# Portland Public Schools
## ELL Local Plan
## 2013 - 2015

# I.A. Introduction: School District Information

The Portland metropolitan area is home to a diverse population.  With more than ninety-three official languages recorded in the District, for the 2011-2012 school year, Portland Public Schools (PPS) strives to meet the needs of all cultures represented in our schools.  Currently the predominant language groups are Spanish, Vietnamese, Somali, Russian, and Chinese.

When the ESL program began it was designed to meet the federal requirement for Lau vs. Nichols.  The program served mostly children of businesspersons from various international groups.  With many ESL services centered at Lincoln High School, itinerant teachers provided ESL services to other parts of the district.

After the Vietnam war, whole communities of Lao, Hmong, Mien, and Vietnamese were established in different areas of Portland and the program was expanded to include newcomer programs, community agents and bilingual educational assistants and expanded ESL programs to more schools.

The English Language Learner (ELL), also referred to in this document as Emergent Bilingual (EB), population began to grow rapidly in the 1990s.   New major groups coming to Portland were students from the former Soviet Union and Latin America.  There were also many other linguistic and cultural groups requiring additional services for each group.

In 1994 an Office of Civil Rights review found that the District needed to provide more district wide services.  For 10 years the District operated under the OCR mandate to improve services.  The District was released from this mandate in 2004.  Through the recent state audit and the District's own self audit of programs, the ESL Department works closely with the district and state on compliance issues.  Beyond compliance, the ESL Department strives to provide a rigorous and comprehensive program that prepares students for the next level and meets the needs of each individual student as reflected in the District's mission statement in the Strategic Plan.

To help guide parents each school has a school profile which is available online at www.pps.k12.or.us.  The profile includes basic school information such as: address, principal, phone number, and after school programs.  In addition, fact sheets for each school are available with budget and staffing information, enrollment characteristics, neighborhood attendance characteristics, educational programs, building location, enrollment indicators, and comments/issues. The guide also provides links to state assessments and information on how schools have performed.

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## Glossary of Terms

Emergent Bilingual (EB)        Term replaces English Language Learner

<h1 style="text-align: center; color: blue;">Section I: District Demographics</h1>
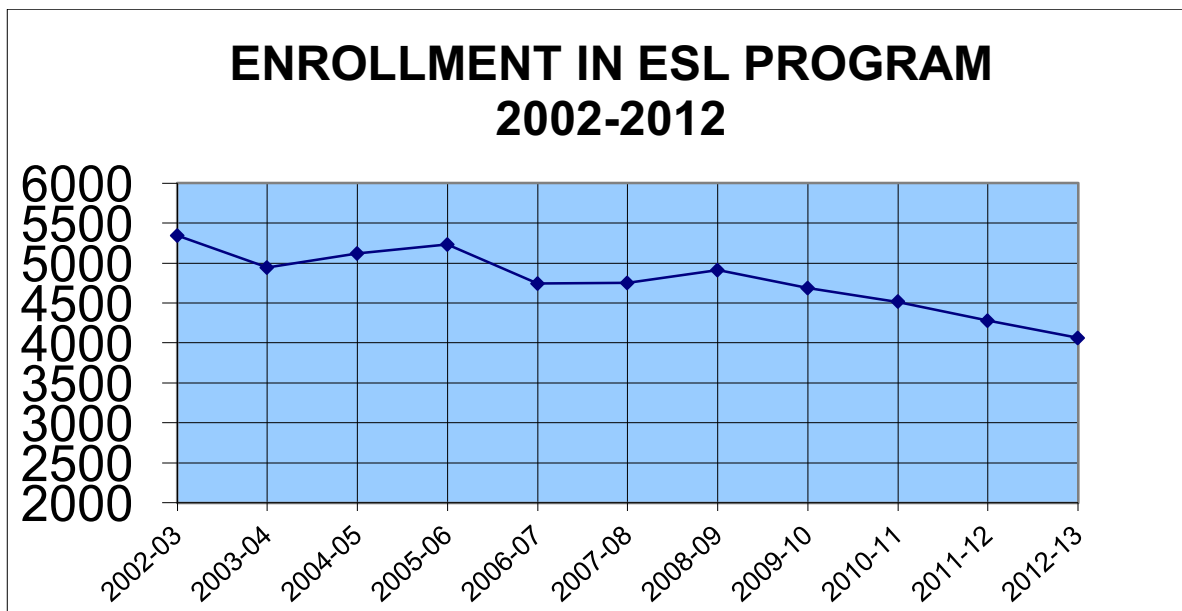
## 1. Size of the Portland Public School District and Number of Schools

PPS was founded in 1851 and is the largest school district in the Pacific Northwest. PPS strives to offer high quality education options for all students. In addition to attending an assigned or neighborhood school, each student may choose to apply for a wide array of other PPS schools or explore numerous non-traditional school choices. There are a total of seventy-eight K-12 schools in the PPS system. PPS students also attend the Head Start Early Childhood Education program, seventeen community-based programs, seventeen special services programs and seven charter schools. The district enrollment is approximately 47,529. Eight percent of our PPS students are Emergent Bilinguals.

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. District Total Enrollment
PPS is an urban district with approximately 47,529 total students registered to attend classes and of which 8 percent are Emergent Bilinguals.

## 3. District's Ethnic Diversity

PPS' student population is very diverse and each area of the district should be considered individually for its own characteristics.
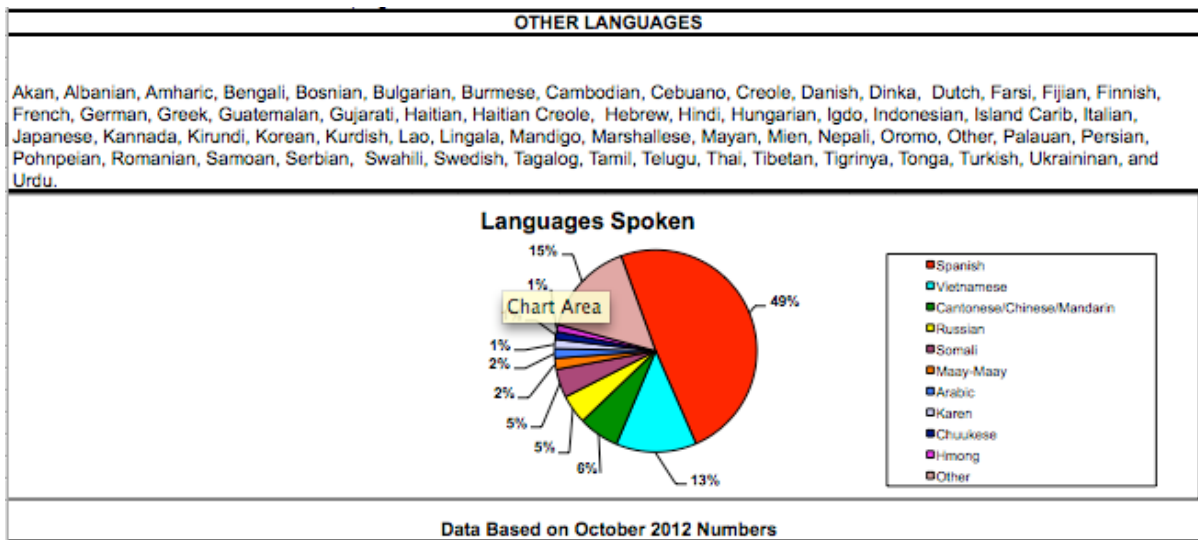
Portland Public Schools 2012 – 2013 ethnic and racial make-up:

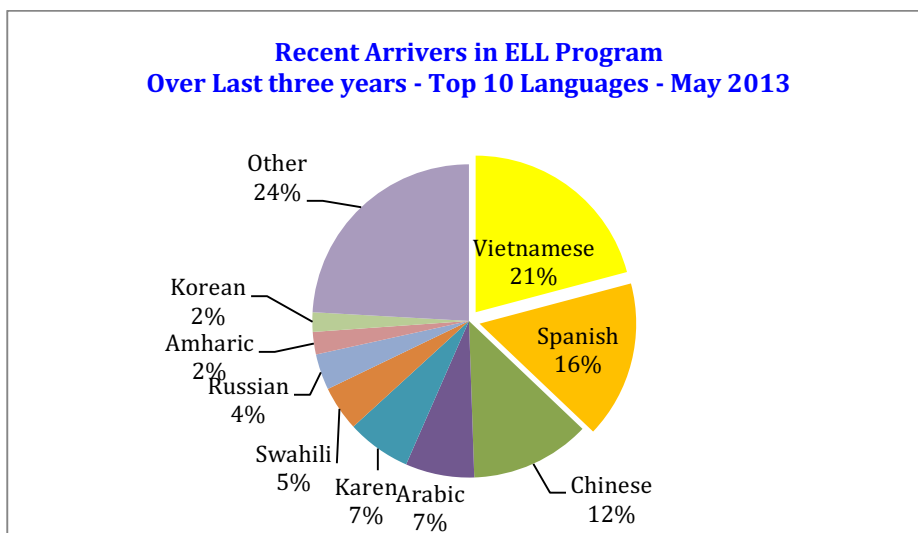| Student information | |
|---|---|
| African American | 11.4% |
| Asian | 8.1% |
| Hispanic | 16.1% |
| Native American/Alaskan Native | 1.2% |
| Multiple | 6.6% |
| Pacific Islander | 0.9% |
| White | 55.6% |
| English language learners | 8% |
| Eligible for free/ reduced-priced meals | 46% |
| Receive special education services | 14% |

## 4. Number and percentage of English learners Enrolled in PPS Public Schools

The 2012-2013 PPS student enrollment was approximately 47,529. Of this enrollment, eight percent of the District's enrollment (approximately 3,800 students) are English learners. Emergent Bilinguals represent over 70 different languages and dialects. The predominant language of EBs in the District in 2011-12 is Spanish, which comprises approximately 50% of the primary home language of the Emergent Bilingual population.  Other major languages include Vietnamese (13%), Chinese (5%), Somali (6%), and Russian (4%).  The chart below shows our language groups on October 2012 and includes all students who are eligible for service.

| TOP 10 LANGUAGES | |
|---|---|
| Spanish | 1991 |
| Vietnamese | 523 |
| Cantonese/Chinese/Mandarin | 264 |
| Russian | 189 |
| Somali | 185 |
| Maay-Maay | 73 |
| Arabic | 62 |
| Karen | 60 |
| Chuukese | 50 |
| Hmong | 46 |
| Other | 618 |
| TOTAL | 4061 |

## OTHER LANGUAGES

Akan, Albanian, Amharic, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cebuano, Creole, Danish, Dinka, Dutch, Farsi, Fijian, Finnish, French, German, Greek, Guatemalan, Gujarati, Haitian, Haitian Creole, Hebrew, Hindi, Hungarian, Igdo, Indonesian, Island Carib, Italian, Japanese, Kannada, Kirundi, Korean, Kurdish, Lao, Lingala, Mandigo, Marshallese, Mayan, Mien, Nepali, Oromo, Other, Palauan, Persian, Pohnpeian, Romanian, Samoan, Serbian, Swahili, Swedish, Tagalog, Tamil, Telugu, Thai, Tibetan, Tigrinya, Tonga, Turkish, Ukraininan, and Urdu.

### Languages Spoken



Legend: Spanish, Vietnamese, Cantonese/Chinese/Mandarin, Russian, Somali, Maay-Maay, Arabic, Karen, Chuukese, Hmong, Other

Spanish 49%, 13%, 6%, 5%, 5%, 2%, 2%, 1%, 1%, 15%

Data Based on October 2012 Numbers

Students in the ESL program come from all over the world. A little less than half of our students are second or third generation students born in the US (49%), with the rest born in other countries mainly Vietnam 5%, Mexico 3%, China 2%, Kenya 2%, and Somalia 1%. Our fastest growing recent arrivals come from Vietnam 21%. In addition, we have students arriving from Ethiopia, Kenya and Somali. Most of these students are coming from Africa as refugees. Many have lived in refugee camps for long periods of time and often with very little education. Our recent arrivers are enrolling across our K-12 system.
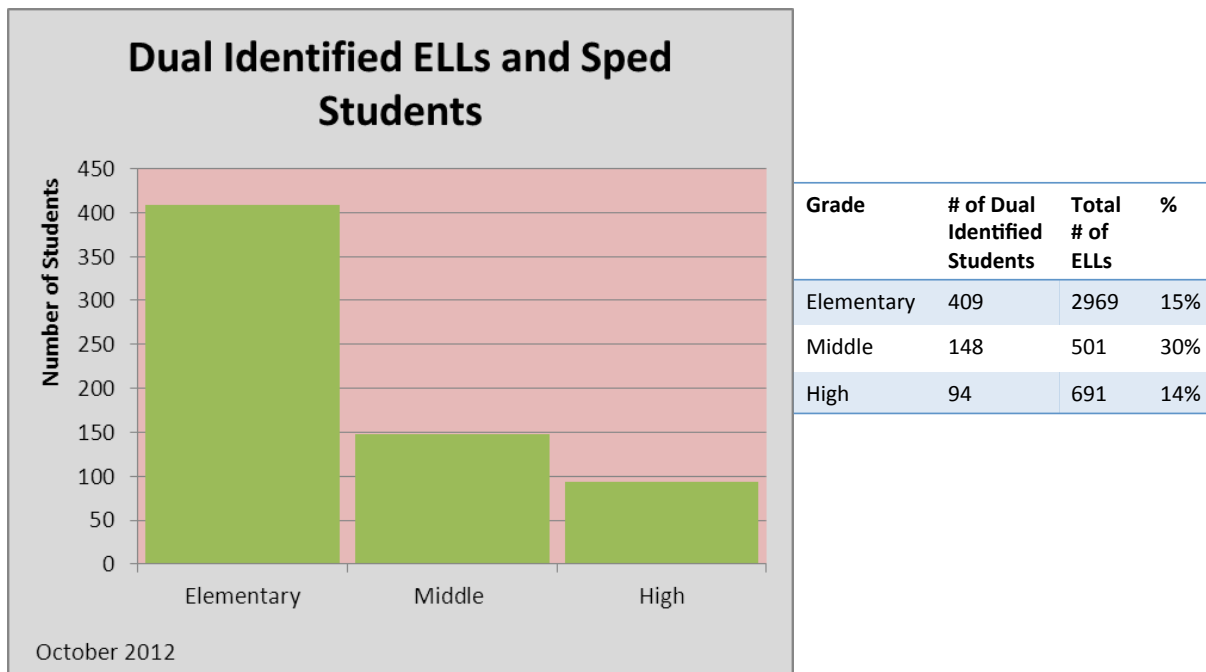
### Recent Arrivers in ELL Program
### Over Last three years - Top 10 Languages - May 2013



Other 24%, Korean 2%, Amharic 2%, Russian 4%, Swahili 5%, Karen 7%, Arabic 7%, Chinese 12%, Spanish 16%, Vietnamese 21%

Currently, student's levels of English language proficiencies levels are:

| Levels | Percentage |
|--------|------------|
| 1 | 8% |
| 2 | 30% |
| 3 | 25% |
| 4 | 23% |
| 5 | 14 % |

## 5.  Number and Percent of LEP Students in Special Education

Sixteen percent of Emergent Bilinguals are dual identified in Special Education (SPED). Three hundred and ten out of 651 are identified with a communication disorder. Two hundred twenty-one EBs are identified as having a specific learning disability. Sixty percent are Spanish speaking.  Emergent Bilinguals comprise 1.4 % of total sped population based on 6900 sped students.

# Dual Identified ELL and SPED Students



**Dual Identified ELLs and Sped Students**

| Grade | # of Dual Identified Students | Total # of ELLs | % |
|-------|------------------------------|-----------------|---|
| Elementary | 409 | 2969 | 15% |
| Middle | 148 | 501 | 30% |
| High | 94 | 691 | 14% |

October 2012

Areas of Identification for Dual Identified Students:

**Dual Identified ELL and Sped Students**

| 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 | Indian/ Native | Asian | Black / African American | Multi | Hawaiian / Pacific Islander | White | Hispanic / Latino | Grand Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| KG | 2 | 48 | 1 | | | | | | | | 1 | 3 | 11 | 5 | 12 | 1 | 19 | 32 | 51 |
| 1 | 1 | 59 | 2 | | 2 | | 6 | 3 | | | 2 | 5 | 15 | 1 | 17 | 3 | 32 | 45 | 73 |
| 2 | 4 | 51 | 1 | 3 | | | 1 | 5 | | | 2 | 8 | 10 | 5 | 10 | 1 | 31 | 43 | 65 |
| 3 | 2 | 43 | 2 | 3 | 1 | 3 | 7 | 11 | | 1 | 2 | 7 | 15 | 6 | 7 | 2 | 36 | 44 | 73 |
| 4 | 8 | 42 | | 1 | 1 | 2 | 11 | 25 | | | 1 | 14 | 23 | 6 | 6 | 4 | 37 | 52 | 90 |
| 5 | 2 | 16 | 2 | 1 | | 1 | 3 | 32 | | | 1 | 6 | 9 | 8 | 9 | 1 | 24 | 37 | 57 |
| 6 | | 16 | | 3 | | | 5 | 34 | | | 1 | 6 | 14 | 7 | 4 | 2 | 25 | 33 | 58 |
| 7 | 1 | 13 | 2 | | | 1 | 3 | 33 | | | 2 | 8 | 5 | 12 | 6 | | 22 | 36 | 53 |
| 8 | 1 | 8 | 1 | 1 | 1 | 1 | 4 | 20 | | | 6 | 3 | 8 | 9 | 2 | | 15 | 19 | 37 |
| 9 | 1 | 5 | | 2 | 1 | | 2 | 11 | | | 2 | | 3 | 2 | 1 | 3 | 13 | 13 | 22 |
| 10 | 1 | 2 | 2 | | | | 5 | 19 | | | 4 | 2 | 8 | 7 | | 2 | 10 | 15 | 29 |
| 11 | | 3 | 1 | 1 | 2 | | 1 | 13 | 1 | 1 | 11 | 3 | 3 | 5 | | | 12 | 13 | 23 |
| 12 | | 4 | 3 | 1 | | | 1 | 11 | | | 6 | 1 | 7 | 1 | | 2 | 9 | 12 | 20 |
| Total | 23 | 310 | 17 | 16 | 8 | 8 | 49 | 217 | 1 | 2 | 41 | 66 | 131 | 74 | 74 | 21 | 285 | 394 | 651 |

From eSIS extract 10-29-12
Includes students who have refused ESL services

6. **Number and Percent of Emergent Bilinguals in TAG**

Although thirty-three (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, 8% of the former ELL students are identified as TAG. Creating a talent pool of English learners for TAG identification has increased the number of nominees.

7. **A list of the schools, identified by Title 1-A Targeted Assisted, School-wide, Focus, Priority, or Model (districts could identify buildings with specific programs for English Learners i.e. Bilingual, two-way etc.)**

## 2012-2013 Title I Portland Public Schools

**Elementary**
Arleta K-8
Beach PK-8
Boise-Eliot PK-8
Bridger K-8
César Chávez K-8
Creston K-8
Faubion PK-8
Grout K-5
Harrison Park K-8
James John K-5
Kelly K-5
King PK-8
Lee K-8
Lent K-8
Marysville K-8
Ockley Green K-8
Peninsula K-8
Rigler K-8
Rosa Parks K-5
Scott K-8
Sitton K-5
Vernon PK-8
Vestal K-8
Whitman K-5
Woodlawn PK-8
Woodmere K-5

**Middle**
George
Lane
SEI

**High Schools**
Jefferson
Roosevelt Campus

| | |
|---|---|
| Elementary | 26 |
| Middle | 3 |
| High School | 2 |
| **Total** | **31** |

## 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 Immersion Programs

**Russian 90/10**
Two-Way Dual Language Model,
Kelly ES, Lane MS, Franklin HS

**Spanish 90/10**
Two-Way Dual Language Model
Franklin Cluster: Atkinson ES, Bridger K-8, Lent K-8, IMS Hosford MS, Mt. Tabor MS, Cleveland HS; Roosevelt Cluster: Cesar Chavez K-8, Beach K-8, Roosevelt HS; Madison Cluster: Rigler K-5, Scott K-1, Beaumont MS, Madison HS

**Grant Cluster:  Japanese 50/50**
One-Way Dual Language Model
Richmond ES, Mt. Tabor MS, Grant HS

**Cleveland Cluster:  Mandarin 50/50**
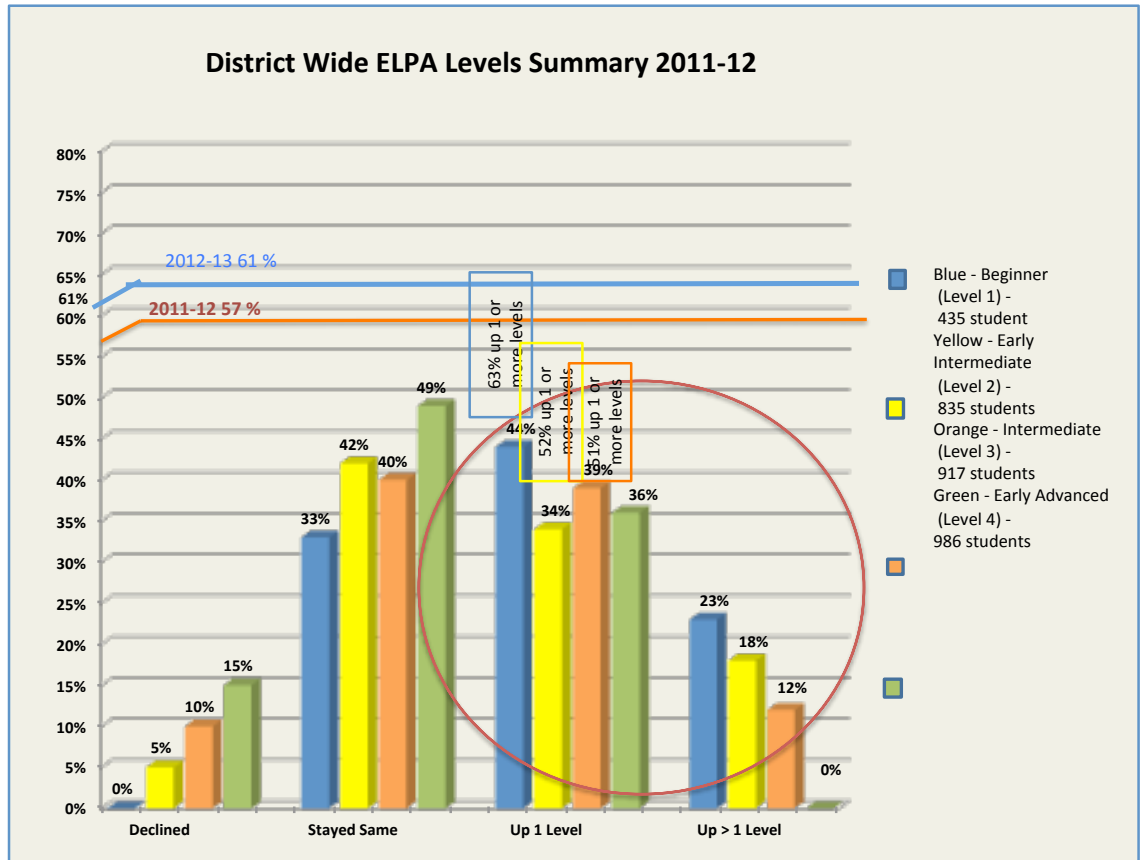One-Way Dual Language Model
Woodstock ES, Hosford MS, Cleveland HS

**Lincoln Cluster:  Spanish 50/50**
One-Way Dual Language Model
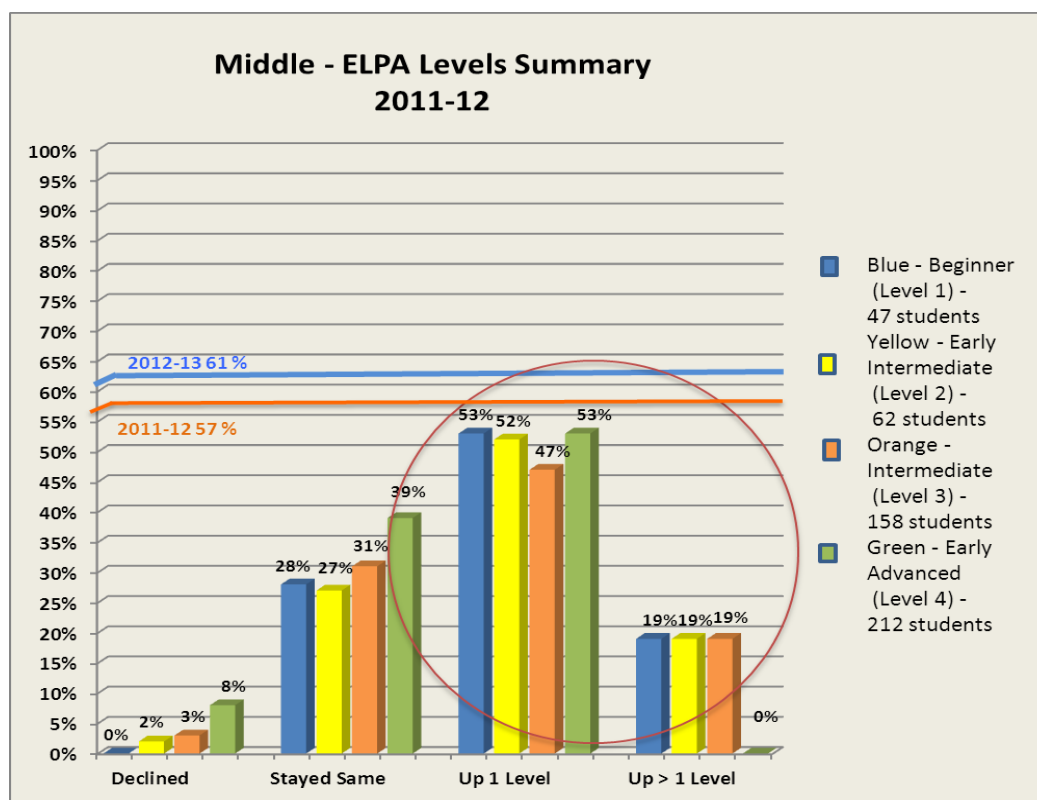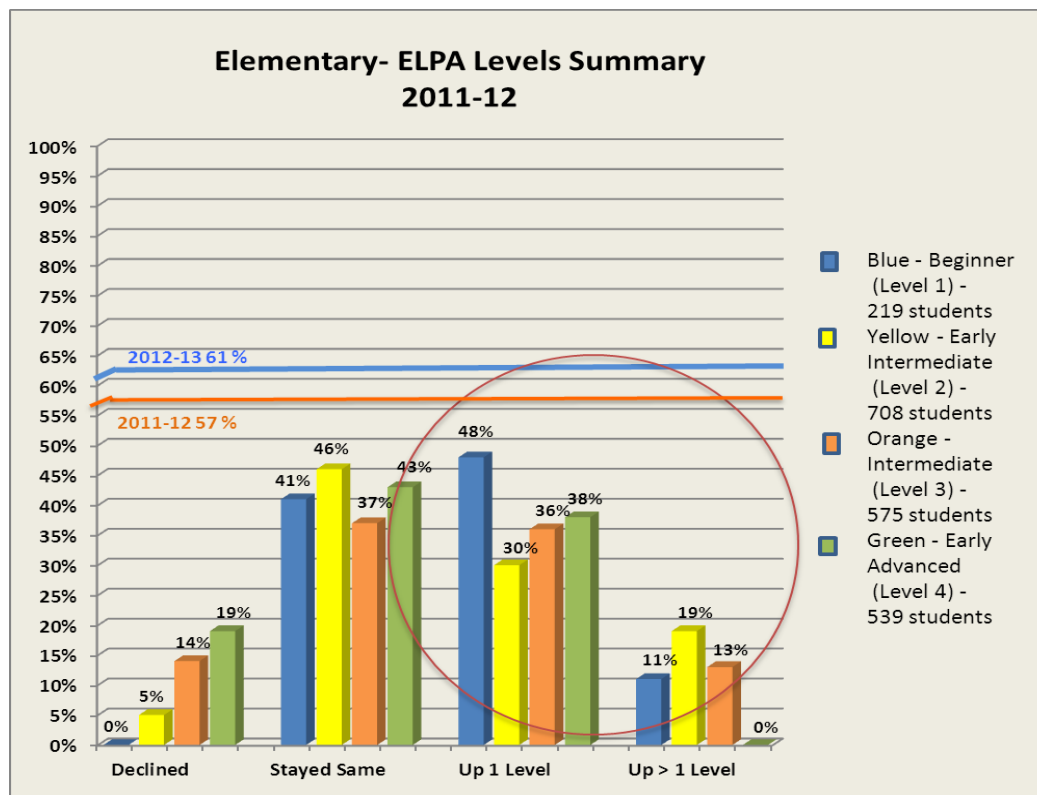Ainsworth ES, West Sylvan MS, Lincoln HS

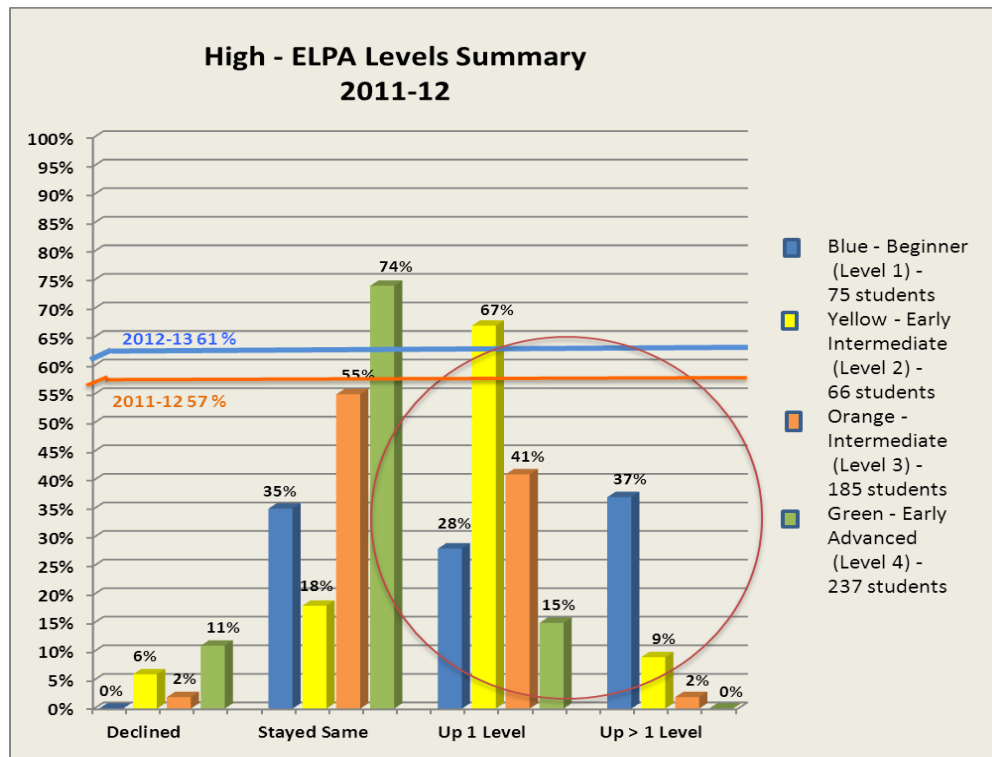## District Progress for Emergent Bilinguals

**8. The number and percentage of English learners showing progress towards proficiency AMAO 1**

- AMAO 1 Targets 57% LEP students will move one proficiency level higher at the end of the school year, which is 4% increase from the previous year.

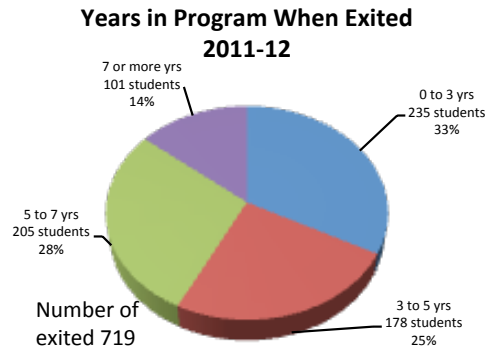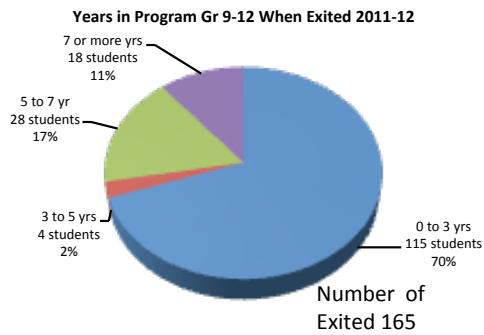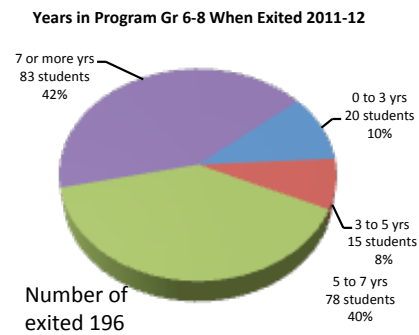- <u>48.6%</u> (1,738) of PPS Emergent Bilinguals made progress in learning English.



District Wide ELPA Levels Summary 2011-12

ELPA Results by Grade School:



**Elementary- ELPA Levels Summary 2011-12**

- Blue - Beginner (Level 1) - 219 students
- Yellow - Early Intermediate (Level 2) - 708 students
- Orange - Intermediate (Level 3) - 575 students
- Green - Early Advanced (Level 4) - 539 students

2012-13 61%
2011-12 57%

| | Declined | Stayed Same | Up 1 Level | Up > 1 Level |
|---|---|---|---|---|
| Blue | 0% | 41% | 48% | 11% |
| Yellow | 5% | 46% | 30% | 19% |
| Orange | 14% | 37% | 36% | 13% |
| Green | 19% | 43% | 38% | 0% |



**Middle - ELPA Levels Summary 2011-12**

- Blue - Beginner (Level 1) - 47 students
- Yellow - Early Intermediate (Level 2) - 62 students
- Orange - Intermediate (Level 3) - 158 students
- Green - Early Advanced (Level 4) - 212 students

2012-13 61%
2011-12 57%

| | Declined | Stayed Same | Up 1 Level | Up > 1 Level |
|---|---|---|---|---|
| Blue | 0% | 28% | 53% | 19% |
| Yellow | 2% | 27% | 52% | 19% |
| Orange | 3% | 31% | 47% | 19% |
| Green | 8% | 39% | 53% | 0% |

**High - ELPA Levels Summary 2011-12**

Legend:
- Blue - Beginner (Level 1) - 75 students
- Yellow - Early Intermediate (Level 2) - 66 students
- Orange - Intermediate (Level 3) - 185 students
- Green - Early Advanced (Level 4) - 237 students

2012-13 61%
2011-12 57%

| | Declined | Stayed Same | Up 1 Level | Up > 1 Level |
|---|---|---|---|---|
| Blue | 0% | 35% | 28% | 37% |
| Yellow | 6% | 18% | 67% | 9% |
| Orange | 2% | 55% | 41% | 2% |
| Green | 11% | 74% | 15% | 0% |

## 9. The number and percentage of students exited from ELD program AMAO 2A

- AMAO 2A Targets 17.0% LEP students will attain proficiency at the end of the school year, which is 1.5% increase from the previous year.

- <u>15.6%</u> (717) of PPS Emergent Bilinguals achieved full proficiency in English.

## 10. The number and percentage identified as English Learner for five or more years exited from an ELD program AMAO 2B

- AMAO 2B Targets 26.5% of LEP students will attain proficiency at the end of the school year which is 2.5% increase from the previous year.

- <u>29.2%</u> (292) of PPS Emergent Bilinguals having five or more years of ELD program attained English proficiency.

**Years in Program Gr K-5 When Exited 2011-12**



5 to 7 yrs
99 students
28%

0

0 to 3 yrs
100 students
28%

3 to 5 yrs
159 students
44%

Number of exited 358

**Years in Program Gr 6-8 When Exited 2011-12**



7 or more yrs
83 students
42%

0 to 3 yrs
20 students
10%

3 to 5 yrs
15 students
8%

5 to 7 yrs
78 students
40%

Number of exited 196

**Years in Program Gr 9-12 When Exited 2011-12**



7 or more yrs
18 students
11%

5 to 7 yr
28 students
17%

3 to 5 yrs
4 students
2%

0 to 3 yrs
115 students
70%

Number of Exited 165

**Years in Program When Exited 2011-12**



7 or more yrs
101 students
14%

0 to 3 yrs
235 students
33%

5 to 7 yrs
205 students
28%

3 to 5 yrs
178 students
25%

Number of exited 719

11. **The number of students in monitoring year 1 status:** 655

12. **The number of students in monitoring year 2 status:** 622

13. **The number of students who have re-entered the ELD program after exiting proficient:** 5

14. **The number and percentage of the district English Learners who have a waiver for ELD services:** 161 students have a waiver, 3.96%

15. **The district AMAO3 (Oregon State Assessment results for the LEP sub group).** Target 2011-2012 was 70%. This year our goal is to have 80% percent of EBs meeting/exceeding Reading & Math.

**District Emergent Bilingual Reading Results 2011-12**

- K-5              56.8%
- Mid-Level        44.8%
- High School      30.0%

## Reading Meets or Exceeds 2011-12



| Number of students | ALL K-5 | ALL Middle | All High | Economically Dis K-5 | Economically Dis Middle | Economically High | Sped K-5 | Sped Middle | Sped High | ELL K-5 | ELL Middle | ELL High |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 8284 | 7030 | 2293 | 3108 | 2728 | 837 | 1046 | 690 | 193 | 641 | 390 | 43 |

Chart bar values: All K-5 81.8%, All Middle 77.4%, All High 82.9%, Economically Dis. K-5 69.1%, Economically Dis. Middle 63.7%, Economically Dis. High 70.7%, Sped K-5 62.8%, Sped Middle 48.4%, Sped High 54.2%, ELL K-5 all 56.8%, ELL Middle 44.8%, ELL High 30.0%

## District Emergent Bilingual Math Results 2011 - 12

- K-5                   46.2%
- Mid-Level             40.3%
- High School           38.1%

### Math Meets or Exceeds 2011-12



| Number of students | ALL K-5 | ALL Middle | ALL High | Economically Dis K-5 | Economically Dis Middle | Economically Dis High` | Sped K-5 | Sped Middle | Sped High | ELL K-5 | ELL Middle | ELL High |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 7519 | 6237 | 1773 | 2663 | 2277 | 548 | 883 | 505 | 96 | 626 | 398 | 55 |
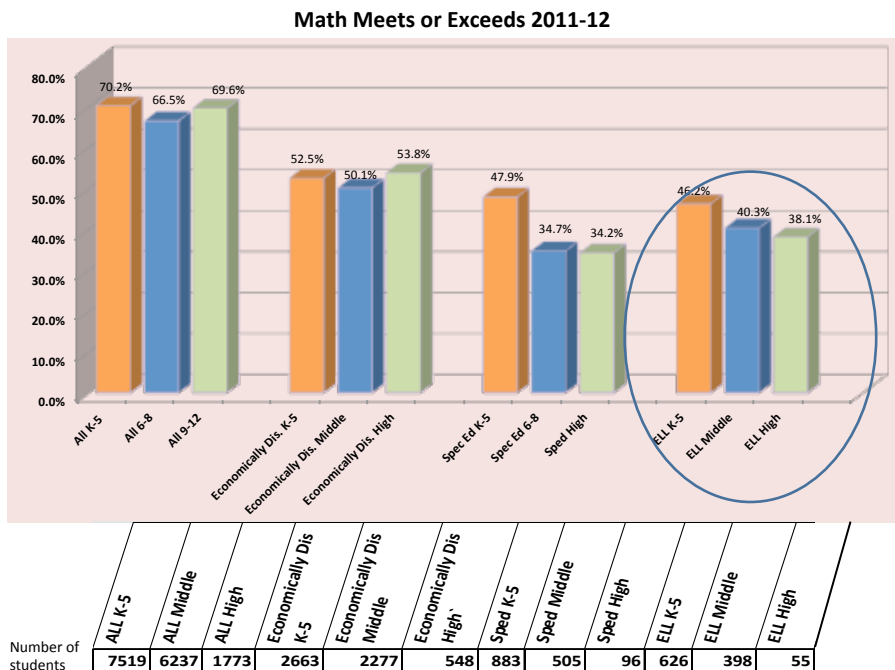
Chart bar values: All K-5 70.2%, All 6-8 66.5%, All 9-12 69.6%, Economically Dis. K-5 52.5%, Economically Dis. Middle 50.1%, Economically Dis. High 53.8%, Spec Ed K-5 47.9%, Spec Ed 6-8 34.7%, Sped High 34.2%, ELL K-5 46.2%, ELL Middle 40.3%, ELL High 38.1%

16.  **Description of the district's educational approach(es) (ESL, bilingual, etc.) for educating English learners. This should include a description for each educational approach used within the district.**

PPS' Emergent Bilingual programs are designed to increase English proficiency and academic achievement. These programs use a variety of instructional strategies designed to meet students' individual needs and learning styles. The ESL Department offers K-2 Content-based ELD K-2, ELD, Newcomer ELD, Sheltered Instruction, and Two-Way Immersion. These models strive to promote students' English language proficiency and mastery of academic content. Our department will conduct a study on Native language literacy programs for K-5, and we will investigate approaches that better serve our Long-Term Emergent Bilinguals with language development.

Students receive Systematic ELD instruction during a dedicated time driven by student's English proficiency level. A teacher trained in Systematic ELD using district adopted ELD curriculum, supplemental district developed curriculum as well as supplemental resources to deliver instruction. Systematic ELD instruction addresses state English Language Proficiency standards (grammatical forms and language functions). Students receive comprehensible core content instruction throughout the day by a teacher trained in sheltered instruction using a variety of strategies.

Students in Two-Way Immersion are provided instruction in both English and the target language.  The structure of these programs varies, but they all integrate students for most content instruction and provide this instruction in the non-English language for a significant portion of the school day.  Two-way immersion programs strive to promote bilingualism and bi-literacy, grade-level academic achievement, and cross-cultural attitudes and behaviors in all students.

17.  **Relevant research that support the district's educational approach(es) for educating Emergent Bilinguals**

Our department is committed to providing ESL services that are linguistically and culturally responsive. Our services delivery models and instructional strategies will be varied in order to provide the best approach for students. We are committed to leveraging students' primary home language(s) as a tool not only for acceleration to English proficiency, but also stronger social, emotional well being. We rely on research that supports programs that demonstrate strong outcomes for Emergent Bilingual student achievement. Some of this work comes from Kathryn J. Lindholm-Leary, Jim Cummins, Skutnabb-Kangas, Garcia and Torress-Guzman on Imagining Multilingual Schools to support some of our work. We will integrate practices from So

They May Speak…An Agenda for Language and Culture Centered School Reform, California Tomorrow in order to ensure linguistic and cultural equity for our emergent bilinguals.

> 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 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.

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 TESTS (similar pattern for each SES group)

**Average English Reading Performance – ELLs**

**ENRICHMENT MODELS**
- Two-Way DL (61)
- One-Way DL (52)

**REMEDIAL MODELS**
- Early Exit BE + Content ESL (40)
- Early-Exit + Trad. ESL (35)
- Content-Based ESL (34)
- ESL Pullout (24)
- No Services

Average Reading Performance - native English speakers

Note: Program Implementation through 5th Grade only

(Thomas & Collier, 2002)

*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 states during the following 2 years.*

Krashen's theory (1982) of second language acquisition has influenced the development of integrated instruction at all levels. Krashen suggests that a second language is most successfully acquired when the conditions are similar

to those present in first language acquisition: that is, when the focus of instruction is on meaning rather than on form; when the language input is at or just above the proficiency of the learner; and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment. This suggests that the focus of the second language classroom should be on something meaningful, such as academic content, and that modification of the target language facilitates language acquisition and makes academic content accessible to second language learners.

Cummins (1981) argues that individuals develop two types of language proficiency: basic interpersonal language skills and cognitive academic language proficiency. He suggests that these two types of proficiency vary according to the degree of context available to the individual and the degree of cognitive challenge of the task. Social language can be acquired in 1 to 2 years, but the level of proficiency needed to read social studies texts or solve mathematics word problems can take 5 to 7 years to develop (Collier, 1987).

Integrated language and content instruction offers a means by which English as a second language (ESL) students can continue their academic or cognitive development while they are also acquiring academic language proficiency. It also offers a means by which foreign language students can develop fuller proficiency in the foreign language they are studying. In foreign language or two-way bilingual immersion programs, in which a portion of the curriculum is taught through the foreign language, some type of integrated language and content instruction appears to be essential.

*Center for Applied Linguistics, Content-Centered Language Learning, Joann Crandall, University of Maryland Baltimore County, January 1994*

While the kids are learning English you really also need to give them content," Hakuta said. "If you look at things like academic achievement, English Language Learners are tested on state tests, and in most states they are significantly behind the majority of the kids, even kids who are comparable in socioeconomic status. So it's just the language gap [that causes them to underperform].

*Stanford researcher launches national K-12 English Language Learning initiative, Stanford Report, September 13, 2011*

This vision of bilingualism and multiculturalism for a 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; Lindholm-Leary & Borsato, 2006). Conversely, subtractive bilingual contexts—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 (see Lindholm-Leary & Borsato, 2006). Successful language development programs not only prevent the negative consequences of subtractive bilingualism but also effectively promote the beneficial aspects of additive bilingualism.

*Effective Features of Dual Language Education Programs: A Review of Research and Best Practices, Kathryn J. Lindholm-Leary, Guiding Principles for Dual Language Education*

## Identity Texts

Strategies included in Content-based ELD:

- Student created bilingual/multilingual dictionaries (L1, L2, L3)
- Creative writing of identity texts in L1 and L2 and amplify the texts through technology
- Student created movies, audio CDs, and/or web pages to communicate the outcomes of their projects aimed at generating new critical knowledge (creation of literature, art, activism on social realities)
- Newly-arrived students write in L1 and work with peers, teachers, older students, community volunteers, and technology to create bilingual identity texts
- Technology-mediated sister class exchanges using L1 and L2 to create literature, and art and/or to explore issues of social relevance to them and their communities
- Examination of media reports on contemporary issues and engaging in cross-cultural comparisons of reporting to develop critical literacy and awareness

*Reference: Jim Cummins in Imagining Multilingual Schools, Garcia, Skutnabb-Kangas and Torres-Guzman*

**Implications for School Reform to Ensure Linguistic and Cultural Equity for**

**Emergent Bilinguals**

- Monitor the implementation of major school reforms through the lens of their impact on the language and cultural assets of communities.
- Institute policies that assert biliteracy 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 practices system-wide that consider the potential unintentional impact of programs and policies on family strength and community continuity
- Hold language development programs accountable for providing high quality and effective language instruction.
- Seek out programs and approaches to incorporate and connect community, heritage and language programs to understand the infrastructure, networks, and resource opportunities of schools and youth development.
- Create forums for dialogue across mainstream educator-oriented school reform initiatives and communities engaged in biliteracy and bicultural development of youth.
- Advocate for an additive, inclusive vision.
- Develop models and demonstrations of partnerships that successfully integrate family, community and school support for the development of biliteracy and multicultural competencies.
- Organize 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*

Thomas and Collier assert that because these processes are interdependent, they must all be supported simultaneously if educators are to succeed in developing deep levels of proficiency in academic English among ELLs. Specifically, these researchers conclude that:

- Schools should provide ELLs with cognitively complex academic instruction through their first language for as long as possible, while providing cognitively complex instruction through the second language for part of the school day.
- Educators should employ interactive, discovery learning approaches to teaching the academic curriculum through both languages.
- Schools should create a sociocultural context of schooling in which: ELLs are integrated with English speakers in a supportive, affirming context for all; bilingualism is considered an asset, and a school's bilingual education program is perceived as the gifted and talented program for all students; and majority/minority relations in the school are transformed so that all students experience a positive, safe school environment. (Thomas & Collier, 1998)

## ESL Program Core Belief

We believe that children who are limited English proficient, including immigrant children and youth, can attain English proficiency, can develop high levels of academic attainment in English, and can meet the same challenging State academic content and student academic achievement standards as all other children.

- Assuming individual and collective responsibility for the choices we make is critical to creating the future we desire.
- Native speakers of a language other than English possess significant cultural and linguistic resources and assets that must be leveraged to support students in their overall social, cultural, emotional and academic well being. These assets are to be developed and honored while students acquire English in an additive rather than subtractive manner, producing multicultural students prepared to thrive in a global society. For this reason, internally we believe the term "Emergent Bilingual Learner" is a more accurate description of our students than "English Language Learner", and our programmatic practices reflect this belief.
- Educating Emergent Bilingual Learners in an equitable and rigorous manner is the shared responsibility of mainstream educators and the ESL Department. Effective interdepartmental (general education, special education, Dual Langue education, English as a Second Language Department) collaboration is critical to ensuring strong outcomes for Emergent Bilingual Learners.

## District Educational Goals for the District's ELD Program

On June 13, 2011 the Portland School Board unanimously approved the Portland Public Schools Racial Educational Equity Policy. The policy calls out race-based disparities in schools, identifies the district's role in erasing them and holds up high expectations to ensure that all students reach their academic potential. The ESL Department supports the mission, goals, and values of this Policy, as well as the District's Strategic Plan.

### Mission of PPS

The mission of Portland Public Schools is that 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. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

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.

**Goal for Student Learning and Achievement**

*By the end of elementary, middle, and high school:  Every student by name meets or exceeds academic standards and is fully prepared to make productive life decisions.*

**Core Values**

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.

## The Educational Goals of the District's ELD Program

The Mission of the ESL Department is to support PPS and its Strategic Plan in assuring equal educational access for Emergent Bilinguals and their families, in collaboration with schools, staff, and community.

The ESL Department has identified various strategies in order to achieve the goals of increasing student achievement, English language proficiency and the maintenance and development of student's primary home language.

## And still we speak…

In the languages of our mothers, in the tongues of our fathers. More than one hundred languages dwell in the homes of this nation. More than one hundred languages fill our public spaces. Despite attacks on our languages, despite schools that deny the fundamental centrality of language in the life of our young people, despite fears that different languages will destroy our unity, still we speak.

And still we learn. English as the common language of the land. Spanish words, Chinese stories, Armenian sounds, Ebonics affirmations, Islamic prayers, Navajo imagery, Yiddish expressions, Igbo symbols, Kathak rhythms. By learning the words and concepts of other cultures, by sharing and borrowing perspectives, we work to piece together a fuller understanding of the world.

And we find our unity. In the words of the many languages of the world is spoken a common humanity. Of parents lovingly handing down to their children the best family wisdom they have been able to preserve through the centuries. Of appreciation for heritage, of desire for family connection, of curiosity and interest in other ways of seeing the world. Here on United States soil, they speak of a yearning to belong and find acceptance in the United States, and of the desire to become full participants in the social, economic and political life of the nation without having to give up the core of their being.

We are a wonderfully multilingual and multicultural nation. But we are not yet a fair nation. We continue to perpetuate language and cultural destruction and religious persecution. We have so much to gain by welcoming, supporting, learning from and listening to the voices and offerings encoded in each of our languages. But we are at risk of becoming a nation of one tongue only, of one worldview only, of one rhythm only. The question is whether we will be a nation that chooses the richness of voice, the vision of inclusion. Whether we will

choose to be a nation that seeks to bridge cultures without undoing cultures. Whether we will be a nation that is willing to understand that in our diversity we will find our strength and survival. That by allowing each other to speak from our cultural center, by listening to all of our languages, we gain and give each other the world.

If we choose that vision of inclusion, we need to create a school system that will support young people to be deeply rooted in their family culture and language, and to thrive as speakers of multiple languages, as members of multiple cultural communities, and as creators of a new world.

And so, we have our work to do…so they may speak.

*--Laurie Olsen*
*Excerpt from So They May Speak…: An Agenda for Language and Culture Centered School Reform*

The Department uses a multi-faceted approach in addressing the students' needs. The following are strategies identified in this approach:

- Focus on acceleration, focus on powerful instructional differentiation for Emergent Bilingual students system-wide
- Create a district wide culture and climate supportive of multiple languages and cultures
- Support the development and maintenance of biliteracy and cultural competence for all youth through internal district programming as well as partnerships with community agencies
- Create Emergent Bilingual-specific youth leadership development at the local, state, national and international levels, when possible through integration of technology
- Programming that makes clear distinctions in needs of newcomer Emergent Bilinguals, normatively developing Emergent Bilinguals, and Long-Term Emergent Bilinguals that is differentiated in each instance from the educational needs of struggling native English speakers
- Institute policies that assert biliteracy and multicultural competencies for all PPS students, including Emergent Bilinguals
- Develop assessment practices system-wide that consider the potential unintentional impact of programs and policies on family strength and community continuity
- Proactive incorporation of community heritage and language programs with district infrastructure, networks and resources in order to foster successful family, community, and school partnerships for the development of biliteracy and multicultural competencies
- Provide extended day and extended year (summer school) opportunities for students to accelerate or participate in skill building or remediation activities.
- Increase technology access for EB students
- Increase technology integration and skills for ELD educators
- Provide technology training and access for families of Emergent Bilinguals

- Increase parent/family trainings that are provided consistently throughout the District that not only provide information for how parents can effectively interact with the schools, but also that empower families to capitalize on their linguistic and cultural strengths in supporting all students.
- Coordinate professional development with general education and other departments to ensure that all teachers are provided the skills to better serve all students
- Maximize opportunities for mainstream/ESL collaboration and shared ownership of English language learner outcomes
- Provide students meaningful access to the core curriculum and to the various programs that are available to all students
- Ensure that high expectations of Emergent Bilinguals are present at all grade levels and levels of proficiency.
- Create partnerships with various stakeholders to achieve our strategic objectives and mission. (Stakeholders include parents, students, all staff, business, community-based organizations, local and state government, and the voting public.)
- Work with each campus in scheduling Emergent Bilinguals to ensure that they have access to the appropriate curriculum.
- Ensure that the ELL program is aligned with District and State standards.

## 18. District's Educational Goal for English Language Proficiency

Emergent Bilinguals will meet the standards for the 2013-2014 AMAOs (Annual Measures of Achievement Objectives) for the three criterions:

1. At least 66% of Emergent Bilinguals will move one Proficiency level higher at the end of the school year
2. 21% of all Emergent Bilinguals will attain English proficiency at the end of the school year
3. 32% of Emergent Bilinguals having five or more years in an ELD program will attain proficiency at the end of the school year
4. The District will meet Adequate Yearly Progress for Emergent Bilinguals for English Language Arts and Math
   - Students will graduate and be prepared to go on to the next level.
   - Eliminate the gap between Emergent Bilinguals and "all" students

## 19. District's Educational Goal for Content Knowledge

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 Emergent Bilinguals 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 AYP measures for reading and math are the goals for EBs:



**Reading Meets or Exceeds 2011-12**



**Math Meets or Exceeds 2011-12**
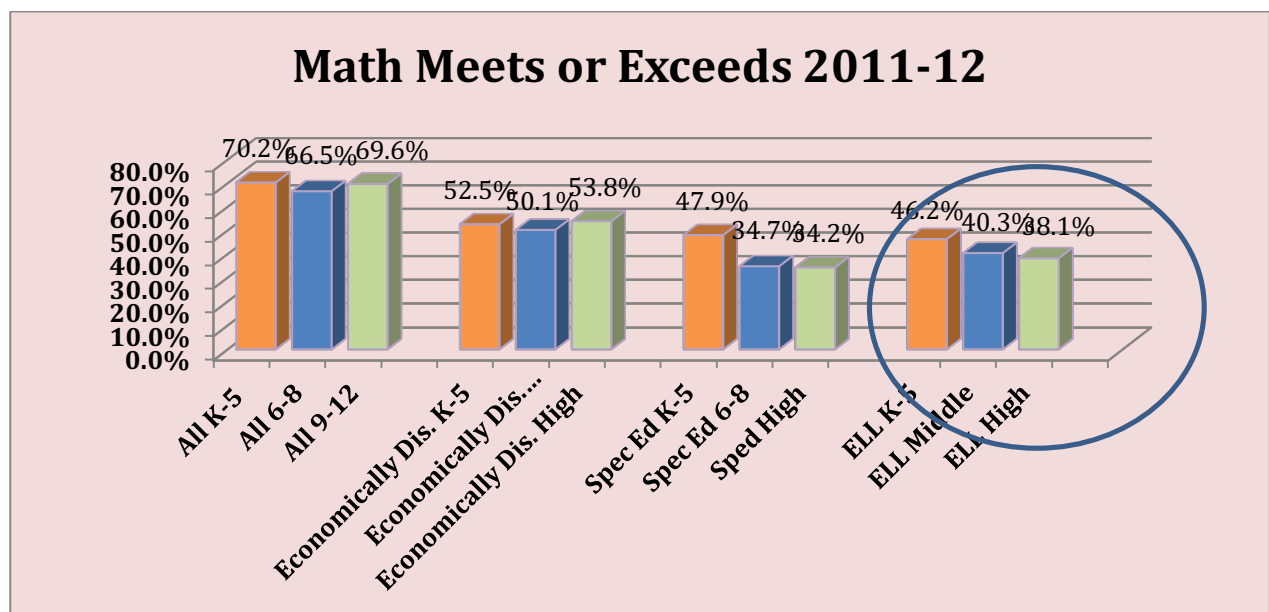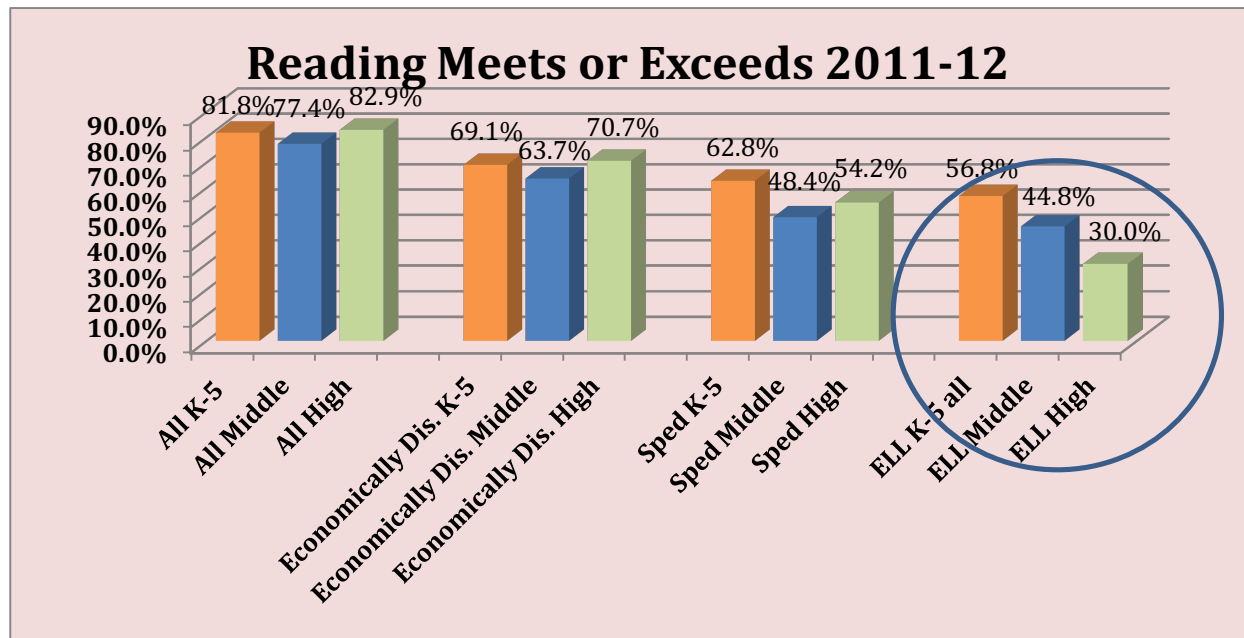
Our priority is to continue to develop teacher skills around language acquisition and sheltered instruction strategies. Sheltered instruction strategies will continue to be emphasized in content specific professional development. In addition, the districts data system will include ELPA and ADEPT data to be used during data inquiry cycles and be easily accessible to all teachers. The department has revised the sheltered instruction course options for students' whose language proficiency level are 1-2. We are closely collaborating with the district's Dual Language Department to expand existing programs allowing for greater access to more Emergent Bilinguals. Finally our K-2 ELD model, Content-based ELD focus on the use of grade level content as a vehicle for teaching English language development.

Supporting academic achievement:

- English Language Development supported throughout the day through Sheltered Instruction
- 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
- Informational and family meetings for EB parents
- A Developmental English Proficiency Test (ADEPT) to monitor language progress
- Student Leadership – International Youth Leadership Conference, International Leadership Cadre

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

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 and illocution.

Our ESL teachers will administer A Developmental English Proficiency Test (ADEPT), which is a valid, and reliable oral language assessment instrument. The ADEPT will be used with students across grade levels, K-12. ADEPT assesses a student's ability to understand and generate utterances using a scope and sequence of language forms, or structures, across the five levels of English proficiency. It assesses both receptive and expressive English language proficiency at the first three levels and expressive proficiency at the fourth level.

Our ESL teachers will have a system of assessment that will drive their instructional plan.

- Identify a student's instructional level for Systematic ELD instruction
- Understand a student's language abilities for differentiated instruction
- Monitor student progress in English proficiency
- Inform planning for Systematic ELD, Frontloading Language, and Reading/Language Arts Instruction

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

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.

## 22. Description of How the District will Measure these Goals over time

PPS uses common core grade level assessments of Knowledge and Skills to assess students' mastery of Oregon content standards. Student reading, writing 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.
- IDEL is to measure the basic early literacy skills of children learning to read in Spanish in grades K-2.
- easyCBM is a tool used to inform intervention and instruction decisions for grades 3-8.
- 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

**Measuring results: Milestones Framework**

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

**Enter 1st Grade**
**Ready To Read**

**End of 3rd Grade**
**Reading to Learn**

**Middle Years:**
**Ready for High School**

**Enter 10th Grade**
**On Track to Graduate**

**12th Grade**
**Graduating on Time and**
**Ready for College & Work**

Focus is on a few critical measures
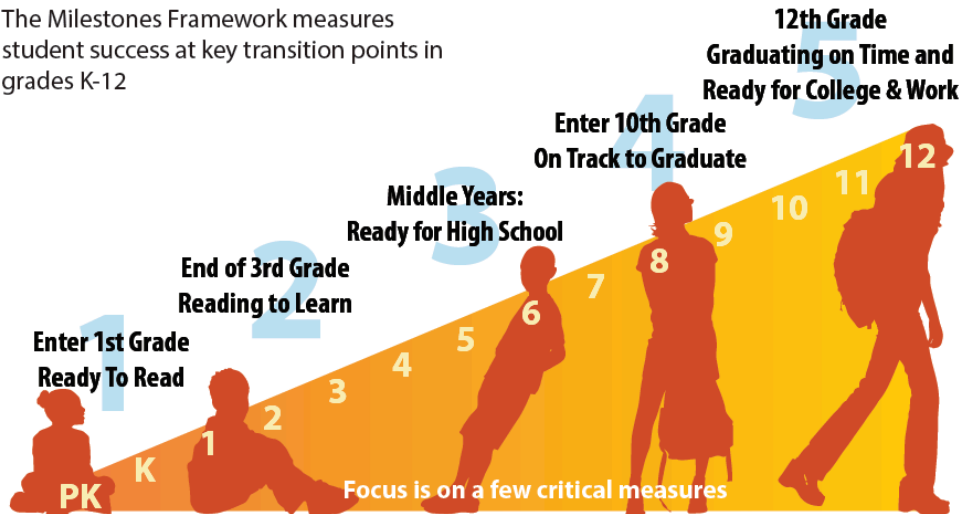
### 23. Description of How these goals are Comparable to the district's educational goals for non-Emergent Bilingual students

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."

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 districts strategic plan.

- **Effective educators –** Hire and develop diverse, culturally competent educators who hold high expectations of all students. Create opportunities for staff at all schools to collaborate to continually improve their teaching.
- **Individual and team accountability –** Create a culture where teachers, principals and central administrators are collectively and individually responsible for the progress of students of all races, language levels and income levels. Provide schools on a regular basis the data needed to help educators better understand and adjust the effectiveness of their instruction.
- **Rigorous common core program –** Raise standards and expectations for all students. Provide access to the same rigorous program requirements to all students, from early childhood through 12th grade. Give teachers flexibility to make the curriculum relevant and accessible to all students so that all can learn and excel.
- **Targeted student supports –** Assess all students regularly to monitor progress. Provide resources to prevent students from falling behind and to

intervene with those that do to get back on track. Invest in early childhood education and partnerships with families and community organizations to support the whole student.

24. **Description of 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 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 an 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 though 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*

## Section III. Identification of Potential Emergent Bilinguals

## (OCR steps 2 & 3)

### 25. District's procedure, for identifying Emergent Bilinguals

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 major 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.

## 26. 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___

## 27.   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 and Content Plus ELD 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 until October 1. After this date, assessments are scheduled at individual schools. We have devoted ESL central staff members who administer the initial assessment.

*Native Language Assessments

If a student speaks a language other than English, he/she may be assessed on his/her Native language skills in order to determine best educational program and/or

inform department of academic strengths. The language assessments evaluate a child's proficiency in his/her native language (if assessment is available). The results may also be used to help parents identify appropriate program placement for their child.

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

Native American students who may need ESL services are identified through the registration embedded HLS. The ESL Department and the Indian Education Program work cooperatively informing parents and staff through meetings regarding ESL services.

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

The department has increased the number of bilingual and bicultural community agent staff and locating them in school clusters. They provide interpretation on site for routine communication between school and home, as well as work 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 would assist language minority families with enrollment. They would also staff our Language Line, which allows parents to speak with a bilingual staff member when calling their child's school.

**District Forms and Letters**
The ESL Department works in close collaboration with Interpretation and Translation Services [ITS], Language Line/Interpretation & Translation Services, the Department of Equity and Partnerships, Community Involvement and Public Affairs, and the Family/Parent Engagement 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 major 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 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 important meetings that relate directly to an individual student.

**Interpretation and Translation Services (ITS)**
ITS 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 ITS must be contacted.

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

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

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

**30.  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.

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

Community agents and Content Plus ELD Specialists 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.

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

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.

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 first Leadership Academy, Principals will receive a folder with all pertinent student information and individual school AMAO information. The same information is reviewed during the first ESL teacher Monthly Connection.

The State ELPA is conducted in the spring with the results available before the conclusion of the school year.  This allows for planning and scheduling for the following year. Principals, Regional Administers, Assistant Superintendents, Directors of Student Achievement and the directors or managers of Alternative Education receive ELPA information.

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.

## 33.    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.

## 34. 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.

## 35. 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 (OCR Step 4)

## 36. District program of services for Emergent Bilinguals

The ELD program models are designed to increase English proficiency and academic achievement for Emergent Bilingual Learners. 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, Sheltered Instruction, and Two-Way Immersion, which strive to promote students' English language proficiency and mastery of academic content.

Program Models Principals:

- Minimum 30 minutes of English Language Development (ELD) Levels 1-4: The district will provide all Emergent Bilinguals <u>at least</u> 30 minutes of ELD per day (150 min/week) until they are re-designated as Fluent English Proficient. The amount of ELD will vary and may exceed 30 minutes based on a student's level of proficiency & program model of service. *<u>The 30 minutes should not include student transitions.</u>
- ELD Instruction: Instructional time that is focused on targeted explicit language development. **<u>Intervention support classes may not replace ELD.</u>
- Student Grouping: Students are grouped by overall language proficiency level or by domain specific proficiency levels (no more that two proficiency levels in one group). *<u>Exception for small EB populations schools (.5 ELL FTE or less) and Content ELD Program Models.</u>
- English as a Second Language Endorsed 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 who has taken or is in the process of taking the district ELD training

- ❖ <u>Recommendation</u> Levels 1-2 English Language Development (ELD): The district will strongly encourage additional minutes of ELD per day for levels 1-2 until they reach level 3 (Intermediate Level). This extended time should emphasize study skills, learning strategies and culturally relevant instruction that support language acquisition and acculturation.

## **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 (**Science**) 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 course credit for the class. Students may be grouped for instruction according to their English language proficiency level.

**Newcomer Program Model: Structured English Immersions** will be provided by the Portland International Scholars Academy

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. Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.
- (30) Sheltered Instruction. The district will provide English Language Emergent Bilinguals with grade level content instruction using "SI" model components and instructional strategies that address the academic and linguistic needs of English learners.  SI is an instructional approach used to make academic instruction in English understandable to EB (LEP) students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. Teachers with sheltered instruction training will teach all PPS content class with English learners.
- (40) Structured English Immersion. The goal of this program is acquisition of English language skills so that the EBs (LEP) student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. 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 Scholar Academy: PISA)

The District's programs for Emergent Bilingual are research based and are designed to address both English proficiency and academic success.  The ESL Department ensures that the programs in place at each school provide the appropriate ELD instruction. The ESL Department provides assistance and monitors the scheduling and placement of students.

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 Program Administrator and ESL Assistant Directors to ensure that the instructional needs of the students are being met.

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

Students receive Systematic 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 Systematic ELD using district adopted ELD curriculum, supplemental district developed curriculum and supplemental resources delivers instruction. Systematic ELD instruction addresses state English Language Proficiency standards (grammatical forms and language functions) and includes:

- A graded class in systematic English Language Development
- Students are grouped by language proficiency level or by domain specific proficiency levels. *Exception for small EB populations schools (.5 ELL FTE or less) and Content ELD Program Models.
- Assessments using the statewide ELPA (English Language Proficiency Assessment)
- A matrices of vocabulary, language functions <u>and</u> grammatical forms
- **Minimum** of 150 minutes per week*

## 38. 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. Instruction is delivered by a teacher trained in sheltered instruction using a variety of strategies.

•Delivered by the core content teacher
• Making core content standards accessible to all learners
• Clear grade level, content objectives
• Active student engagement
• A gradual release of responsibility
• Building background knowledge
• Uses visuals, manipulative, gestures, paraphrasing, etc.
• Multiple sheltering strategies (including those used in programs such as GLAD and SIOP)

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

When Emergent Bilinguals are in mainstream classrooms for academic subjects they receive sheltered instruction in order to make content accessible. When a classroom teacher attends professional learning sessions delivered by Content Plus Instructional TOSAs, in any given content area, sheltered instruction is embedded in the content learning so that the teacher can apply the sheltered strategies as a part of the content in the classroom. Sheltered instruction strategies are used throughout the teacher learning experience. The Office of teaching and learning, in collaboration with the ESL Department, provide a variety of supports for schools including professional learning in sheltered strategies, site visits, modeling and planning opportunities, and other classroom support**.**

Sheltered English instruction is a research-based approach that engages Emergent Bilinguals above the beginner levels in developing grade-level content-area knowledge, increased English language proficiency, and higher academic skills. Sheltered teachers use clear, simple, direct English, along with a wide range of scaffolding activities, to communicate meaningful input to students in core content areas. Effective sheltered teachers encourage active collaboration among students, adapted lessons to meet Emergent Bilinguals' specific language needs, the use of language and content objectives, building on students' background knowledge, student practice and application with lesson review and assessments.

Our department is working with High School Regional Administrators, principals and the Curriculum and Instruction to examine current systems that may be impacting the access into Advanced Placement and TAG services for our Emergent Bilinguals. We strive to increase Emergent Bilingual participation in these programs.

**40. Standards and/or criteria the district uses to determine the amount and type of language development services provided (process to determine the appropriate amount and type of service)**

The PPS ESL service guidelines are as follows:

### ESL DEPARTMENT PROGRAM GUIDELINES

### ESL PROGRAM GUIDELINES

| | **English Language Development (Systematic ELD)** | **Sheltered Content Instruction** |
|---|---|---|
| **Instructor** | One of the following:<br>• ESL teacher<br>• Classroom teacher<br>• Instructional Specialist | One of the following:<br>• Classroom teacher<br>• Content specialist teacher |
| **Training** | • PPS Systematic ELD<br>• Complex Text Approach<br>• ELP Standards<br>• Newcomer Support | • Non-Title School training specific to sheltering grade level content |

| | | |
|---|---|---|
| | • Academic Language Support for ELLs<br>• ELPA<br>• Systematic Weekly Planning: Responsive Formative Assessment<br>• Systematic Weekly Planning: Focus on Instructional Routines<br>• Systematic Weekly Planning: Focus on Supplemental Materials<br>• SpELL: Spelling out Institutional Barriers to Just Schooling: Moving from Compliance to Equity and Excellence<br>• Site Based Training addressing specific School needs<br>• Content based ELD | |
| **Scheduling K-12** | One of the following:<br>• **Minimum 30 minutes of English Language Development (ELD) Levels 1-4.** The district will provide all EBs <u>at least</u> 30 minutes of ELD per day (150 min/week) until they are re-designated as Fluent English Proficient. The amount of ELD will vary and may exceed 30 minutes based on a student's level of proficiency & program model of service. <u>*The 30 minutes should not include student transitions.</u><br>• ELD Instruction: Instructional time that is focused on targeted explicit language development. **<u>*Intervention support classes may not replace ELD.</u>**<br>Student Grouping: Students are grouped by language proficiency level or by domain specific proficiency levels. *<u>Exception for small EB populations schools (.5 ELL FTE or less) and Content ELD Program Models.</u><br>• English as a Second Language Endorsed 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 who has taken or is in the process of taking the district ELD training<br><br>❖ **<u>Recommendation</u> Levels 1-2 English Language Development (ELD).** The district will strongly encourage additional minutes of ELD per day for levels 1-2 until they reach levels 3 Intermediate Level. This extended time should emphasize study skills, learning strategies and culturally relevant instruction that support language acquisition and acculturation. | • All content instruction (science, social studies, math, language arts, etc…) daily<br>• Reading interventions **CANNOT** supplant math, science or social studies instruction |
| **Scheduling K-5** | One of the following:<br>• During a portion of the language arts block that does not include direct core ELA instruction (general education students are engaged in | • All content instruction (science, social studies, math, language arts, etc…) daily<br>• Reading interventions **CANNOT** supplant math, science or social studies instruction |

| | | |
|---|---|---|
| | independent practice, group work, or centers) <br> • During language arts interventions schedule at the same time as Systematic ELD instruction <br> • During "specials" such as PE, music, technology, or library (not recommended) | |
| **Scheduling 6-8** | • Receive Systematic ELD instruction in place of one elective | • All content instruction (science, social studies, math, language arts, etc…) daily <br> • Reading interventions **CANNOT** supplant math, science or social studies instruction |
| **Scheduling 9-12** | • Receive Systematic ELD instruction in place of one elective | • All content instruction (science, social studies, math, language arts, etc…) daily <br> • Reading interventions **CANNOT** supplant math, science or social studies instruction |
| **Grouping** | • Student Grouping. Students are grouped by language proficiency level or domain specific proficiency levels (no more that two proficiency levels in one group). *Exception for small EL populations schools (.5 ELL FTE or less) | One of the following: <br> • Heterogeneously within classroom <br> • Students clustered by English language proficiency level |
| *Exception to Above* **Scheduling for small EL population schools (.5 ESL FTE or less)** | • Group more than two proficiency levels during an Systematic ELD block and ensure that every student receives proficiency level appropriate instruction | |
| **Materials** | One of the following: <br> • 3-5: Avenues <br> • 6-8: Shining Star <br> • 9-12: North Star <br> • K-2 Science Content-based ELD Supplemental Lessons <br> *Plus supplementary Systematic ELD Materials/Resources | • Core curriculum enriched by realia (objects to show meaning), role plays, graphic organizers, etc… |
| **Look Fors** | ☐ Scope & Sequence of Forms & Functions <br> ☐ Language Objective <br> ☐ Grammatical Forms <br> ☐ Topic Specific Vocabulary <br> ☐ Pattern for Prompts & Responses <br> ☐ Combination Teacher Modeling, Guided Practice, Interdependent Practice <br> ☐ Consistent use of culturally relevant instructional strategies that may include use of heritage languages for academic purposes <br> ☐ Closure | ☐ A clear objective is in evidence, communicated and understood by all learners <br> ☐ Lesson is connected to prior learning <br> ☐ Instructor demonstrates meeting the objective (I do) <br> ☐ Students participate in a period of practice guided and supported by the teacher and/or other students. (We do) <br> ☐ Students participate in independent practice of the skills and knowledge taught (You do) <br> ☐ Students review their learning in terms of the lesson objective <br> ☐ Lesson offers multiple opportunities for students to communicate about the new content <br> ☐ Lesson offers illustrations, graphic organizers, role plays, realia, or other scaffolds to access content |

## 41. The number and categories of instructional staff implementing the district's language development program

**ESL Department Faculty**:
- ESL Director
- Two ESL Assistant Directors
- One Program Administrators
- Four Content Plus ELD Instructional TOSA
- Half-time ESL Counselor
- One Data Analyst
- One Secretary
- One Senior Clerk
- Eight Community Agents
- 113 ESL Teachers
- 37 Bilingual Educational Assistants

During 2012-13 the ESL Department will continue to adjust its faculty levels in support of maximum support for ELD programs.

## 42. Qualifications used by the district to assign instructional staff to the district's language development program. How does the instructional staff meet 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 personal meet this requirement in order to perform teaching duties regardless of title.

ESL teachers, classroom teachers, and Content Plus Instructional TOSA who have been trained in Focused Approach to Systematic ELD/Systematic ELD, hold an ESOL endorsement and/or are currently in an ESOL endorsement program provide ELD instruction to Emergent Bilingual Learners**.** The ESL Department maintains a database of FASELD/Systematic ELD trained teachers.

Classroom teachers and Content Plus specialist are trained in sheltered instruction. This approach assists teachers in providing grade level content that is meaningful to all Emergent Bilinguals. The ESL Department maintains a database of sheltered instruction trained teachers.

**43. Methods and criteria used to determine the qualifications of instructional staff assigned to the language development program**

In addition to meeting the above requirements the ESL department offers a variety of professional learning opportunities throughout the year—in the form of workshops, classes, presentations, and site visits—for PPS staff and administrators. Staff development needs for each building will be reassessed annually.  These fall into five major areas:

- Professional learning for ESL and mainstream teachers in the area of English Language Development (ELD)
- Sheltered instruction, literacy, content area, and technology integration.
- Curriculum Materials training
- From English Language Learners to Emergent Bilinguals: Ushering in Equity and Excellence
- ESOL endorsement Portland State University Program

**44. Description of how the district's plan has a contingency for having to use temporary staff, who do not meet the districts qualifications for the district's language development plan (include training, schedule of training, plan for recruiting qualified staff, and schedule to have qualified staff in place)**

PPS is committed to recruiting teachers who are appropriately authorized or are actively pursuing their ESOL endorsement. We offer Systematic ELD including all required training in August and September for teachers who need an overview and/or have not yet received the training. Ongoing coaching is provided for new teachers teaching ELD on a monthly basis. Teachers who wish to have on-site coaching may sign up for this type of support.

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.

**Professional Learning for Bilingual Educational Assistants Who Work with Emergent Bilinguals**

There are two types of professional learning opportunities for Bilingual EAs which provides them with the tools to be successful in the classroom and maintains a high retention rate for our Bilingual Educational Assistants:

**Classified Connections:**
According to Portland Federation of Teacher and Classified Employee labor contract, the district must provide in-service programs for classified employees several times a year. The Federation will participate with the District in a joint labor management Committee to facilitate the development and implementation of such program. ESL/Immersion Program also provides professional development sessions during Classified Connections trainings. The major focus for these trainings has been instructional strategies to support ESL Bilingual Educational Assistants in assisting Emergent Bilinguals in the classrooms and working with families.

**Bilingual Teacher Pathway Program (BTP):**
The Bilingual Teacher Pathway (BTP) is a teacher preparation program designed to fill critical shortages of bilingual/bicultural teachers in the Portland and Southwest Washington regions. PPS, in partnership with Portland State University, recruits and prepares bilingual/bicultural instructional assistants for initial teacher licensure along with an ESL/Bilingual Endorsement. The students seek to integrate their cultural wisdom with an academic knowledge base to enhance their skills and services in the instruction of all students but particularly those with diverse cultural, linguistic and socioeconomic backgrounds. Through a strong foundation in the social and cultural bases of learning, students learn to apply their unique perspectives for student, family, community and cultural advocacy and effective service delivery.

In addition to the above, other areas for professional development include cultural professional development, so that all staff and administrators can appreciate a variety of cultures and gain sensitivity in their interactions with diverse students and staff—i.e., overviews of Hispanic, Vietnamese, Russian, Chinese, and Somali cultures.

## 45. District's selected instructional materials and resources available for the ELD program

- 3-5: Avenues
- 6-8: Shining Star
- 9-12: North Star
- Supplemental Systematic ELD Materials
    - K-2 Science Content Based ELD Lessons
    - Newcomer Materials
    - Imagine Learning K-5
    - Bridges Math Sentence Frames and Homework Activities
    - Frames for Fluency K-2

## 46. 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. Currently there is not a new textbook adoption budget. The process will start following the ODE timeline that has been postponed for at least another year.

**PPS Process and Adoption Guide**
PHASE ONE – OVERVIEW and PLANNING
- Planning
  Identify curriculum/content for consideration
  Identify review teams – form CMACC
  Standards
  District Demographics - populations involved
  Instructional Technology
  Timeline published - Calendar
  Communication to Vendors
- CMACC Process
  Leadership facilitation
  Vendor role
  Resource review/pilot
  Prepare for public viewing
- Public Process
  Plan, Communicate, Display
  Preparations
  Timeline
- Board Process
  Approve budget – fiscal year
  Recommendations to SAC
  SAC reviews draft resolutions and recommends to the Board
  Board vote

2. PHASE TWO - SELECTION PROCESS
- Instructional Goals
- Professional Development Goals
- Budget
- Content format
- School/site/program data
- Timeline

3. PHASE THREE – IMPLEMENTATION
ARC – Adoption Resource Committee – who and why?
- Procurement process
- Distribution process
- Accountability process
- Calendar
- Check off list

*Currently no timeline has been generated.

**47. District's contingency plan when the district does not currently have all the resources necessary to implement ELD program, and the plan for obtaining necessary items**

<span style="color:blue">**Section VI: Transition from English Language Development Program (OCR step 6)**</span>

**48. District's procedures for exiting (reclassification), promoting, and retaining Emergent Bilinguals (include special consideration for EBs with additional academic needs).** The following are the procedures for exiting, promotion and retaining:

*Promotion (Exit) from 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 4 on ELPA.*

| 1 | *Collect Evidence* |
|---|---|
| | ☐ 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 <u>required</u> for that domain (acceptable evidence): |
| | ☐ a scored writing sample meeting grade level |
| | ☐ Oaks (meeting/exceeding) in Reading |
| | ☐ District Assessments demonstrating grade level performance |
| | ☐ Other language assessments (i.e. ADEPT) |
| | ☐ Other evidence from formative assessments |
| | • All evidence must indicate that the student is achieving at grade level |
| | • Complete and Record meeting notes/evidence on ESL Department **Promotion** form |
| 2 | *Team Pre-Meeting* |
| | • 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 |
| |    o If team agrees on promotion then school administrator and ESL PA sign form and school team proceeds with step 3 |
| 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 |
| |    o If parent agrees on promotion, then he/she must sign form, proceed with step 4 |

| 4 | **Notification** |
|---|---|
| | • ESL Teacher submits paper work to ESL Department (attn.: Loan Nguyen)<br>• The ESL Director verifies and signs approval.<br>• 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.<br>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 ELOA and is being considered for retention into the ELD Program.*

| 1 | **Collect Evidence** |
|---|---|
| | • Evidence of non-proficiency is <u>required</u> (acceptable evidence):<br>  ☐ a scored writing sample not meeting grade level<br>  ☐ Oaks (not meeting) in Reading<br>  ☐ District Assessments demonstrating below grade level performance<br>  ☐ Other language assessments (i.e. ADEPT)<br>  ☐ Other evidence from formative assessments<br>• All evidence must indicate that the student is achieving below grade level<br>• Complete and Record meeting notes/evidence on ESL Department **Retention** form |
| 2 | *Team Pre-Meeting*<br>• Pre-meeting members consist of school administrator, ESL teacher, at least one content teacher and an ESL Program Administrator<br>• Team members review the evidence to determine if this is an appropriate Retention<br>If team agrees on retention then school administrator and ESL PA sign form and school team proceeds with step 3 |
| 3 | *Meeting*<br>• Contact parent/Guardian by phone and schedule a meeting.<br>• Send a **Notice of Team Meeting** in home language and in English.<br>• Hold Retention team meeting<br>  o ESL teacher, Content teacher and/or other important staff members are present to answer parent questions<br>  o If parent agrees on Retention, then he/she must sign form, proceed with step 4 |
| 4 | *Notification*<br>• ESL Teacher submits paper work to ESL Department (attn.: Loan Nguyen)<br>• The ESL Director verifies and signs approval.<br>• 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.<br>• Email copy of Re-Instatement letter is sent to school team members. |

## 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 | **Collect Evidence** |
|---|---|
|  | • Evidence of non-proficiency is <u>required </u>(acceptable evidence):<br>    ☐ a scored writing sample not meeting grade level<br>    ☐ Oaks (not meeting) in Reading<br>    ☐ District Assessments demonstrating below grade level performance<br>    ☐ Other language assessments (i.e. ADEPT)<br>    ☐ Other evidence from formative assessments<br>• All evidence must indicate that the student is achieving below grade level<br>• Complete and Record meeting notes/evidence on ESL Department **Re-Instatement** form |
| 2 | **Team Pre-Meeting** |
|  | • Pre-meeting members consist of school administrator, ESL teacher, at least one content teacher and an ESL Program Administrator<br>• Team members review the evidence to determine if this is an appropriate Re-Instatement request<br>If team agrees on retention then school administrator and ESL PA sign form and school team proceeds with step 3 |
| 3 | **Meeting** |
|  | • Contact parent/Guardian by phone and schedule a meeting.<br>• Send a **Notice of Team Meeting** in home language and in English.<br>• Hold Re-Instatement team meeting<br>    o ESL teacher, Content teacher and/or other important staff members are present to answer parent questions<br>    o If parent agrees on Re-Instatement, then he/she must sign form, proceed with step 4 |
| 4 | **Notification** |
|  | • ESL Teacher submits paper work to ESL Department (attn.: Loan Nguyen)<br>• The ESL Director verifies and signs approval.<br>• 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.<br>• Email copy of Re-Instatement letter is sent to school team members. |

**49. 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 as 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 Content Plus Specialist 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.

## 50. 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 Program Administrator
- Team members review the evidence to determine if this is an appropriate Promotion request
    - If team agrees on promotion then school administrator and ESL PA 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 paper work to ESL Department (attn.: Loan Nguyen)
- The ESL 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.

## 51. 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 individual student CUM folder and the ESL department document management system. Schools data secretary helps maintain updated student records that are submitted to schools by the ESL department. The ESL Data Specialist maintains updated records.

## 52. Districts Monitoring Plan (who is responsible, what is the frequency, what documentation is reviewed, how and where is the documentation collected and stored)

**Overview of staff responsible for student monitoring**
- ESL Department – Department staff are responsible for the following:
    - Submit Forms and attachments with student data to schools at 1st and 3rd quarters.
    - Provide additional data on students.
    - Collaborate with School Administrator and case manager on additional student supports.
    - Provide guidance and/or support for Student Study Teams (SST's) as needed.

- o Determine student program assignment (remain exited, remain exited with additional supports, or re-admit to ESL services)
- o Reassess students as appropriate.
- Schools - The school case manager is responsible for the following:
  - o Receive, complete, and return Reclassified Student Monitoring Forms and attachments to ESL Department.
  - o Provide additional data on students.
  - o 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 February 15, 2013.

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.

# ESL STUDENT MONITORING FORM 2012-13

| PPS ID: | Name: |
|---------|-------|
| Grade: | School: |

| Check one | Recommendation | Information | Plan |
|-----------|----------------|-------------|------|
| | Remain exited/promoted | Check evidence below:<br>○ Credits and grades sufficient for on-time graduation.<br>○ Making satisfactory academic progress.<br>○ Using English to learn. | Continue to monitor progress. |
| | Remain exited/promoted with additional supports | Check concerns below:<br>○ Attendance.<br>○ Weakness in the following academic area._____<br><br>○ Student on IEP.<br><br>○ Other _____ | Describe interventions. |
| | Reinstate to ESL program | Evidence that language non-proficiency results in achievement below grade level. See reinstatement process. | Complete reinstatement process *with program administrator.* |

Printed name of person completing this form:_____

Position: _____ Date:_____

Signature: _____

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

Portland Public Schools ELL District Plan 2013-2015                                     54

**53. 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.

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

### Section VII: Equal Access to Other School District Programs (OCR step 7)

**55. District's procedures for identifying Emergent Bilinguals as having additional academic needs (pre-referral and IEP process; include steps, assessment, timeline and person(s) responsible**

The ESL department has had a committee that is composed of Special Education, Curriculum & Instruction and Student Services that has worked to improve the student problem-solving process for all students. One of the tasks is to design a systematic process for schools to use that clearly defines the steps a school team must take prior to making a Special Education referral. The process and form will be completed in June, 2013.

The process is in the draft phase but will include:

- Consistent system for gathering data, and using data in this process

- The district's data system synergy would be used to shape the path/conditions for teams to use data to guide instruction and intensity of instruction

- Synergy will help standardize the process district-wide and allow for cross department collaboration

- A form/process will include data that is being gathered by schools; populate as students move through data gates-- form expands based on student profile/needs (e.g., student who is Emergent Bilingual would have a more expansive form with questions for the team to answer)

2012-2013 Guidelines

- [ELL pre-referral process A](#)

  [ELL pre-referral process B](#)

- [ELL evaluation for SPED](#)

*To help facilitate pre-referrals of Emergent Bilinguals, our department is researching 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 who's Native language is not English.

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

---
# EMERGENT BILINGUAL
# TAG IDENTIFICATION
---

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

| 1. Nomination | → | 2. File Review | → | 3. Testing | → | 4. Decision |
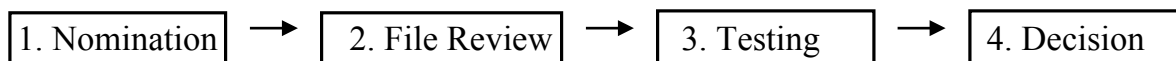
**1.** ELL and classroom teachers are encouraged to actively look at the ELL students in their classroom for intellectually gifted or academically talented characteristics. Based on this observation, teachers or parents may choose to nominate a student for TAG. If you need an interpreter, contact the 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 and a decision is made at the building level for '***yes***,' '***no***,' or '***potential***.'  Special consideration is given to the unique needs of the ELL student. This form is then sent to the district TAG Office for final review and processing.  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

## 57.    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 Bilingual Learners in K-8 grade are scheduled into all non-academic offerings in their schools.  ELD is not scheduled during specials and electives.

### School Level Parent Involvement

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 at the school.  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, 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 Interpretation and Translation Services (ITS).

## Interpretation and Translation Services (ITS)

### Who does ITS 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 ITS through forms available on the district's web site. ITS 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 parent liaisons to assist with translations.  The ESL Department provides schools with welcome, library, office, nurse, and thank you posters in twenty-four languages.

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) Interpretation and Translation Services (ITS) 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. ITS should be contacted immediately.

Upon completion of services, ITS shall send a short survey via e-mail 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 it 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 Advisory Council

The primary role is to advise the ESL Department and staff members on matters of concern in planning, developing, administering, and evaluating ESL education programs, and to make recommendations to the Director or designee. It is the mission of the EL Advisory Council to collaborate and advise PPS and other educational agencies on matters related to providing quality, efficient and effective educational programs to Emergent Bilinguals.

The members consist of parents of English Language Learners (Emergent Bilingual Learners) and community representatives; the majority (at least 51%) of members are parents or legal guardians of Emergent Bilingual Learners.

ESL staff support members by providing them with training, and background information to enable them to better understand the program and carryout their advisory 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.

## 58. 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 classroom teachers, 1111 (h) | Samples of parent notification disseminated by the LEA for each Title I-A building, in multiple languages as applicable. ➢ District website ➢ District newsletter ➢ Parent handbook **Note: School newsletter is not acceptable** |

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

**59.  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 progress in the ESL program. Parents are also notified as to AMAOs progress and achievement.  In addition, results are shared at parent meetings or community forums and reviewed by the EL Advisory Council.

PPS also adheres to all legislative and statutory provisions relating to communication mandates regarding English Language Learners and their families, as outlined in this chart:

| **Legislative/Statutory Provisions Pertaining to Communicating with English Language Learners and Their Families** |
|---|
| **Oregon Senate Joint Resolution 16 (1989):** "The use of diverse languages in business, government, and private affairs, and the presence of diverse cultures, is welcomed, encouraged and protected in Oregon." <br> **Memorandum from the United States Department of Health, Education, and Welfare Office 2000:** School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English. <br> **Oregon Revised Statutes (ORS):** <br> **Definition of Discrimination used in ORS:** *Any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, **national origin** [1] , race, marital status, religion or sex.* <br> **ORS 659.150: "**No person in Oregon shall be subjected to discrimination in any public elementary, secondary or community college education program or service, school or interschool activity… where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly." |

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

Parents/families are notified as to AMAOs progress and achievement in home language.

## 61. District's methods used to notify parents and students of available programs an 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 "ESL Information Nights" 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 will regionalize workshops and activities (within and across clusters) to support parents from different schools and increase direct central contact with parents and community members. Activities will take place in areas with large ELL populations throughout the district.  To increase participation locations will vary from schools to community centers and churches.

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 transitions, 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.

## The EL Advisory Council

The primary role is to advise the ESL Department and staff members on matters of concern in planning, developing, administering, and evaluating ESL education programs, and to make recommendations to the Director or designee. It is the mission of the EL Advisory Council to collaborate and advise PPS and other educational agencies on matters related to providing quality, efficient and effective educational programs to Emergent Bilinguals.

The members consist of parents of English Language Learners (Emergent Bilingual Learners) and community representatives; the majority (at least 51%) of members are parents or legal guardians of Emergent Bilingual Learners.

ESL staff support members by providing them with training, and background information to enable them to better understand the program and carryout their advisory 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.

## 62.    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 bilingual and bicultural 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 work 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 would assist language minority families with enrollment. They would also staff our Language Line, which allows parents to speak with a bilingual staff member when calling their child's school.

### District Forms and Letters
The ESL Department works in close collaboration with Interpretation and Translation Services [ITS], Language Line/Interpretation & Translation Services, the department of Equity and Partnerships, Community Involvement and Public Affairs, and the Family/Parent Engagement 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 major 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.

## Interpretation and Translation Services (ITS)

ITS 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 ITS must be contacted.

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

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

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

## 63.    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 Program Assistant Director 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.

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:

- How the LEP children's needs will be identified.
- What services will be offered.
- How, where and by whom the services will be provided.
- 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 are 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 Veronica Magallanes (vmagallanes@pps.net) or Lisa Blount  (lblount@pps.net).

## Private School Plan Template

**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

| 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 *data* 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

| FOCUS: Professional Development | | |
|---|---|---|
| Action | Documentation | Expected Completion Date or Check Point |
| Professional development for our **ELD** teachers will include (check all apply)<br><br>___ Systemic ELD      ____Formative Assessment     ____Summative Assessment<br><br>___ ELD Lesson Planning      _____K-12 Content Based-ELD     _____Initial Placement<br><br>_____6-12 Complex Text for English Learners<br><br>_____ Instructional Strategies for language acquisition | | |
| | | |

| FOCUS: Communication | | |
|---|---|---|
| Action | Documentation | Expected Completion Date or Check Point |
| Our families will have the following opportunity(ies) to evaluate our ELD services: | | |
| If parents have concerns about their child's language development & ELD services they will have the following opportunities (process) to inform the school: | | |
| | | |

Submitted _____          Received _____ _____Approved _____

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

April 3, 2013