaking ELPA Domain Current score: _____ Previous years: _____ Year: _____ Score: _____ Year: _____ Score: _____ Year: _____ Score: _____ Growth over time? Y N <ul style="list-style-type: none"> no concern Exempted 	Reading ELPA Domain: Current score: _____ Previous years: _____ Year: _____ Score: _____ Year: _____ Score: _____ Year: _____ Score: _____ Growth over time? Y N <ul style="list-style-type: none"> no concern Exempted 	Writing ELPA Domain: Current score: _____ Previous years: _____ Year: _____ Score: _____ Year: _____ Score: _____ Year: _____ Score: _____ Growth over time? Y N <ul style="list-style-type: none"> no concern Exempted
	list documentation: (SOLOM, IPT, ADEPT, etc.)	list documentation: (SOLOM, IPT, ADEPT, etc.)	list documentation: (IPT, etc.)	list documentation: (scored writing samples)
1b.	Special Education Documentation: Evidence pertaining to student's identified area(s) of need according to his/her Special Education IEP.			
	<ul style="list-style-type: none"> Documented progress on IEP goals pertinent to identified ELPA domain areas Work Samples (e.g., essays, language samples, projects, recorded presentations, STAR data sheets, ULS) Formative assessments Academic testing Cognitive testing Multiple disabilities Medical documentation Present levels of academics vs. grade level expectations Extended Assessment (Statewide Testing page) Domain exemptions (ELPA) Behavioral and attentional needs Parent and student input 			
For students who participate in an alternative curriculum, most likely in a separate setting: Team is able to document that (all must be checked): <ul style="list-style-type: none"> Student's emerging language needs are met through measurable scope and sequence of receptive and expressive communication systems/routines. 				



	<ul style="list-style-type: none">• Student is participating in curriculum and instruction that embed language development.• SPED teacher can provide evidence of culturally and linguistically responsive instruction.								
	<p>General Education:</p> <ul style="list-style-type: none">• Recent Report Card• Statewide Assessment Results• Formative Assessments<ul style="list-style-type: none">• Easy-CBM• DIBELS• IDEL• Other(s): _____• Attach any additional relevant information								
2.	<p>ANALYZE/REVIEW COLLECTED EVIDENCE</p> <p>An English Learner with a Disability may be promoted from ESL program if:</p> <ul style="list-style-type: none">• English proficiency is within expected levels given the student's disability <p>AND</p> <ul style="list-style-type: none">• Academic performance is within expected levels in relation to developmental and functional performance, based on current assessment and evaluation results <p>AND</p> <ul style="list-style-type: none">• Team agrees on promotion from ESL services								
<p>RECOMMENDATIONS</p>									
<p>The team recommends (check one):</p> <ul style="list-style-type: none">• Promoting student and begin 2 year monitoring process• Continuing ESL services with accommodations implemented per IEP• Gathering more information and meeting again on (date): _____ <p>Team Members signature and title:</p> <table border="0"><tr><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td></tr></table> <p>Date: _____</p> <p>ESL Administrator approval signature: _____ Date: _____</p> <p>Parent/Guardian Participation:</p> <ul style="list-style-type: none">• Parent agrees with team recommendation for Alternative Promotion from ELD program.• Parent does <i>not</i> agree with team recommendation for Alternative Promotion from ELD program.		_____	_____	_____	_____	_____	_____	_____	_____
_____	_____								
_____	_____								
_____	_____								
_____	_____								

*"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.

Re-Instatement in ELD Program

This process is to be completed only if the student has been previously exited from the ESL program and



is being considered for re-entry into the ELD Program.

1	<p>Collect Evidence</p> <ul style="list-style-type: none">● Evidence of non-proficiency is <u>required</u> (acceptable evidence):<ul style="list-style-type: none">○ a scored writing sample not meeting grade level○ Smarter Balanced Reading & Math○ District Assessments demonstrating below grade level performance○ Other language assessments (i.e. ADEPT)○ Other evidence from formative assessments● All evidence must indicate that the student is achieving below grade level● Complete and Record meeting notes/evidence on ESL Department Re-Instatement form
2	<p>Team Pre-Meeting</p> <ul style="list-style-type: none">● Pre-meeting members consist of school administrator, ESL teacher, at least one content teacher and an ESL Assistant Director● Team members review the evidence to determine if this is an appropriate Re-Instatement request <p>If team agrees on retention then school administrator and ESL AD sign form and school team proceeds with step 3</p>
3	<p>Meeting</p> <ul style="list-style-type: none">● Contact parent/Guardian by phone and schedule a meeting.● Send a Notice of Team Meeting in home language and in English.● Hold Re-Instatement team meeting<ul style="list-style-type: none">○ ESL teacher, Content teacher and/or other important staff members are present to answer parent questions○ If parent agrees on Re-Instatement, then he/she must sign form, proceed with step 4
4	<p>Notification</p> <ul style="list-style-type: none">● ESL Teacher submits paper work to ESL Department (attn.: Abdifatah)● The ESL Director verifies and signs approval.● ESL Data Analyst generates and sends Re-Instatement letter to parents /guardian and a copy is mailed to school. Please place in CUM lavender ESL folder.● Email copy of Re-Instatement letter is sent to school team members.



51. District's criteria used to determine that an Emergent Bilingual is proficient

When the ESL Department receives ELL composite scores of 5 on the ELPA, it:

- Records that student is exited in the student data system
- Sends the parents an exit letter; and
- Notifies the school

By law, the ESL Department monitors and reports on students' meaningful participation in the academic offerings of their school and the school district for two years after their exit from ESL services.

Monitoring Procedures

At the end of the first and third grading period, the ESL Department generates a report with names of monitored students (students are monitored for two years after demonstrating proficiency and exiting ESL services). The ESL Department sends Reclassification Student Monitoring Forms to each school.

The school will comment on the students' academic progress and submit completed *Reclassified Student Monitoring Forms* and other attachments as necessary (such as student evidence or Student Study Team documentation) to the ESL Department for review.

After receiving the school's input, the ESL Department determines the student's program assignment. The student either:

- Remains exited
- Remains exited with specific additional support
- Is re-admitted to ESL services

Procedures for When a Student Remains Exited with Specific Additional Support

When a student remains exited with specific additional support, the school and ESL Department collaborate to meet the student's additional needs. For example, a school can ask for TOSA support in ideas for making content more accessible in a general education class in which a monitored student may be struggling. Or the student may need to be connected to tutoring services. Or a high school student may need assistance in developing a four-year plan for graduation. The school will document the additional supports.

52. Staff responsible and their role in the exiting process

Team Pre-Meeting

- Pre-meeting members consist of school administrator, ESL teacher, at least one content teacher and an ESL Assistant Director
- Team members review the evidence to determine if this is an appropriate Promotion request
 - If team agrees on promotion then school administrator and ESL AD sign form and school team



proceeds with step 3

Meeting

- Principal or principal's designee contacts parent/Guardian by phone and schedules a meeting.
- Send a **Notice of Team Meeting** in home language and in English.
- Hold Promotion team meeting
 - If parent agrees on promotion, then he/she must sign form, proceed with step 4

Notification

- ESL Teacher submits paperwork to ESL Department (attn.: Abdifatah)
- The ESL Assistant Director verifies and signs approval.
- ESL Data Analyst generates and sends Promotion letter to parents /guardian and a copy is mailed to school. Please place in CUM lavender ESL folder.
- Email copy of Promotion letter is sent to school team members.

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

The documentation is kept in the individual student CUM folder and the ESL department document management system. The school's data secretary helps maintain updated student records that are submitted to schools by the ESL department. The ESL Data Specialist maintains updated records.

54. Districts Monitoring Plan

Overview of staff responsible for student monitoring

- **ESL Department** – Department Data Specialist is responsible for the following:
 - Submit Forms and attachments with student data to schools at 1st and 3rd quarters.
 - Provide additional data on students.
 - Assistant Directors/ Special Program Administrator collaborate with School Administrator and case manager on additional student supports.
 - ESL Department administrators provide guidance and/or support for Student Study Teams (SST's) as needed, TOSAs are invited as needed
 - School Teams with ESL Administrator/Special Program Administrator determine student program assignment (remain exited, remain exited with additional supports, or re-admit to ESL services)
 - School based Team reassesses students as appropriate.
- **Schools** - The student review team is responsible for the following:
 - 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 information is sent to individual schools:

Monitoring of Former ELL Students

School:

Dear Principal or designee,

The students on the attached list have exited the ESL program within the last two school years. Our district is required to monitor the progress of these students.

As you monitor the progress of all students by name, please complete the attached form for each ex-ESL student on your school's list.

This information needs to be submitted to the ESL department no later than _____.

Monitoring FAQ:

Q: Who completes the monitoring form?

A: Each building administration may decide which person or team completes the form. Administrators, teachers, and counselors are all potential team members. ESL teachers should not be assigned this task.

Q: For how long are we required to monitor ex-English learners?

A: ODE requires us to monitor for two years after the student exits the program.

Q: Is there additional compensation for those involved in monitoring?

A: No.

Q: How do we reinstate a student?

A: Reinstatement is the process that provides ELD instruction for a student who has exited the program based on ELPA score. The forms and process documents can be found at <http://www.pps.k12.or.us/departments/esl/1171.htm> .

Q: Who can answer my other questions?

A: For further support, contact the program administrator assigned to your school.



Below is the new 2016 form that will be used for the monitoring process. Monitored students are reviewed twice a year in Winter and Spring. ESL school teams work together to review a student and his/her progress. At times, the team will work in collaboration with ESL Assistant Directors as needed.

		PORTLAND PUBLIC SCHOOLS- MONITORING		<MONITORING DATE>	
PPS ID:		Student Name:			Grade:
School:		Migrant:	AcP:	Indian Ed:	SPED:
Test scores					
TEST Name	Test Date	Test Status and Score		High School Total credits:	
OSA Reading				ADA:	
OSA Writing				Number of failed courses in last grading period:	
OSA Math					
OSA Science					
OSA ELPA					
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, if several option circle correct one. (I highlighted this part of the sentence because I don't know what it means?)					
Title I support		Provider:			
Math, RD WR SS,SC Support		Provider:			
Tutoring/Homework club/ After School Program		Provider:			
Mentoring Support		Provider:			
Attendance/Dropout Prevention/Interrupted Ed/High Mobility		Provider:			



Credit Recovery	Provider:
Referral to: _____ for: _____	Provider:
Small group/Individual Instruction/Reading Intervention	Provider:
Student is on IEP	Provider:
Other: _____	Provider:

☐ Student should be re-assessed for ESL Re-instatement. Academic Progress is impeded by language development.

Name of Person responsible for completing this form: _____ Date: _____

If ESL Re-instatement is recommended ESL AD name _____ followed up with school on _____.

***Please place a copy of this form in the student's ESL file in their cumulative folder, and return to ESL Department, Abdifatah Husein, BESC.**

55. District's procedure for determining whether a lack of student success is due to academic needs or language needs when considering returning an Emergent Bilingual to the district program

The ESL Department bases exit decisions upon demonstration of language proficiency either by earning a composite score of 5 on the ELPA (Annual Assessment Results) or through other evidence (Promotion Procedure).

The ESL Department does not retain English Learners in the ESL program due to lack of academic progress. For example, state content assessments are not designed to measure English language proficiency and should not be used to retain a student in ESL services.

When English Learners demonstrate proficiency in English and do not demonstrate proficiency in content, reading or math for example, it is a statement about the accessibility of the math, science, social studies, language arts, or other content program and not the students' academic ability.

See Item 50 regarding retaining ELLs and how and where the documentation of our District's procedures are maintained as well as who is responsible for maintaining documentation.

56. District's plan to provide additional academic and/or language support for monitor 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 as 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 (ELL, 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.

57. District's plan for monitoring the academic and linguistic progress of EL students with a waiver for service (ODE Guidelines)

At the start of the school year 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 opt to not have their children enrolled in an EL program. 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.

Students not served by district programs are required to participate in all state-required assessments, including ELPA, and are counted in the district's progress towards meeting academic and graduation outcomes. 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 ELPA) or 4-O (waiver and not enrolled during the ELPA testing window). The State uses these codes to review trend data for language minority students.

Since 2014, PPS has offered professional learning opportunities for all core and ESL teachers. In addition, ESL department has invested in materials and resources that can be used alongside core content classes and for student use throughout day. (see item 56 on monitoring the educational progress of the student).



Section VII: Equal Access to Other School District Programs

58. District procedures for identifying EBs as having additional academic needs (pre-referral and IEP process).

In order to improve our practices in serving all students at all tiers of support, the previous “PPS ELL Pre-referral Form” has been replaced with the Student Intervention Team (SIT) Process for Culturally and Linguistically Diverse (CLD) Students. The SIT process for CLD students is a necessary tool for Student Intervention Teams (SIT) or Student Study Teams (SST) to use when gathering data, planning interventions or discussing potential Special Education referrals for any student receiving ESL services and/or who is Culturally and Linguistically Diverse (CLD).

http://www.pps.k12.or.us/files/esl/CLD_SIT_Process.pdf

In line with our vision for creating a true, multi-disciplinary SPED/ESL Team that focuses on preventative practices, the ESL department has hired a 0.5 SpED/ESL TOSA and is in the process of hiring a 0.5 ESL Psychologist. In analyzing the assessment/instructional needs of our Culturally and Linguistically Diverse (CLD) students, we have worked collaboratively to address the following:

- How to serve SPED students with ESL services who may have exceptional needs either due to Emotional Disturbance or other SPED eligibility categories at Pioneer and other more restrictive environments in PPS
- How to use current assessments appropriately to determine Specific Learning Disability (SLD) and other eligibilities (in English only and DLI programs); including how to work with historically underserved families
- How to provide culturally relevant academic instruction to CLD students in general education before SPED referrals are made
- How to provide culturally relevant instruction to SPED-identified students in Learning Centers and in general education
- How to update current IEPs to reflect accommodations necessary for ELPA access

We continue to work across departments to provide professional learning about cultural/linguistic differences vs. disabilities and to better serve our families who come from Culturally and Linguistically Diverse backgrounds in all areas of our Successful School Framework. We have also focused this work on preventative practices in our PPS Headstart and pre-schools. We are committed to addressing the overrepresentation of EBs in SpEd and ensuring that, in cases where identification is appropriate that it occurs in a timely manner.



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

See item 58, link.

60. Process for determining the best ELD educational program

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. 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.

In February of 2014, 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 (Dr. Esparza-Brown and Dr. Ortiz) 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.



61. Description of the District's Procedures for Identifying Emergent Bilinguals as Talented and Gifted

Even though we have a district process in place, we still have an underrepresentation of EBs in TAG. Only 1% are identified TAG. We will work with the TAG department to address the under-identification and make recommendations for change in progress during the 2016 school year.

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



62. District's Plan for Ensuring that Emergent Bilinguals Have Equal Access to the Core Instructional Program offered by the District for all students

ESL Community Agents

Community Agents support workshops for parents, translate school information, inform parents of academic support opportunities, and assist with key parent/teacher/counselor/principal meetings in support of individual student success. Community Agents report and log their activities at their assigned schools on a monthly basis.

Emergent Bilinguals in K-12 grade sare scheduled into academic offerings in their schools. As a matter of practice ELD should not be scheduled during specials and electives.

School Level Parent Involvement

As part of our District educational Equity Policy and Successful School Framework, schools must incorporate the involvement of language minority parents in their parental and family involvement plan. At the start of the school year, schools shall inform language minority parents as to the ESL Department services, staff, and supports available through the Title III mandatory meetings. Schools should inform and engage language minority parents in the development of academic and social-emotional interventions and resources to support students. In the spring, schools shall inform and assist parents with summer school program options, academic interventions, and related opportunities.

The ESL Department can be of assistance to schools with materials and resources, including training and coaching support for school based capacity development to engage, inform, and involve language minority parents.

Communication with Parents, Guardians, and Students

Communication with parents, guardians, and students is integral to making well-informed decisions about their participation in school district programs. The District supports schools by informing them of their home language profile and with Translation & Interpretation Services (TIS).

Translation & Interpretation Services (TIS)

Who does TIS support?

- Schools/Programs: Open House, Back-to-School Night, Kindergarten Connection, PTA, Site Council
- District/Central Offices: Board policies, Board meetings, messages from the Superintendent
- Parents/Students/Community: Sharing concerns, complaints, recommendations

What is the PPS Language Line?

PPS is committed to communicating with ALL parents, including parents who may speak and understand a language other than English. PPS provides interpretation through the Language Line to



facilitate daily communication regarding matters that impact a student's education.

The Language can be used in matters regarding attendance, achievement, behavior, assessment, evaluation, registration, parent /teacher conferences, special instruction, disciplinary matters.

Schools can request TIS through forms available on the district's web site. TIS maintains a current list of interpreters and translators and coordinates requests for their assistance in communicating with parents/guardians who communicate in a language other than English. In addition, the ESL Department maintains Community Agents to assist with translations.

When a request is submitted for interpretation for an event or meeting, or for translation of a document, the party responsible for the document, meeting or event must provide a chart field for payment of services before work begins. There is no charge for interpretation and translation services provided by district staff during the regular workday when staff is available.

The ESL Department suggests interpretation and/or translation for *District Forms and Letters, Essential Communications, Essential Meetings and Functions, and Emergency Procedures*.

1) District Forms and Letters

- a) Translation & Interpretation Services (TIS) identifies a list of the most commonly used school and district forms and translates them into the most common languages other than English.
- b) These forms and letters are available to schools and departments on the District Web site.

2) Essential Communications

- c) "Essential communications" include, but are not limited to, emergency notices, progress reports, disciplinary actions, health information, and other important issues relating to individual students.
- d) In circumstances where written translation is not available the site administrator ensures communication through interpreted oral language.

3) Essential Meetings and Functions

- e) Site administrators are responsible for ensuring that oral interpretations be available for parents/guardians at essential meetings and functions.
- f) "Essential meetings and functions" include, but are not limited to, student orientations, parent-teacher conferences, disciplinary meetings or hearings, student evaluation or placement meetings, or other important meetings that relate directly to an individual student.

4) Emergency Procedures

- g) Site administrators shall develop emergency contact procedures in the event immediate communication with parents/guardians is required. The procedures shall include the following elements:
- h) When emergency communications with parents/guardians are required, the site administrator shall contact the parents/guardians in the language stated on the registration form.



- i) If the student's school registration form indicates that the parents/guardians require communication in a language other than English, the site administrator shall first use any local resources available that enable communications with the parents/guardians in their designated language.
- j) If no local resources are available, the site administrator shall contact Interpretation and Translation Services, which will identify an appropriate interpreter/translator and refer them to the school or department for immediate services.
- k) Emergency service requests do not require use of Web-based forms. TIS should be contacted immediately.

Upon completion of services, TIS shall send a short survey via email to the requesting party to complete and return. The survey results will be used to evaluate the quality and effectiveness of the services provided. In addition to ongoing administrative review of the quality of services, ITS shall review the effectiveness of policy 6.10.045-P and any implementing administrative directives when the district revises and submits its biennial Consolidated District Improvement Plan to the Oregon Department of Education. Results of the surveys and reviews will be used to update and improve policies, directives and services.

The EL Educator and Parent Council

The primary role is to advise the ESL Department on matters of concern in planning, developing, administering, and evaluating ESL education programs, and to make recommendations to the Director or designee. With educator and parent input and support we will be able to ensure we are providing quality, efficient and effective educational programs to Emergent Bilinguals.

ESL staff support members by providing them with training, and background information to enable them to better understand the program and carry out their council role. Bilingual support is provided to members by staff (Resource Specialists and the Program Administrator) and whenever possible presentations and small group discussions are carried out in the native language of members.

63. District's procedures for identifying Emergent Bilinguals who also qualify for support from Title I-A

Eligible schools get an amount of money based on the number of students in the school who qualify for Free or Reduced price meals. 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.

IA-A	At the beginning of each school year, the local educational agency (LEA) notified parents in all Title I-A served buildings that they may request information regarding the professional qualifications of the student's	<ul style="list-style-type: none">• Samples of parent notification disseminated by the LEA for each Title I-A building, in multiple languages as applicable.
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	classroom teachers, 1111 (h)	<ul style="list-style-type: none">➤ District website➤ District newsletter➤ Parent handbook <p>Note: School newsletter is not acceptable</p>
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Title IA schools must submit a Family Involvement Building Plan. This plan must address how schools will reach out to all families and what communication considerations must be addressed.



Section VIII: Parent and Community Involvement

64. District's procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (initial and continuing letters)

The ESL Department notifies parents of their child's placement and annual progress in the ESL program. Parents are notified by mail within 30 days of enrollment if their child qualifies for ESL services. The letter includes child's language proficiency level and school program models. A similar letter is mailed annually and is provided in the five top languages.

65. District's procedure, timeline, and the person(s) responsible for the dissemination of the AMAO letters

Parents/families are notified in the fall by mail as to PPS AMAOs progress and achievement.

66. District's methods used to notify parents and students of available programs and services Parental and Community Involvement

The Portland Public School District recognizes that parental and family involvement is critical to the success of each student.

All schools will conduct a Title III "ESL Information Night" for parents and guardians of Emergent Bilingual Learners. The purpose of the sessions is to provide families with relevant information regarding: ESL programs and services offered; student identification; curriculum and instruction; ELPA; exit criteria; the right to interpretation and translation services, and to encourage parental involvement at both the school and district level.

District Parent Involvement Workshops and Activities

The ESL Department works closely with many PPS departments that have a responsibility in informing, connecting and serving our families. Some of these departments are (i.e. School/Family Partnerships, Department of Dual Language, Equity, Funded Programs and Translation and Interpretation Department). ESL assists departments across the district in improving communication, increasing CLRD parent participation in stakeholder meetings/board/ and advisory groups. We have also worked closely with departments and schools that are holding parent workshops to increase CLRD parent participation. Our department Community Agents and staff assist with parent outreach, facilitation of meetings/workshops/events and we help departments establish best forums for engaging our families. As a department, we coordinate and present on topics related to services, programs, Title III compliance, ELPA, dual identified student educational approach and topics requested by parents.

Additional ESL Department workshops and activities will provide participants with information and training so



that parents, family, and community members can be active participants in assisting Emergent Bilingual Learners 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. Parents are surveyed at least once a year 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.

[The EL Educator and Parent Council](#)

See Item 62

67. District's methods used to notify parents of Emergent Bilinguals regarding school activities communicated in languages parents can understand

The department has increased the number of multi-lingual and multi-cultural community agent staff and is locating them in school clusters. They provide interpretation on site for routine communication between school and home, as well as working with specific families who have on-going support needs, such as language minority families with a student in special education.

In addition, these staff members assist language minority families with enrollment. They 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.



District Forms and Letters

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.

School Communication with Families

To ensure effective communication with every family, principals or their designees are responsible for obtaining the translation of school-related information provided to parents/guardians which they need to make well-informed decisions about the participation of their students in the District's programs and services.

This school-related information includes, but is not limited to, emergency notices, progress reports, disciplinary actions, health information and other important issues relating to individual students.

In circumstances where written translation is not available for the above correspondence, the principal or designee will ensure that parents/guardians have access to the communication through documented interpretation.

Principals or designees are responsible for ensuring that oral interpretations are available for parents/guardians at essential meetings and functions.

"Essential meetings and functions" include, but are not limited to, student orientations, parent-teacher conferences, disciplinary meetings or hearings, student evaluation or placement meetings, or other important meetings that relate directly to an individual student.

Translation and Interpretation Services (TIS)

TIS will coordinate requests for interpreters and translators available to communicate with parents/guardians who require communications in a language other than English. If schools do not have access to qualified interpreters and translators on site, then TIS must be contacted.

TIS shall maintain a current list of qualified interpreters and translators, and will coordinate access to and use of the list.

Schools and departments will request TIS by completing the appropriate request form on the district's website. For emergency communications, schools and departments should contact TIS directly by phone.

Parents/guardians shall have access to TIS through their students' schools. Parents/guardians shall be informed about the availability of TIS through the District's annual notices.



Departments may make arrangements with TIS for directly accessing interpretation and translation services. These arrangements will be communicated with department staff and families, as appropriate.

68. District's procedures, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools

In April, PPS holds its annual funded program meeting for all private schools. The ESL department presents Title III information and criteria for school participation. Follow up meetings to assist with the documentation and requirements are done based on private school need.

- In May, district obtains the Grant Intent Form.
- On the second week of June participating private school submit Emergent Bilingual Service Plan, including the number and identified students who will be receiving service.

PPS ESL Special Program Administrator is responsible for supporting private schools and ensuring plan implementation. Three scheduled meetings and/or phone conferences will occur during the school year to ensure support is in place and private schools are successful in meeting the needs of Emergent Bilinguals. We work closely with funded programs to coordinate the initial intent to participate and affirmation meetings. Our department also has ongoing consultation meetings with all affirmed school.

The following includes information about Title III to Local Private Schools:

To All Title III Participating Private Schools:

Based on guidance from the Oregon Department of Education, actions have been taken that involve Private Schools participating in Title III. According to ODE ESL Program Guidelines, we must ensure the following:

- o How the LEP children's needs will be identified.
- o What services will be offered.
- o How, where and by whom the services will be provided.
- o How the services will be assessed and how the results of the assessment will be used to improve those services.

In order for us to verify your institution's participation, and begin consultation, we are asking you to provide this information within the attached **plan template**. PPS staff is available to assist with this process.

Once students identification systems are in place, and the attached **LEP roster** is complete, we can collaborate to determine the size and scope of equitable service that will be provided by Portland public schools. Again, PPS staff offers their assistance in this process.

We are committed to all ELs regardless of their attending schools and look forward to establishing a stronger partnership with our private school partners.

For further assistance contact ESL department assistant director Katherine Sasaki (khu@pps.net).



Private School Plan Template

Needs Assessment & Program Development Plan
Due to the ESL Office on June 14 2013.

Page 1

Title III, A – English Language Acquisition, Language Enhancement & Academic Achievement

School Name: _____ Address: _____

ESL Title III Coordinator or Designee: _____ email _____

ESL Coordinator or Designee Phone #: _____ **ESL Enrollment Number:** _____

FOCUS: Acknowledgment of ESL Eligibility Services		
Action	Documentation	Expected Completion Date or Check Point
Home Language Survey & identification process:		
Method used to ensure all teachers know ESL students enrolled in their class(es):		

FOCUS: What ESL Services will be Offered		
Action	Documentation	Expected Completion Date or Check Point

Portland Public Schools: ESL Department Needs Assessment & Program Development Plan

April 3, 2013



Needs Assessment & Program Development Plan
Due to the ESL Office on June 14 2013.

Page 2

FOCUS: How and where the services will be provided		
Action	Documentation	Expected Completion Date or Check Point

FOCUS: How the services will be assessed and how the results of the assessment will be used to improve those services		
Action	Documentation	Expected Completion Date or Check Point
*Participating schools must indicate how they will assess student language progress (ex. IPT, other assessment etc.)		
Our process for using <i>data</i> to measure the growth of our English language students is... We use this information in the following way:		

Portland Public Schools: ESL Department Needs Assessment & Program Development Plan

April 3, 2013



Section IX: Program implementation Evaluation

69. Describe the district's program evaluation process of the implementation of the district's ELL Plan.

The ESL department will use our Improvement Plan to guide our evaluation process of the Local plan. We have outlined goals and action items from our Local Plan in our Improvement Plan. The Improvement plan outlines specific SMART Goals for each of the AMAOs. Within the Improvement plan are detailed steps for each of the action items. These steps include: the person responsible, interim check in dates, final deadlines, completion dates and evidence. We will be revising our Improvement Plan Summer 2015 to include updated items from the Local Plan. Both plans will be implemented at the start of the 2015 school year.

Plan Check-Points:

- Quarterly ESL Administrative Meetings to Review Plan Status (Fall, Winter, Spring, Summer)
- Two EL Educator and Parent Council Plan Reviews (Fall/Spring)
- Two Report Meetings with Executive of Office of Teaching and Learning on Plan Updates

In support of our plan we review EB data at team meetings and/or at school sites. This helps us measure our goals, actions and determine whether we are on track.

- ELPA by district, by cluster, by school
- ELPA, by level by sub category, declined, stayed the same, up 1 level or more (number and percentage)
 - Comparison of ESL and Non-ESL Students, Reading and Math (by benchmark grade level)
 - Reading and Math by Language Group or Region
 - Number of Years Received ESL Services and Grade Level
 - Percent Meeting or Exceeding by Monitored Status
 - Benchmark Status by Number of Years Received ESL Services
 - Benchmark Status by Type of ESL Service Received
 - ELL Reading and Math by Gender, Special Education, Free and Reduced Lunch

We will conduct monthly learning walks to observe program models and instructional practices for students. Data gathered from these walks will inform our direction, implementation of action items, identify our improvement needs, and validate our strengths.

In 2015 we participated in the REL Northwest Rubric for District [Self-Check](#) of Coherence of Instruction for English Learners. The survey results will be used to assess district perceptions about our department program



and services. For the 2016 school year, we plan on conducting the survey with school administrators as our focus group.

All review process documentation will be recorded in our APPS 4PPS Google Drive throughout the 2015-16 schools year. All agendas will include staff names, input collected, timelines/documentation related to reviews and grievances/complaints made to the district regarding district program implementation or service delivery.

70. Include the evaluation of the district's identification process.

The district monitors its identification process by keeping track of the number of students pending assessment at any point in the school year and our ability to meet the 30 day eligibility deadline at the start of the school year and within a two week timeframe once the school has begun.

In addition, we review 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 IPT Assessor 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. At multiple times during the 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.

This year, we have strengthened our processes by developing policies and procedures surrounding (1) Foreign Exchange students, (2) CUM folder review as a part of the assessment process, (3) assistance to Private Schools surrounding identification (i.e., home language survey) and assessment (IPT), assessments performed in other districts, (4) prioritization of middle-school / high school students (because of the disruption of schedule changes), and (5) adding resources to the process during "spike" times.

We have also evaluated the time of year, locations, languages, etc. of new students and determined areas for improvement for next year. The review of the data drove the development of a revised plan for deployment at the first of the year in order to reduce the experience of a September "bubble" and move to more efficiently evaluating students and getting them in their correct placements/classes.

71. Include the evaluation of the student initial identification assessment process.

See Item 70

Assessments are performed by trained IPT assessors. The number of individuals performing assessments has varied over the year based on the number of new students arriving in the district.



We will continue to monitor the timing of getting trained IPT assessors out to schools to perform assessments. We have used IPT specialists this year supplemented with occasional uses of other trained personnel and will likely need the continued use of specialists going forward. We would like to reduce the “spikes” (or at least anticipate them better) in order to more efficiently provide these assessments to our schools and students.

We have identified that the majority of new-to-district students arrive during the first week of school. In order to accommodate this major spike, we have developed a plan to add additional language and assessment help at 3 temporary regional centers. This approach was developed based on an analysis of the data (i.e., languages, numbers of new students, locations).

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

The Data Specialist runs weekly reports for missing program and missing ELD course codes. The ADs work directly with schools to ensure timely and appropriate placement in ELD course. 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 the percentages of EBs are high in these programs. If programs show low enrollment, DL uses the Family Liaison to recruit families.

73. Include the evaluation of adequate staff and materials that is consistent with the district’s ELL program of service.

We work closely with ESL teachers to identify ELD supplemental materials that support our instructional needs. We focus on materials that emphasize language development, are culturally and linguistically representative of our students and contribute to strong outcomes in the four domains. Many of the supplemental materials are computerized and allow us to monitor usage and student progress from the embedded program assessments. We use them to evaluate the outcomes the programs are helping us reach.

Staffing is based on a projection of EBs students at each school. Part of this formula includes looking at incoming students (i.e., kinder, 6th, 9th), an estimated exit rate, and specific school demographics. We have provided additional support for specific programs (i.e., CBELD) and identified concerns (i.e., one school at multiple campuses, teachers who are the only ELD teacher at a K-8 school). We make adjustments each year in October based on actual numbers of students on a school by school basis.

We recognize that our current allocation formula is outdated and does not sufficiently support all of our program goals. It has been over ten years since this formula was adopted. During this school year I have looked into several districts to learn from their allocation formulas. Our goal is to make allocation changes that



will take effect in 2017. We will work with all stakeholders to articulate our staffing formula that better reflects our programs and supports for our students.

ENGLISH AS A SECOND LANGUAGE (ENGLISH LANGUAGE DEVELOPMENT) STAFFING

The ESL staff provides English language assistance to limited English proficient and immigrant students identified as English Language Learners (ELL). The service helps students develop proficiency in English, which is critical to success in their core curriculum classrooms.

The table below describes ELL teacher allocation for 2015/16. At schools with low numbers of students, services are provided by teachers on an itinerant basis or by school-based staff with specific ELD training. Schools with 15 students and above are allocated teachers in 0.5 FTE increments.

ELL Students	Teacher Allocations
1 - 14	0.25
15 - 29	0.50
30 - 49	1.00
50 - 74	1.50
75 - 99	2.00
100 - 129	2.50
130 - 159	3.00
160 - 189	3.50
190 - 219	4.00
220 - 249	4.50

In addition, based on unique conditions at certain schools, the ELL allocations are augmented as follows:

- K-8 schools with split campuses and 1.0 or fewer FTE allocated by formula are staffed at the next increment
- K-8 schools with students spanning all grade and ELD levels and 1.0 or fewer FTE allocated by formula are staffed at the next increment
- High schools receive a minimum 0.5 FTE allocation



Bilingual Educational Assistants

Bilingual educational assistant (EA) staffing is based on an ELL student number with extra weighting of students in language proficiency testing (ELPA levels 1 and 2). Students at level 1 and 2 get double Bilingual EAs support during core classes. This allocation model is described in the table below:

Weighted ELL Students	EA Allocation (0.875 FTE considered full time)
Fewer than 50	No EA allocation
50-99	0.438 FTE (halftime EA)
100-149	0.875 FTE (1 EA)
150-199	1.313 FTE (1.5 EA)
200-249	1.75 FTE (2 EA)
250-299	2.188 FTE (2.5 EA)
300-349	2.625 FTE (3 EA)

English Learner student projections for 2015/16 were developed by ESL Department based on a roll forward of 2014/15 students by grade and estimates of students moving through the proficiency levels.

Numbers of ELPA level 1 and 2 students were used to double-weight the count used for allocation of educational assistants to also support family needs.

Weighted projections for bilingual EA allocations are based on the same student projection used for teacher allocations plus an extra 1.0 weight for each current ELPA level 1 and 2 student. To the extent that resources are available, staffing will be adjusted to reflect differences between October enrollment and the projections initially used for staffing.

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

Our processes have followed the recent guidance provided from the State on exiting/reclassification so no major changes have been / will be necessary. We revised our forms to support a process of internal review, both at the school and district level. Including parents in this decision has always been part of our processes.

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.



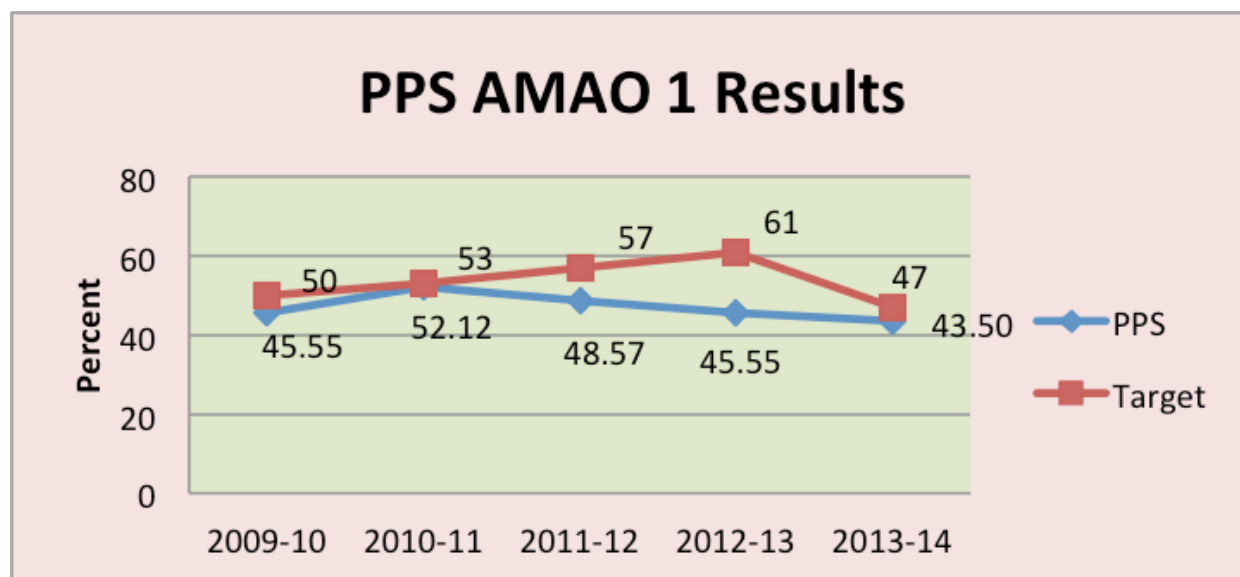
75. Include the evaluation of the district's monitoring practices for students who have transitioned from the ELL program.

A monitoring process (including forms, review of schedules, etc.) are in place. Monitoring is done at the school level and forms are provided to the district to ensure that monitoring has taken place. Current monitoring is focused on academic success.

Areas for future improvement have been identified including potentially expanding monitoring to include more characteristics (i.e., social/emotional, on-track to graduation, etc.) and gaining paperwork efficiencies. Forms and process are being revised for 2015-16 school year.

76. Describe the district's rate of ELs acquiring English language skills. Is the pace consistent with the district's ELL program goals or expectations?

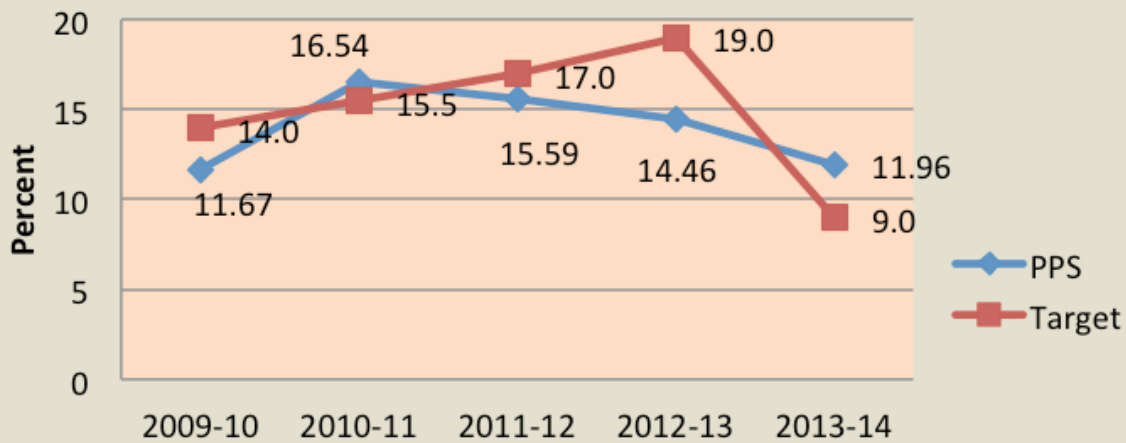
The following is from our AMAO data. We did not meet expectations, but we were close to meeting. We should be able to improve this number as we focus on our dual identified ELWSD students.



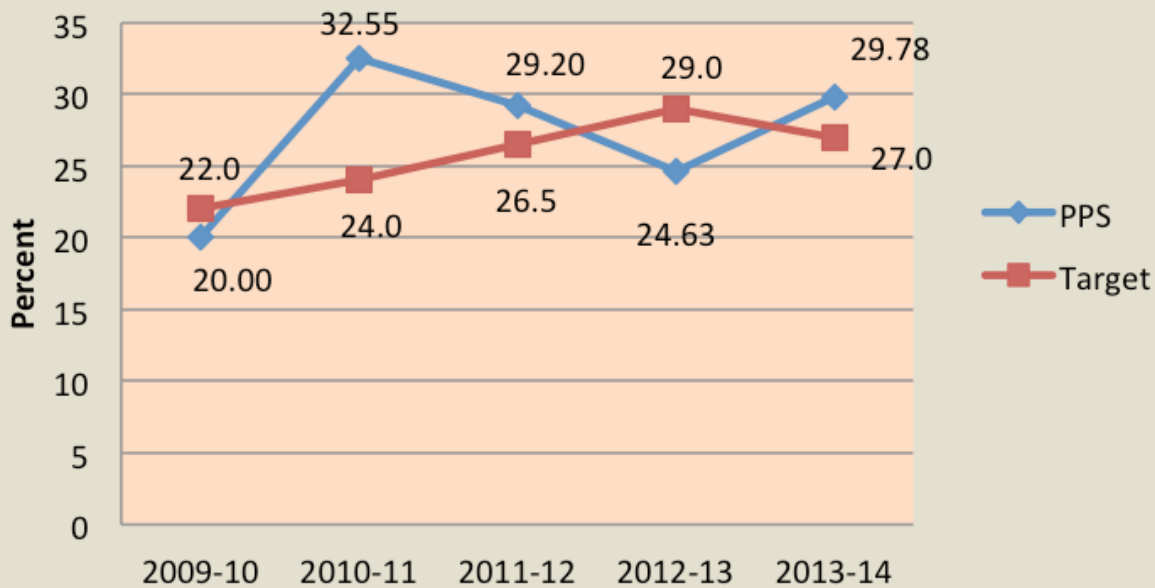
We were able to meet expectations in exiting the number of students that we were expected to exit.



PPS AMAO 2A Results



PPS AMAO 2B Results



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.



77. Describe the district's 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.

ELPA and OAK scores for EB Students Enrolled Winter 2013-14

7 years or more											
MATH OAKS 2012-13											
ELPA LEVELS 12-13	Very Low	Percent	Low	Percent	Near/Co	Percent	Meets	Percent	Exceeds	Percent	Total
1	2	50.0%	2	50.0%							4
2	5	41.7%	7	58.3%							12
3	7	8.5%	65	79.3%	7	8.5%	3	3.7%			82
4	9	6.3%	109	75.7%	16	11.1%	10	6.9%			144
Total	23	9.5%	183	75.6%	23	9.5%	13	5.4%			242
0-6 years											
MATH OAKS 2012-13											
ELPA LEVELS 12-13	Very Low	Percent	Low	Percent	Near/Co	Percent	Meets	Percent	Exceeds	Percent	Total
1	28	32.6%	47	54.7%	4	4.7%	2	2.3%	5	5.8%	86
2	23	10.0%	130	56.8%	39	17.0%	29	12.7%	8	3.5%	229
3	16	4.8%	165	49.3%	79	23.6%	70	20.9%	5	1.5%	335
4	11	2.9%	134	35.6%	90	23.9%	112	29.8%	29	7.7%	376
Total	78	7.6%	476	46.4%	212	20.7%	213	20.8%	47	4.6%	1026
7 years or more											
READING OAKS 2012-13											
ELPA LEVELS 12-13	Very Low	Percent	Low	Percent	Near/Co	Percent	Meets	Percent	Exceeds	Percent	Total
1	2	50.0%	1	25.0%	1	25.0%					4
2	3	25.0%	9	75.0%							12
3	15	18.8%	56	70.0%	8	10.0%	1	1.3%			80
4	4	2.8%	81	55.9%	52	35.9%	8	5.5%			145
Total	24	10.0%	147	61.0%	61	25.3%	9	3.7%			241
0-6 years											
READING OAKS 2012-13											
ELPA LEVELS 12-13	Very Low	Percent	Low	Percent	Near/Co	Percent	Meets	Percent	Exceeds	Percent	Total
1	24	36.9%	41	63.1%							65
2	27	12.7%	139	65.6%	34	16.0%	12	5.7%			212
3	14	4.3%	198	61.5%	76	23.6%	34	10.6%			322
4	6	1.6%	139	37.9%	124	33.8%	96	26.2%	2	0.5%	367
Total	71	7.3%	517	53.5%	234	24.2%	142	14.7%	2	0.2%	966



7 years or more		WRITING OAKS 2012-13									
ELPA LEVELS 12-13	Very Low	Percent	Low	Percent	Near/Co	Percent	Meets	Percent	Exceeds	Percent	Total
1					1	100.0%					1
2											
3			10	100.0%							10
4			20	69.0%	8	27.6%	1	3.4%			29
Total			30	75.0%	9	22.5%	1	2.5%			40
0-6 years		WRITING OAKS 2012-13									
ELPA LEVELS 12-13	Very Low	Percent	Low	Percent	Near/Co	Percent	Meets	Percent	Exceeds	Percent	Total
1			1	100.0%							1
2			4	100.0%							4
3	1	3.8%	19	73.1%	4	15.4%	2	7.7%			26
4			19	70.4%	7	25.9%	1	3.7%			27
Total	1	1.7%	43	74.1%	11	19.0%	3	5.2%			58
7 years or more		SCIENCE OAKS 2012-13									
ELPA LEVELS 12-13	Very Low	Percent	Low	Percent	Near/Co	Percent	Meets	Percent	Exceeds	Percent	Total
1	1	50.0%	1	50.0%							2
2	3	100.0%									3
3	6	28.6%	12	57.1%	3	14.3%					21
4	6	15.4%	24	61.5%	9	23.1%					39
Total	16	24.6%	37	56.9%	12	18.5%					65
0-6 years		SCIENCE OAKS 2012-13									
ELPA LEVELS 12-13	Very Low	Percent	Low	Percent	Near/Co	Percent	Meets	Percent	Exceeds	Percent	Total
1	9	81.8%	2	18.2%							11
2	13	38.2%	15	44.1%	6	17.6%					34
3	9	10.1%	49	55.1%	27	30.3%	4	4.5%			89
4	5	4.5%	49	44.1%	44	39.6%	13	11.7%			111
Total	36	14.7%	115	46.9%	77	31.4%	17	6.9%			245

78. Describe how the ELs 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 student exit the program they continue to achieve higher than those same peers.

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

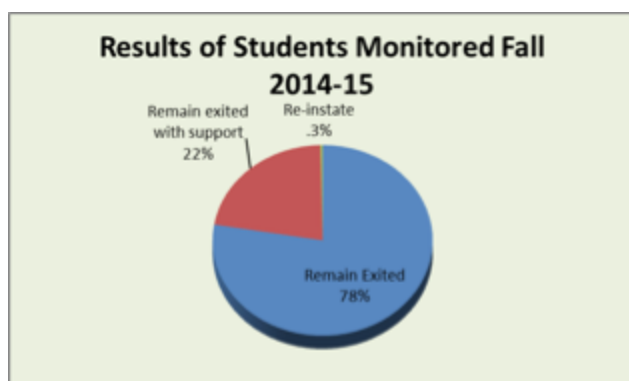
See #77 and #80

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.



80. Describe how the former ELs (monitored) continue to demonstrate English language skills that enable them to successfully handle regular coursework.

Monitoring of students occurs twice a year to ensure that they succeed. Monitoring forms were sent out to principals to review with school data teams in order to review how successful monitored EBs were during the 2014-15 school year. 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.



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

We will use the ever EL 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.

82. Describe how the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.

See # 77

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 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.



83. Describe how the EL and monitored EL students are doing, over time, as compared to the academic performance of all other students.

Reading/Language Arts

Mathematics

Elementary Schools

2011-12		2012-13		2013-14		2011-12		2012-13	
All	76.3%	All	76.7%	All	75.7%	All	69.1%	All	70.1%
EB	44.5%	EB	42.4%	EB	38.9%	EB	43.4%	EB	44.8%
Exited EB	78.1%	Exited EB	77.8%	Exited EB	78.3%	Exited EB	73.2%	Exited EB	73.0%

Middle Schools

2011-12		2012-13		2013-14		2011-12		2012-13	
All	73.5%	All	72.3%	All	73.6%	All	65.3%	All	64.0%
EB	36.4%	EB	30.6%	EB	29.0%	EB	37.2%	EB	30.9%
Exited EB	61.9%	Exited EB	57.4%	Exited EB	58.6%	Exited EB	56.7%	Exited EB	52.5%

High Schools

2011-12		2012-13		2013-14		2011-12		2012-13	
All	81.6%	All	84.1%	All	83.1%	All	66.0%	All	70.6%
EB	21.5%	EB	30.7%	EB	30.8%	EB	29.7%	EB	35.3%

At grades 3-8, and 11, in Reading and math, current EB's are underperforming against their peers. Once exited K-5 students outperform their peers. At 6-8 exited students student are closer to achieving with peers.

84. Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its ELL program.

As noted in question 69, we review data from various sources and analyze annual comparisons by school, cluster, ESL/Non-ESL students by region, gender, Special Education, Free and reduced lunch, number of years received ESL services, etc.

These indicators, in conjunction with walk-throughs, discussions with Principals, evaluations of pilot projects, roll-out of Content Based ELL, etc. all provide assessment data to determine the effectiveness of the program(s), schools, etc.

85. Describe any identified concern(s) based on this evaluation.

Areas for improvement have been included as a part of the questions within this evaluation (IX) section.



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

ESL is currently involved in a process of alignment to the district's Successful Schools Framework (SSF) and its milestone goals (i.e., ALL children will be at grade-level reading by grade 3). At the same time, ESL is developing its strategic plan including detailed plans for addressing concerns ranging from extended learning to Students with Interrupted Formal Education (SIFE), from operational efficiencies (i.e., procedures and forms) to providing professional development for teachers on the CCSS and new ELP standards.