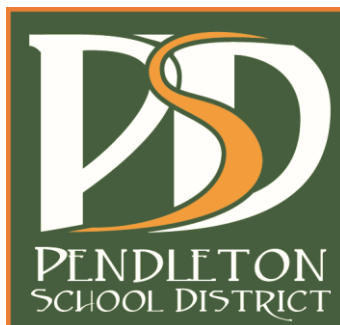# English Language Learner Plan

Pendleton School District 16R

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Table of Contents

Section I: District Demographics

Questions 1-7 Basic Information

1, 2, 7 Size of the School District, Total Enrollment & List of Schools

Schools (15-16 SY=11, 16-17 SY=9)	Grades	# Of stud.	# of ELs	EL %	Title I Level	Title Designation
Hawthorne Alternative High School	9-12	55	0	0	N/A	N/A
LTCT Homestead Youth Lodge	6-12	27	*	11%	N/A	N/A
* Lincoln Primary School	1-2	181	11	6%	School-Wide	None
McKay Creek Elementary School	1-5	345	6	2%	None	N/A
Nixya'awii Community School	9-12	49	0	0	None	N/A
+Pendleton Early Learning Center	PK-K	N/A	N/A	N/A	Not Yet Determined	N/A
Pendleton High School	9-12	860	*	0.2%	None	N/A
Sherwood Heights Elementary	1-5	437	21	5%	School-Wide	None
Sunridge Middle School	6-8	699	8	1%	None	N/A
Washington Elementary School	1-5	361	14	4%	School-Wide	None
*West Hills Intermediate School	3-5	198	14	7%	School-Wide	None
District Totals		**3189	79	2.5%		

*Lincoln and West Hills will no longer operate as elementary schools after the 15-16 School Year
+The 15-16 School Year will be the first year of operation for this school.
** Based on Spring Membership Report 2015

3. Districts Ethnic Diversity

14-15 Fall Membership Report Ethnic Diversity

Group	Number	Percent
Total	3272	100
White	2160	66
Hispanic	412	13
American Indian/Alaskan Native	429	13
Asian	33	1
More than 1 (not Hispanic)	211	6
Black/African American	18	1
Native Hawaiian/Pacific Islander	9	0

4, 5 & 6. LEP Enrollment, LEP and Special Education, & LEP and Talented and Gifted

Total Enrollment	Number of ELs	% of Student Enrollment	Number of ELSWDs	Number of ELs in TAG
3189	79	2.5%	*-SLD *-Communication	0

Based on the 14-15 Spring Membership & LEP Reports

Questions 8-16 District Progress for ELs

District Progress for ELs 2013-2014	
8 AMAO1	26/59 or 44.07%-Not Met
9 AMAO 2A	5/54 or 9.26%-Met
10 AMAO 2B	4/18 or 22.2%-Not Met
11 Year 1 Monitor	12
12 Year 2 Monitor	7
13 Former EL	54
14 Re-Entry	0
15 Waivers	*
16 AMAO 3	Not Rated

Section II: School District Information on Program Goals

17 & 18 Instructional Approaches and Relevant Research

Elementary:

Teachers of ELs in grades Kindergarten through fifth provide ESL English Language Development instruction in a pull-out portion of the school day with classroom instruction in English only. Teachers provide students with 30-45 minutes of instruction per day depending on the needs of the student. English requires systematic and explicit instruction in a dedicated course of study (Saunders, Foorman, & Carlson, 2006; Norris & Ortega, 2007; Coleman & Goldenberg, 2010). ESL/ELD pull-out is generally used in elementary school settings where a designated ELD teacher works with small groups of children. Students spend part of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a second language.

Teachers of ELs grades 6-12 provide one period of ESL English Language Development instruction per day to students. Each period lasts 45 minutes. Teachers of content instruction teach in English only providing exposure to English throughout the school day.

English requires systematic and explicit instruction in a dedicated course of study (Saunders, Foorman, & Carlson, 2006; Norris & Ortega, 2007; Coleman & Goldenberg, 2010). ELD class period is generally used in middle & high school settings. Academic achievement across the secondary curricula will only be accelerated when students are truly proficient in English.

References:

Saunders, W. M., Foorman, B. R., & Carlson, C. D. (2006). Is a Separate Block of Time for Oral English Language Development in Programs for English Learners Needed? *Elementary School Journal*, *107*(2), 181-198.

Norris, J. M., & Ortega, L. (2007). The Future of Research Synthesis in Applied Linguistics: Beyond Art or Science. *TESOL Quarterly*, *41*(4), 805-815.

Coleman, R., & Goldenberg, C. (2010). What Does Research Say about Effective Practices for English Learners? Part IV: Models for Schools and Districts. *Kappa Delta Pi Record*, *46*(4), 156-163.

Dutro, S., Levy, E., & Moore, D. W. (2011). Equipping Adolescent English Learners for Academic Achievement: An Interview with Susana Dutro and Ellen Levy. *Journal of Adolescent & Adult Literacy*, *55*(4), 339-342.

19-26 Educational Goals

Our overarching program goal for English Learners is competency in reading, writing, speaking, listening and understanding interpersonal and academic English in order to achieve academic competency in the essential skills of reading, writing, math and science through classroom instruction in English.

English language proficiency goal:

We are focusing on AMAO 1 targets as meeting these targets will lead to the AMAO 2 targets being met.

A minimum of 50% of students who have taken the ELPA for two years or more will meet individual student growth targets as rated by AMAO 1 for the District in the 14-15 and 15-16 school years.

ELD Teachers will implement the newly adopted ELD curriculum in the 15-16 school year to meet this goal.

Teachers will formatively assess this goal through use of the ADEPT, Gap Finder, and in program assessments as progress monitoring tools. Teachers will share data at Professional Learning Community meetings to adjust instruction to meet this goal.

Core Content Knowledge Goal:

We are focusing on the percentage of students meeting English language arts and math achievement levels at the elementary level since the majority of our students served are in grades K-5 and English language arts and math are essential to content area success.

Baseline Data

2013-2014 Elementary	All Students Percent Met	LEP Students Percent Met	Gap
Reading	70.8	43.3	27.5 percentage points
Math	58.9	26.7	32.2 percentage points

By 2017 the performance gap between the percentage of all students and LEP students meeting English Language Arts and Math targets will each decrease by 10% as measured by performance on state wide assessments.

ELD teachers and 3-5 grade level teachers will share common formative assessment data in reading, writing, math and English proficiency to monitor progress towards this goal. Universal Screening data for reading and math at grades K-5 will also inform progress towards this goal. State assessment data will be the summative measure for this goal.

Comparing Goals for ELs and non-ELs

We have set high academic achievement goals for all students. Therefore focusing on the gap between percentage of all students and LEP students raises achievement for all groups. Setting 10 percentage points per year maintains an increase each year rather than a onetime increase.

College and Career Readiness Standards

Over the past four years our district has aligned all instruction to the CCSS in ELA and Math. Our goals align to this same level of rigor for ELs leading to attainment of the Essential Skills and an Oregon Diploma to demonstrate college and career readiness.

Section III Identification of Potential English Learners

26-28 Initial Identification-Home Language Survey

Office personnel at each school give parents/guardians a registration packet that includes a Home Language Survey to be completed before the student starts school. Packets are in English and Spanish as these are the two major language groups present in Pendleton. If necessary, we use a phone based service for other language groups to communicate with the person completing the registration packet.

English Learner Identification Steps	Person (s) Responsible	Timeline
Ensure completion of Home Language Survey(HLS)	School Office Personnel	Immediately upon registration
Assist in HLS completion	School Office Personnel	Immediately upon registration
Provide a copy of HLS to ELD teacher and place original in cumulative file	School Office Personnel	Immediately upon completion
Determine if an evaluation is needed based on answers on HLS (if any of the	ELD Teacher	Within three days of receiving HLS

answers to the 7 questions are a language other than English)		
Administer the Woodcock Munoz Language Survey-Revised	ELD Teacher	Within 30 days of the beginning of the school year or 14 days of enrollment at any other time of year
Send Notification Letters with the option to opt out of services to the parent of all students who meet the entry criteria	ELD Teacher	Within 30 days of the beginning of the school year or 14 days of enrollment at any other time of year
Inform School Office Personnel, classroom teacher and District Data Manager of eligibility status for all students evaluated	ELD Teacher	Directly after sending notification letter home to parents
Place WMLS-R scores and parent notification letters in a separate ELL file for ELs and WMLS-R scores in the cumulative file for non-ELs	ELD Teacher	Directly after sending notification letter home to parents

The Home Language Survey is the screening tool used to identify potential ELs and is completed for every student who registers with our district. However, even with vigilance of staff, there are times when a student may be improperly identified either as a non-EL or potential EL which warrants special considerations for the initial eligibility process. Teachers may refer a student to the ELD teacher for consideration of whether the student is a potential EL based on professional judgment and concern for misidentification as a non-EL. Parents may refer a student if they believe their child was misidentified as a non-EL based on the HLS. If a records review indicates conflicting or nondescript information in relation to the student's language and home language background, the ELD teacher may proceed with an initial evaluation as a potential EL.

Upon an HLS trigger, teacher referral or parent referral the ELD teacher will review records and determine whether existing information meets the criteria for program placement or whether an evaluation with the Woodcock Munoz Language Survey-Revised is necessary to determine program placement.

29. Identifying Native American students who may be ELs

As part of the registration Native American parents/guardians complete the HLS. If another language other than English is spoken in the home is indicated on the HLS, the ELD teacher will treat the student as a potential EL and follow the initial identification process outlined in the previous section.

All students are screened for language proficiency upon entering Kindergarten and provided differentiated instruction for continued language development monitoring progress for those students needing significant intervention. Native American students are included in this process. If any student

does not make sufficient progress, a multi-disciplinary team will discuss the student's progress and invite the ELD teacher to the meeting to consider whether historical language loss and non-standard English development makes a Native American student a potential EL warranting assessment.

30. Special Circumstances

When a student has already been identified as having a disability and is a potential EL, the district will look at additional score clusters (as opposed to just the Broad English Ability cluster) to determine program eligibility. For example, if a student scores above the cut-score for the Oral Language Cluster but has a much lower Reading-Writing Cluster score, and that student is eligible for special education as a student with a Specific Learning Disability in written language, then the student may be found not eligible for ELD services if it is determined that the low score on the WMLS-R can be attributed to the disability and not the lower level of English proficiency. A multi-disciplinary team will consider multiple measures when making an ELD program eligibility determination.

31-34 Initial Identification using the Woodcock-Munoz Language Survey-Revised

Upon determination that a student is a potential EL, the ELD teacher at the attending school assesses the student using the Woodcock-Munoz Language Revised which is one of the state approved tests. Students registered at the beginning of the school year will be assessed within the first 30 days of school. Schools registering later in the year will be assessed within 14 days of registering. Students referred by a teacher will be assessed within 14 days of determination that they are a potential EL. Any student who scores below 4 on the WMLS-R will be placed in the ELD program. ELD teachers will send the parent notification letter as soon as the student is identified in the home language and in English. The ELD teacher will notify the school secretary and the district data manager of eligibility. The WMLS-R scores and a copy of the parent notification letter will be placed in a separate EL file and the cumulative file will be marked that there is an additional EL file by the ELD teacher. The school secretary will mark the LEP flag in the student information system which will then notify teachers with a yellow triangle of the students' eligibility status.

Each year, all ELD teaching staff will have the opportunity to attend a training or training refresher if already trained to administer the WMLS-R and ADEPT. Currently, each teacher in the district has been trained to administer the WMLS-R and ADEPT.

ELD teachers meet with grade level teachers at the beginning of each year to discuss the language levels of ELs and their instructional needs as part of the year start up. When new students enter mid-year, the ELD teacher shares student results and language needs immediately following the administration of the WMLS-R.

35-36 Parent Notification

We use transact forms to ensure program eligibility notification the home language. The majority of our ELs come from homes where Spanish is the primary language. We send notification letters in Spanish and English for these families. ELD teachers are responsible for filling out and sending these notifications in the language of the home using Transact forms. Timelines are within 30 days of the beginning of the school year and within 14 days at any other time of the school year.

Section IV Program of Service for English Learners

37, 38, 41 & 42 ELD Program of Services

Elementary Level:
English learners receive English Language Development (ELD) instruction in designated classrooms during ESL Pull-Out from an ESOL endorsed teacher. ELD teachers use Systematic ELD Instructional Units published by E. L. Achieve, which are state approved, research-based instructional materials that follow a scope and sequence of language skills focusing on the grammatical forms and language functions in all language domains. Students receive 30-45 minutes of instruction per day (depending on their language needs) and are grouped according to proficiency level, with no more than two grade or proficiency levels represented in any group. Results from the WMLS-R and the ADEPT are used to determine the amount, type and level of ELD to which each student is initially assigned. Students who score below level 4 on the WMLS-R would qualify for placement in the ELD Program. ELPA results are used, in addition to other assessment, to annually adjust ELD services.

Secondary Level:
English learners receive English Language Development (ELD) instruction in designated classrooms during an ESL class period for elective credit from an ESOL endorsed teacher. ELD teachers use Pearson Longman Keystone English Learning System with all students qualifying for services during 45 minutes of ELD instruction per day. While all students are grouped together in the same class period, there are so few students that the teachers are able to differentiate instruction based on students' language levels and individual needs. Students who score below level 4 on the WMLS-R would qualify for initial placement in the ELD Program. ELPA results are used, in addition to other assessment, to annually adjust ELD services.

K-12 Supplemental Instruction and Exceptions to the District Program
At both levels, the district has purchased student subscriptions to Rosetta Stone English Language Solutions to supplement ELD instruction, however it is used more often at the secondary level.

If an EL student's needs deviate from the district plan, a multi-disciplinary team, including the ELD teacher, will meet to review existing information and student's needs and individually design a program to meet the student's needs. Data sources include WMLS-R scores, classroom formative assessments, Universal Screening Data, observations, and parent information.

39 Meaningful Participation in Core Instruction and Special Programs

The District ELD Program provides instruction in English as well as academic support to students who have difficulty reading, writing, speaking, listening to, and comprehending English, enabling them to become academically successful in the classroom, the overall school environment, and the community at large. Homeroom and content teachers use English as the language of instruction, utilizing SIOP strategies and providing support through frontloading additional language as needed. English learners have access to all elective classes (i.e. choir, band, vocational ed., computer, art, etc.) and special programs (TAG, Special Education, Title 1A, content classes, etc.). Participation in or refusal of ELD services does not affect students' participation in special programs or elective classes.

40 Professional Development Support for Core Content Teachers

The past two years our district has spent the bulk of our professional development on ensuring high quality core instruction for all students. The focus at the elementary level has been developing instructional guidelines for non-negotiable elements of instruction for all students in reading, writing, and math. Included in these guidelines are portions of time set aside for small group differentiated instruction tailored to the needs of the students based on formative assessment data. The focus at the secondary level has been full implementation of CCSS across the content and developing scope and sequences to ensure rigorous instruction for all students.

Additionally, two certified teachers are trained SIOP trainers to provide coaching support for implementing instructional strategies to support language development across the district.

The next two years of professional development are planned to support more focused differentiated instruction for specific subgroups of students including ELs and Students with Disabilities. Instructional strategies from SIOP and Constructing Meaning will be supported by district trainers and InterMountain ESD trainings for teachers and instructional assistants responsible for core content instruction.

Section V Staffing and Resources

43 Instructional Staff by Building and Type

3.0 Certified FTE total	15-16 Schools (grades)	16-17 Schools (grades)	Program Type
1.0 Certified FTE w/ ESOL	Lincoln Primary (1-2), West Hills Intermediate (3-5), Washington Elementary (1-5)	Washington Elementary (1-5)	ESL Pullout
1.0 Certified FTE w/ ESOL	McKay Creek Elementary (1-5), Sherwood Heights Elementary (1-5)	Sherwood Heights Elementary (1-5)	ESL Pullout
.25 Certified FTE w/ ESOL	Sunridge Middle School (6-8)	Sunridge Middle School (6-8)	ESL Class Period
.25 Certified FTE w/ ESOL	Pendleton High School (9-12)	Pendleton High School (9-12)	ESL Class Period
.25 Certified FTE w/ ESOL	Pendleton Early Learning Center (K)	Pendleton Early Learning Center (K)	ESL Pullout
.25 Licensed Administrator	District Office K-12 Oversight	District Office K-12 Oversight	N/A

Our district will have new boundaries, building two new larger elementary schools to replace Sherwood and Washington, and be closing Lincoln and West Hills in the 16-17 school year. Also, McKay and Sherwood are very close geographically serving grades 1-5 with the majority of our ELs attending Sherwood Heights Elementary. Rather than lose instructional time to traveling and imposing unnecessary scheduling conflicts, we will have the small number of ELs in the McKay Creel Elementary attendance area (<7 in any given year) attend Sherwood Heights Elementary in a brand new school building with larger capacity in the 16-17 school year.

44-46 Staff Qualifications & Contingency Plans

All ELs are taught ELD by fully certified teachers with an ESOL endorsement to meet the requirements of the state. When there is an open position, we post the position requiring an Oregon TSPC license for the grade levels and requiring an ESOL endorsement. We recruit at job fairs, universities and colleges, and online for teachers.

If we are unable to hire teachers that meet this criteria, we hire teachers who are licensed to teach at the grade levels we need them who are willing to pursue an ESOL endorsement and pay for their required coursework and testing. Release time will be provided for the teacher to pursue the necessary credentials to meet the district and state criteria. We also provide the teacher a mentor who has an ESOL endorsement as a training support. The program director also provides support to teachers working outside of their licensure to ensure fidelity to program goals and delivery models.

47-49 Instructional Materials, Resources & Contingency Plan

The District adopts instructional materials on the ODE recommended adoption cycle. Our school board approved an independent adoption of EL Achieve Instructional Units for grades K-2 as well as adoption off the state approved list of EL Achieve Instructional Units for grades 3-5/6 and Pearson Longman Keystone for grades 6-12. Materials sufficient to serve students K-12 will be ordered in July for full implementation in the 15-16 School Year. Additionally, materials at the elementary level are implemented using the Systematic ELD Framework. K-12 teachers supplement instruction with practice on Rosetta Stone.

Elementary ELD teachers meet regularly during the weekly one hour late start set aside for Professional Learning Communities to discuss instruction and review instructional materials. Our ELD Department meets quarterly to discuss program progress, instructional materials, and student progress. Teachers meet in the spring and fall to discuss with the program director upcoming needs for supplemental materials. Regular review of instructional materials happens following the ODE adoption cycle.

Our district makes every attempt to purchase all necessary materials to provide high quality ELD instruction. In the event we are unable to purchase or find we have missing resources, we work with InterMountain ESD to share resources with our Title III consortium members. We also rely on the Systematic ELD training of our teachers to develop instructional materials and units of instruction that meet the needs of our students.

Section VI Transition from English Language Development Program

50-53 Procedures for Exiting, Promoting, Retaining ELs

Exiting
The program administrator provides teachers with an entry and exit checklist to ensure fidelity to the district procedures. The program administrator and district data manager also maintain a tracking spreadsheet of all students included in the LEP collection in a secure shared district file that all ELD teachers have access to from their work computers.
ELD Teacher Responsibilities:
- Review ELPA score and academic progress

- Scores of 5 (advanced proficient) on ELPA and grade level academic progress indicate English Proficiency

- Signed exit letter detailing ELPA scores, proficiency level, and academic progress sent in home language to parent(s)

- Copies of signed form placed in ELL file and sent to program director

- Enter student exit information on tracking sheet in shared file

- Closely monitor student progress at the end of each semester for 2 years

- After two years note exit from monitoring status

ELD Program Administrator Responsibilities:
- Review all LEP student's ELPA scores with ELD teachers

- Review who is exiting the program at spring ELD program meeting

- Color code tracking sheet in shared file for ELPA advanced scores for exit, increasing one level from the prior year, staying the same level from the prior year, and decreasing a level from the prior year

- Share data with building principals and discuss implications for leadership

- Ensure all pertinent data is entered on the tracking sheet for LEP collection and shared with the data manager

- Verify LEP submission including exits

- Create new tracking sheet for the following school year noting historical ELPA data and monitor status of all ELs for teaching staff

- Share current lists at the beginning of each school year with teaching staff and building principals

Promotion
ELD Teacher Responsibilities:
- Review ELPA score and academic progress

- High scores within the early advanced proficiency level (three or fewer points from advanced proficiency) and academic progress indicate English Proficiency

- ELL progress monitoring indicates English proficiency

- Team meeting with parents discussing student's progress and determination of readiness to exit the program held

- Signed exit letter detailing exit reasons, data used in decision, and the team making the decision sent to parents in the home language.

- Copies of signed letter, team meeting notes, and data used placed in ELL file and sent to program director

- Notify program director of early exit within 2 days of decision and before May 15th

- Enter student exit information on tracking sheet in shared file

- Closely monitor student progress at the end of each semester for 2 years

- After two years note exit from monitoring status

Artifacts and Data Sources:
- ADEPT data

- Classroom Formative Assessments in Reading, Writing, and Math

- Classroom Performance Assessments in Speaking and Listening

- Portfolio assessment in all domains of language acquisition

- Record of Team Meeting including essential members (parent, classroom/content area teacher, ELD teacher, principal)

- Record of Meeting Notes, Team Decision and basis for the decision

Retention

In very rare circumstances will students demonstrate advance proficiency on the ELPA yet not demonstrate the same level of proficiency with other measures of English proficiency. When the ELD teacher suspects this is the case they will convene a team meeting with the essential team members (parent, classroom/content area teacher, ELD teacher, principal) present to discuss multiple data sources and come to a consensus on a decision.

ELD Teacher Responsibilities
- Review ELPA score, ADEPT data, classroom data and academic progress

- ELL progress monitoring indicates lack of English proficiency

- Team meeting with parents discussing student's progress and determination of lack of readiness to exit the program held

- team meeting notes, and data used placed in ELL file and sent to program director

- Notify program director of retention decision before May 15th

- Closely monitor student progress during the next school year for English proficiency

Artifacts and Data Sources:
- ADEPT data

- Classroom Formative Assessments in Reading, Writing, and Math

- Classroom Performance Assessments in Speaking and Listening

- Portfolio assessment in all domains of language acquisition

- Record of Team Meeting including essential members (parent, classroom/content area teacher, ELD teacher, principal)

- Record of Meeting Notes, Team Decision and basis for the decision

ELs with Disabilities

Sometimes the nature of a student's disability impacts the ability to demonstrate English proficiency on standardized assessments such as the ELPA. This warrants special consideration by a team which includes the essential members to make a decision: parent(s)/guardian(s), classroom/content teachers,

ELD teacher, disability area specialist(s), special education teacher, and building administrator. Teams will consider multiple data sources and explore all factors associated with language acquisition in relation to the nature of the student's disability. Teams will follow promotion procedures by looking at domain specific ELPA scores, impact of disability on domain specific scores, and other measures indicating English proficiency over time based on the nature of the student's disability.

Artifacts and Data Sources:

- ADEPT data (WMLS-R data if needed)

- Classroom Formative Assessments in Reading, Writing, and Math

- Classroom Performance Assessments in Speaking and Listening

- Portfolio assessment in all domains of language acquisition

- Special Education Evaluations

- Individualized Education Plan and Progress Reports

- Record of Team Meeting including essential members (parent, classroom/content area teacher, ELD teacher, principal)

- Record of Meeting Notes, Team Decision and basis for the decision

54-57 Monitoring, Waivers, & Reclassification

Monitoring of Exited Students

ELD teachers are responsible for monitoring the progress of any student who has exited the ELD program within the past two years. ELD teachers request information from classroom/content teachers through a district form and gather relevant school level data at the end of each semester for every student in monitoring status. Those students who are making adequate grade level progress stay in monitoring status for the two years following exit.

Relevant Data Sources:

- Grades

- Teacher questionnaires

- Classroom Formative Assessment Data

- Classroom Summative Assessment Data

- STAR assessment data (K-5)

- State Assessment Data (3-8 & 11)

- Work Samples

- Formal Assessment Data

Reclassification of Previously Exited Students

ELD teachers take a closer look at students who appear to be making less than adequate academic progress to determine the impact of language in relation to student progress. The ELD teacher reviews records and all relevant data to determine whether the lack of success of any former EL is due to the student's previous EL status or other factors unrelated to the student's English language Proficiency.

Relevant Data Sources:

- Grades

- Attendance

- Behavior/Discipline Incidents

- Parent interview regarding home life changes

- Teacher questionnaires

- Classroom Formative Assessment Data

- Classroom Summative Assessment Data

- STAR assessment data (K-5)

- State Assessment Data (3-8 & 11)

- Work Samples

If the ELD teacher suspects the student's previous EL status is the reason for lack of adequate progress they will convene a team which includes the parent/guardian to review all available information, determine if additional information is needed, and determine if the student should be considered for reentry into the ELD program. The WMLS-R will be administered to the student as part of the eligibility determination. Since grade level expectations impact the WMLS-R Score this should reflect current English proficiency in relation to grade level expectations.
Criteria for Reentry:
- No Other Factors are the primary reason for lack of academic success

- Other less intensive academic interventions have not led to adequate academic progress

- Student's WMLS-R score is below 4 in more than one domain

- Lack of academic success primarily due to student's previous EL status

This is a very rare occurrence. The program director will consult with the team through the reentry determination process as a support. Parents may opt out of services if a student is re-entered into the ELD program as they can at any other time.

Monitoring English Proficiency for Students with Waivers
Every student whose parents have waived ELD services participates in the annual ELPA assessment. We attempt to conduct the assessment early enough to have the information to share with parents/guardians at spring conferences. ELPA results are shared with all parents/guardians at spring conferences if available. If a student is not making progress towards English proficiency, this information is shared with parents along with information regarding our ELD program so parents can make an informed choice.
Additionally, our elementary schools screen all students three times a year for academic progress in reading and math to identify students needing additional supports. These supports are provided to all students including ELs or potential ELs. Our middle school provides skill classes to any student lagging behind in academics as a support available for all students including ELs. Our high school offers tutoring and study hall to those students who lag behind academically as a support available for all students including ELs.

All grade level/content area teachers K-12 meet on a weekly basis to review common formative assessments in all academic areas. ELD teachers rotate through each grade level/content area PLC to collaborate regarding students receiving ELD services and those ELs who have waived services. At the middle school and high school, the ELD teachers hold a staffing at the end of each semester to discuss all ELs with content area teachers and provide suggestions for instructional supports.

Section VII Equal Access to Other School District Programs

58-60 Additional Academic Needs & ELSWD

Multi-Tiered Systems of Support (pre-referral)
Elementary
Our district uses a multi-tiered system of support for academics and behavior K-5 to ensure high quality core instruction for all students as well as provide levels of support for students with additional academic and behavior instructional needs. Universal Screening for Reading, Math, and Behavior takes place for all three times per year at each elementary school. This data along with classroom data informs school leadership teams on the effectiveness of core instruction for all students and which students may need additional academic or behavior instruction. Those students who need additional academic or behavior instruction receive intervention supports through general education avenues in consultation with the ELD teacher for ELs. The school leadership team tracks and stores all data for review with grade level teams every six weeks. Students with the most extensive support needs not making adequate progress are discussed through an Individual Problem Solving Process that includes all instructional staff (ELD teacher included) and parents. When students continue to struggle either academically or behaviorally, this team may refer a student for a special education evaluation.

Middle School
Our district uses a multi-tiered system of support for academics 6-8 to ensure high quality core instruction for all students as well as provide levels of support for students with additional academic instructional needs. Proficiency based common summative assessments help teachers identify the percentage of students making adequate gains with core instruction. These assessments also identify those students who may need additional academic instruction through a skills class. Special education courses are part of the continuum of course offerings for students with disabilities. Content area Professional Learning Communities meet weekly to discuss student progress and adjust instruction in consultation with the ELD teacher. Every six weeks the academic progress report goes to the teachers and parents. The bulk of referrals for special education evaluations occur during elementary school but occasionally a student does not get identified early and a referral is necessary. When an EL or previous EL is referred for a special education evaluation, the ELD teacher consults with a multi-disciplinary team to ensure language acquisition is discussed in relation to the academic difficulties of the student.

High School
Our elementary and middle schools systems are highly developed ways to identify students who need additional support early and providing it. However, students move in from other districts who have not had the same levels of support and some students need additional supports all the way through school. Content area Professional Learning Communities meet weekly to discuss student progress and adjust instruction in consultation with the ELD teacher. Every six weeks the academic progress report goes to

the teachers and parents. Our high school provides these through multiple offerings in core content differentiated for diverse learners. One example is expanding the algebra I & II curriculum over 6 semesters to provide additional practice and support as students' progress through the concepts. Another example is the provision of introductory courses where students continue to earn credits in core content on the most essential standards in depth expanded over two years instead of one. Special education courses are part of the continuum of course offerings for students with disabilities.

Special Education Referral, Evaluation, Identification, and Service

Teachers, parents, medical providers, and school teams may refer a child for a special education evaluation if they suspect a disability at any time. When a student from a culturally or linguistically diverse background is referred for an evaluation, evaluation teams invite personnel with expertise in this area. For linguistically diverse students the ELD teacher is part of the team as the language acquisition expert. All of our teams adhere to the Guidelines outlined in the Oregon Department of Education's "Special Education Assessment Process for Culturally and Linguistically Divers Students". Each building principal, special education teacher, and ELD teacher has a copy of the guidelines and resources as a reference as well as training related to using it. A multi-disciplinary team that includes the parent plans special education evaluations based on the student's unique attributes, cultural heritage, linguistic background, and needs. ELD teachers play an integral role in the planning, evaluation, eligibility, and Individualized Education Plan development process to ensure the best ELD educational program for ELSWDs.
ELD teachers become part of the IEP team responsible for developing and coordinating appropriate services based on individual needs for ELs.

61 Talented & Gifted

Child Development Specialists and School Counselors identify any student who may be Talented and Gifted through school wide screening data, state assessment data, teacher referrals, and parent referrals. Our TAG identification process follows state criteria for identification; identified students demonstrate the ability to perform at or above the 97th percentile in reading and/or mathematics on standardized tests of achievement or on tests of cognitive ability. We also collect information and observations from parents, classroom teachers, ELD teachers, special education teachers, school psychologists, and school administrators. A multi-disciplinary team including the parent meets to review current information and determine the most appropriate evaluation for TAG eligibility. Teams are careful to plan evaluations that are appropriate to culturally and linguistically diverse students.

The district uses a classroom-based approach as well as advanced course offerings at middle and high school for Talented and Gifted services. Teachers work with students and parents to develop TAG learning plans to fit the student's needs. The plan is reviewed and evaluated annually and upon request from a teacher or parent. ELD teachers are part of this team for all ELs to develop and coordinate appropriate services based on individual needs.

62 Equal Access to Core Instructional Programs

We provide access to all core instructional programs to all students including ELs. ELs learn alongside their English speaking peers in general education classrooms, general education intervention or additional academic support classes, and in special education classrooms. Teachers use sheltered English

instructional strategies and differentiated small group instruction to support learning for all students including ELs.

In middle school and high school co-curricular opportunities such as athletics, clubs, and academic activities are open to all students including ELs. The district encourages all students including ELs to participate in co-curricular activities. Communication between home and school are critical to including all students.

Schools send communications home in both English and Spanish since the majority of our parents speak either those two languages. We also use an on demand service for interpretation or translation into other languages as needed. Letters, fliers, and school notifications are sent in English and Spanish whenever possible. We use Transact for official school communications in other languages. Parent teacher conferences have a scheduled time for parents of ELs so that an interpreter is available for the conference. IEP and TAG meetings are scheduled when an interpreter is available for parents/guardians who speak a language other than English.

63 Title I-A Targeted Assisted Programs

There are no schools in the Pendleton School District receiving Targeted Assisted Title I-A. Our schools identified as Title I Schools are School-wide and ELs have equal access to these supports through our multi-tier system of supports for all students.

Section VIII Parent and Community Involvement

64 Placement Letters

The process utilized by the district to inform parents of their child's initial and continuing placement in the ELD program has already been discussed in this document regarding letter sent, the information included, and the languages of the notices. ELD teachers use TransAct forms to notify families of initial and continuing placement in the language understandable to the parent. They complete this task within 30 days from the beginning of the school year and within 14 at any other time of the school year.

65 AMAO Notifications

In the event the district does not meet the state's AMAOs and criteria for Adequate Yearly Progress, the district fulfills its NCLB notification responsibility by using TransAct to translate the notice into the parent's home language. The signed notice is mailed to each student's parent(s) within the timelines provided by the Oregon Department of Education each fall that the district does not meet by the Special Programs Director. The notice also includes district contact information in case parents have questions.

66-67 Notifying parents of available programs and services

The majority of our students in our ELL programs have a primary or home language of Spanish. Student handbooks are provided in the Spanish and English. Our registration forms are provided in Spanish and English. We make every attempt to provide an interpreter when needed to communicate with parents and translate important documents. The special programs director, ELD teacher, and building administrator determine which documents must be translated into the home language of the student according to state and federal guidelines. Building administrators are responsible for providing interpreter services during

building events, team meetings, and parent teacher conferences. If the home language is not available, plain English is utilized to assist limited English proficiency or translation by children or other family members.

Parents and community members are provided the opportunity to have input into program decisions via parent surveys at school conferences and at special events planned specifically for parents of ELs. Additional input regarding program needs is solicited from community agencies serving families from culturally and linguistically diverse backgrounds. Consultation regarding language development needs of Native American students is also held with the education department/staff of the Confederated Tribes of the Umatilla Indian Reservation. In addition, communication is one of the strategic initiatives identified in the district strategic plan and includes enhanced communication with parents whose primary language is not English.

68 Private Schools

The Special Programs Director consults with private schools regarding students who need ELD services. The same initial identification assessment in used along with the ADEPT for monitoring progress and determining English language proficiency. Private school staff is invited to professional development offerings in the district around serving student receiving ELD instruction. Services for private school students are negotiated in the fall of each school year based on the needs of the individuals enrolled there.

Section IX Program Evaluation

Program Implementation Evaluation

Evaluation Team
- Special Programs Director
- Curriculum, Assessment, and Instruction Director
- District Data Manager
- Building Administrators from Elementary, Middle and High
- ELD teachers

Data Sources
- File reviews
- Staff interviews
- Staff evaluation review
- AMAO data review
- Student information system reports
- ELD teacher schedules
- Materials Inventory
- State Data Collections for Discipline, Freshmen on Track, Graduation, AMO
- ELPA and ADEPT data review
- State assessment data review
- Parent surveys
- Review of grievances/complaints

Procedures

The five ELD teachers meet with the program administrator at the beginning of the school year for a full day and three times a year for an hour. The program administrator meets once a month with elementary principals, once a month with secondary principals, and once a month with all building and district office administrators. The purpose of these meetings are for ongoing professional development, data analysis, and program evaluation. Each administrative meeting agenda has a standing item for ELD program information sharing.

Additionally, the program director holds a meeting mid-year specifically for program evaluation and refinement with one elementary, middle and high school administrator, the curriculum director and all 5 ELD teachers. This team conducts a thorough analysis of all available and relevant data sources and makes recommendations for changes in practice for continuous improvement.

70-72 Initial Identification, Assessment, and Placement

Areas of strength

- Timely evaluation of potential ELs (within 30 days of the beginning of the year and 14 days of enrollment at any other time of year)
- Documentation of eligible test scores on WMLS-R
- Accurate identification and placement of ELs in ELD program
- Placement letters to parents in home language
- Accurate files with all necessary documentation (HLS, Initial Assessment Report, Notification Letter, Progress Reporting, ELPA Scores, Exit Letters, etc.)
- Communication between ELD teachers and data manager for accurate and timely reporting
- Multiple opportunities for parents to provide input and ask questions regarding the ELD program of service
- No complaints or grievances filed

Areas of Opportunity

- Home Language Survey confusing to parents and school office staff
- Lag between administration of HLS and notification to ELD teacher
- Accurate and timely entry of data into the student information system by school office staff
- Scheduling between multiple buildings to maximize human resources for service delivery
- Increasing attendance at ELD parent events

Changes to Practice

- Revised the Home Language Survey to be more clear and meet requirements
- Refresher training for all secretarial staff regarding HLS administration procedures including placement of a copy given to the ELD teacher
- Refresher training for all secretarial staff on entering data in the student information system
- Plan for school consolidation and service consolidation between McKay and Sherwood to maximize services to students
- File checklist for teachers as a reference to new ELD teachers joining district staff
- Sending home tentative dates for ELD program events for parents with notification letters

73 Adequate Staff and Materials Consistent with District Plan of Service

Areas of Strength
- The addition of certified teachers at the elementary level
- Fully certified and ESOL endorsed teaching staff K-12 adequate for our number of ELs in the district
- Professional Learning Community time devoted to instructional alignment
- Newly adopted and purchased ELD curriculum K-12 to meet the needs of our students
- Adequate instructional resources
- Instructional grouping at the elementary by English proficiency levels
- Incorporation of technology to enhance English practice and acquisition

Areas of Opportunity
- Middle School instructional grouping
- Resources for content instruction at the high school level available in Spanish
- Training on the new curriculum for secondary ELD teachers

Changes to Practice
- Training on differentiated instruction for middle school ELD teacher
- Training at the beginning of the year on the new curriculum at the secondary level
- Training for teachers on translating instructional materials and having them proofed by a Spanish teacher for errors

74-75 Exiting/Reclassification and Monitoring Practices

Areas of Strength
- Consistent administration of the ELPA to all ELs in the district
- Systematic review of ELPA data with entire ELD teacher team
- Utilizing multiple sources of data for exit decisions
- Exit letters to parents and placed in files
- Following the criteria for exit set forth by the district and state
- Implementation of new monitoring surveys with teachers
- Systematic process for reviewing monitoring data

Areas of Opportunity
- Timely review of semester monitoring surveys at the secondary level

Changes to Practice
- Review of monitoring procedures with Secondary ELD teachers and administrators
- Release time for completion of monitoring at the semester

Student English Acquisition Performance Evaluation

Evaluation Team
- Special Programs Director
- Curriculum, Assessment, and Instruction Director
- District Data Manager

- Building Administrators from Elementary, Middle and High ELD teachers

Data Sources
- File reviews
- Teacher Evaluation Student Growth Goals
- AMAO data review
- ELPA and ADEPT data review
- Student historical ELPA data tracking sheet

Data Representations

Historical AMAO data

AMAO	09-10			10-11			11-12			12-13			13-14 *		
	Target	16R	Des	Target	16R	Des	Target	16R	Des	Target	16R	Des	Target	16R	Des
1	50%	53.3%	M	53%	36%	NM	57%	56.8%	NM	61%	41%	NM	47%	44%	NM
2A	14%	13.3%	NM	15.5%	11.4%	NM	17%	14%	NM	19%	4.4%	NM	9%	9.26%	M
2B	22%	55%	M	24%	NR	NR	26.5%	40%	M	29%	25%	NM	27%	22%	NM
3		M	M		M	M		M	M		NR	NM		NR	NR

Example of student data tracking sheet color coded for progress

School	Last	First	DOB	Lang.	Gender	Grade	Sped	LEPStrtDtTxt	LEPExitDtTxt	14-15 ELPA	14-15 Level	13-14 ELPA	13-14 Level	12-13 ELPA	12-13 Level	11-12 ELPA	11-12 Level		Move Status
1048				Span		3	N	9192011	5302015	526	A	514	EA	512	I	493	I		Monitor till Spring 2017
1046				Span		1	N	9182013	11052013	504	I	491	I						Waiver-11/3/2013
1047				Span		3	N	9242012	5302015	529	A	510	I	506	EI				Monitor till Spring 2017
1050				Span		5	N	2112009	5292015	525	A	513	I	514	I	502	EI		Monitor till Spring 2017
1048				Span		2	N	9172012	5302014			525	A	502	EA				Monitor till spring 2016
1050				Span		3	N	9192011		513	I	502	EI	486	B	481	B		
1050				Span		5	N	9012009		522	EA	516	EA	514	I	505	EI		
1046				Span		1	N	10132014		496	EI								
1050				Span		4	N	8312010	5292015	523	A	521	EA	514	EA	515	EA		Monitor till Spring 2017
1050				Span		5	N	8312010		515	EA	506	I	512	EI	501	EI		
1048				Span		2	N	9172012		511	I	510	I	491	EI				
1046				Span		1	N	9242013		499	EI	478	B						
1050				Span		3	N	3312015		520	I								
1046				Span		1	N	9182013		500	EI	493	I						

ADEPT Data Tracking Example

	Student	School	Grade	First date	Expressive Score	Level	Second date	Expressive Score	Level	Growth	Third date	Expressive Score	Level	Growth
2		Sherwood	2	9/22/2014	5/11	I	2/18/2015	7/11	I	2pt	5/18/2015	8/11	I	1pt
3		Sherwood	2	9/22/2014	4/11	I	2/19/2015	3/10	EA	1 L	5/18/2015	3/10	EA	0pt
4		Sherwood	1	9/22/2014	6/13	EI	2/19/2015	0/11	I	1L	5/19/2015	4/11	I	4pt
5		Sherwood	3	9/22/2014	6/11	I	2/18/2015	9/10 (Benchmark)	EA	1L				
6		Sherwood	1	9/22/2014	5/13	EI	2/17/2015	0/11	I	1L	5/19/2015	7/11	I	7pt
7		Sherwood	3	9/22/2014	7/11	I	2/18/2015	5/10	EA	1L	5/18/2015	5/10	EA	0pt
8		Sherwood	3	9/22/2014	6/11	I	2/18/2015	7/10	EA	1L	5/19/2015	7/10	EA	0pt
9		Sherwood	3	9/22/2014	8/11	I	2/17/2015	1/10	EA	1L	5/18/2015	4/10	EA	3pt
10		Sherwood	1		NA		2/18/2015	3/11	I		5/19/2015	7/11	I	4pt
11		Sherwood	3	9/22/2014	6/13	EI	2/18/2015	5/11	I	1L	5/18/2015	6/11	I	1pt
12		Sherwood	2	9/22/2014	8/13	EI	2/17/2015	7/11	I	1L	5/18/2015	8/11	I	1pt
13		Sherwood	2		NA	I	2/18/2015	7/11	I		5/18/2015	7/10	EA	1L
14		Sherwood	5	9/23/2014	8/13	EI	2/18/2015	0/11	I	1L	5/18/2015	8/11	I	8pt
15		Sherwood	4	9/23/2014	8/11	I	2/19/2015	6/10	EA	1L	5/18/2015	9/10 (Benchmark)	EA	3pt
16		Sherwood	4	9/23/2014	8/13	EI	2/19/2015	5/10	EA	2L	5/18/2015	8/10 (Benchmark)	EA	3pt
17		Sherwood	4	9/23/2014	5/10	EA	2/19/2015	9/10 (Benchmark)	EA	4pt				
18		Sherwood	4		NA	I	2/20/2015	7/10	EA	1L	5/18/2015	8/10 (Benchmark)	EA	1pt
19		Sherwood	4		NA	I	2/18/2015	8/11	I		5/18/2015	6/10	EA	1L
20		Sherwood	2	9/22/2014	8/11	I	2/18/2015	6/10 (Benchmark)	EA	1L				
21		McKay	1	9/19/2014	8/13	EI	2/17/0215	0/11	I	1L	5/18/2015	3/10	EA	1L
22		McKay	1	9/22/2014	3/11	I	2/18/2015	5/11	I	2pt	5/19/2015	6/11	I	1pt
23		McKay	2	9/19/2014	6/13	EI	2/20/2015	9/13	EI	3pt	5/18/2015	5/11	I	1L
24		McKay	3	9/22/2014	8/11	I	2/20/2015	9/10 (Benchmark)	EA	1L				
25		McKay	4	9/22/2014	7/11	I	3/2/2015	5/10	EA	1L	5/18/2015	7/10	EA	2pt
26		McKay	4	9/22/2014	9/13	EI	2/20/2015	7/11	I	1L	5/18/2015	3/10	EA	1L
27		McKay	K								5/12/2015	6/10	B	
28														

Data Analysis

According to ODE's AMAO manual replicating the calculations are difficult due to uncertainty on inclusions and not knowing the individual growth targets. We attempt to evaluate our data each year in light of this fact. We track growth from year to year and exiting from the program.

AMAO 1

Elementary:

Our ADEPT data closely aligned with our ELPA data this year. Of the 59 students with historical data 29, 49%, moved up one level according to the ELPA. The number of students remaining at the same level as the year before on ELPA is 16. Of those 16, 9 students increased their RIT score by more than 3 points.

Secondary:

Eleven students at the secondary have two years of data to examine English proficiency growth. Five stayed at the same proficiency level (2 with an increase in the score). Five moved up one level of proficiency. One student decreased one proficiency level on ELPA. Of the 8 students at the middle school level, where most students attain proficiency in English in our district, two are exiting, five are at the early advanced level, and one is at the intermediate level. All of the high school students are recent arrivers to US schools.

AMAO 2

This year we are exiting 13/79, 16% ELs as proficient which would meet the state targets for the 14-15 school year. The majority of our students exit by 7th grade after attending school with us for five or more years and receiving ELD services. All of our high school students recently arrived in the United States this year or last year.

Overall we are seeing an increase in students making adequate progress towards English proficiency each year. Additionally we are seeing an increase of students exiting the program each year. Most of our students exit within 5 years of entering the program. Some continue to need an additional year or two. Very few students remain in the program longer than seven years. This progress aligns to our plan goals for English acquisition and Academic progress. However, we continue to strive for improvement each year in students progressing towards English proficiency.

Our monitoring survey for teachers asks questions regarding English proficiency and its impact on coursework progress. Any time there is a concern, a multi-disciplinary team that includes the parent and ELD teacher meets to review all pertinent data sources and determine if further evaluation is warranted to consider the student for program re-entry. Reading, writing, speaking and listening are integral parts of the content standards at each level allowing for work analysis to determine English skills.

The program administrator reviews AMO's annually for evidence of academic progress as the first indicator of English proficiency for former ELs. Multi-disciplinary teams at each level responsible for evaluating all student progress investigate to a student's former EL status when there are academic concerns indicating the possibility of lack of English proficiency to successfully handle coursework.

Student Academic Performance Evaluation

Data Sources

- AMAO data review
- ELPA and ADEPT data review
- Student historical ELPA data tracking sheet
- Historical OAKS data
- State Report Cards

Data Representation

Comparison of All students and LEP students Oregon State Assessment Scores for Pendleton
Reading & Literature *according to ODE Data Download

School Year	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
Sub Group	All	LEP	All	LEP	All	LEP	All	LEP	All	LEP
3rd Grade	78%	25%	84%	66%	69%	14%	63.2%	12.5%	65%	42%
4th Grade	86%	67%	83%	37%	78%	57%	72.7%	33%	75%	36%
5th Grade	78%	75%	81%	33%	68%	0%	62.9%	0%	66%	17%
6th Grade	83%	20%	80%	N/A	65%	N/A	58.2%	0%	60%	*
7th Grade	77%	50%	85%	50%	78%	N/A	76%	N/A	66%	*
8th Grade	66%	0%	75%	0%	76%	50%	71%	N/A	65%	N/A
11th Grade	62%	N/A	76%	0%	86%	N/A	82.4%	0%	83%	N/A
Dist Total	76%	41%	81%	50%	74%	27%	69%	14%	70%	31%

Mathematics *according to ODE Data Download

School Year	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
Sub Group	All	LEP	All	LEP	All	LEP	All	LEP	All	LEP
3rd Grade	66%	<5.0%	52%	44%	59%	43%	56.7%	25%	56%	25%
4th Grade	69%	33%	52%	25%	62%	57%	56.2%	33%	61%	18%
5th Grade	74%	50%	50%	17%	56%	0%	55.8%	0%	57%	33%
6th Grade	73%	40%	64%	N/A	60%	N/A	52%	0%	53%	*
7th Grade	78%	100%	70%	50%	73%	N/A	59%	N/A	53%	*
8th Grade	66%	0%	68%	100%	79%	0%	68.9%	N/A	63%	N/A
11th Grade	40%	N/A	61%	33%	72%	N/A	73.3%	0%	71%	N/A
Dist total	67%	18%	61%	35%	68%	31%	60%	18%	59%	22%

13-14 District Report Card Elementary School

Reading	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students		733	69.2	750	70.8	70.0
Economically Disadvantaged[1]		429	57.6	446	63.2	60.5
English Learners[1]	Level 1	24	25.0	30	43.3	35.2
Students with Disabilities[1]	Level 1	125	44.0	127	33.1	38.5
Underserved Races/Ethnicities[1]	Level 2	192	52.1	206	54.9	53.5
American Indian/Alaska Native[2]	Level 1	99	47.5	103	49.5	48.5
Native Hawaiian/Pacific Islander[2]	Not Rated	*	*	*	*	*
Black/African American[2]	Not Rated	*	*	*	*	*
Hispanic/Latino[2]	Level 2	92	56.5	99	59.6	58.1
Asian[1]	Not Rated	7	71.4	9	66.7	68.8
White[1]	Level 4	491	76.2	480	79.2	77.7
Multi-Racial[1]	Level 3	43	65.1	55	58.2	61.2

Math	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 3	733	57.6	750	58.9	58.3
Economically Disadvantaged[1]	Level 2	429	47.8	446	50.2	49.0
English Learners[1]	Level 1	24	29.2	30	26.7	27.8
Students with Disabilities[1]	Level 1	125	30.4	127	27.6	29.0
Underserved Races/Ethnicities[1]	Level 2	192	40.6	206	43.7	42.2
American Indian/Alaska Native[2]	Level 2	99	37.4	103	44.7	41.1
Native Hawaiian/Pacific Islander[2]	Not Rated	*	*	*	*	*
Black/African American[2]	Not Rated	*	*	*	*	*
Hispanic/Latino[2]	Level 2	92	43.5	99	41.4	42.4
Asian[1]	Not Rated	7	85.7	9	55.6	68.8

Reading	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
All Students	Level 4	413	49.0	480	49.5	49.0	34.0	Yes
Economically Disadvantaged	Level 4	240	47.0	273	48.0	47.0	46.0	Yes
English Learners	Not Rated	14	46.5	15	44.0	45.0	57.0	NA
Students with Disabilities	Level 2	68	49.0	70	35.5	40.5	63.0	No
Underserved Races/Ethnicities	Level 2	119	46.0	120	44.0	44.0	49.0	No
American Indian/Alaska Native[1]	Level 1	68	39.0	61	41.0	39.0	51.0	No
Native Hawaiian/Pacific Islander[1]	Not Rated	*	*	*	*	*	*	NA
Black/African American[1]	Not Rated	*	*	*	*	*	*	NA
Hispanic/Latino[1]	Level 4	51	53.0	57	44.0	49.5	49.0	Yes
Asian[2]	Not Rated	*	*	6	48.5	48.5	28.0	NA
White[2]	Level 4	270	51.5	320	52.5	52.0	29.0	Yes
Multi-Racial[2]	Level 1	22	36.5	34	40.0	39.0	42.5	No

Math	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
All Students	Level 4	416	43.5	482	54.0	49.0	41.0	Yes
Economically Disadvantaged	Level 3	242	43.0	274	50.0	47.0	49.5	No
English Learners	Not Rated	14	43.5	15	52.0	48.0	57.0	NA
Students with Disabilities	Level 2	71	40.0	72	40.0	40.0	65.0	No
Underserved Races/Ethnicities	Level 2	120	39.5	120	49.5	44.0	53.0	No
American Indian/Alaska Native[1]	Level 1	68	34.0	61	44.0	37.0	53.0	No
Native Hawaiian/Pacific Islander[1]	Not Rated	*	*	*	*	*	*	NA
Black/African American[1]	Not Rated	*	*	*	*	*	*	NA
Hispanic/Latino[1]	Level 3	52	44.0	57	52.0	48.0	53.0	No
Asian[2]	Not Rated	*	*	6	39.5	39.5	44.0	NA
White[2]	Level 4	271	45.0	322	58.0	53.0	36.0	Yes
Multi-Racial[2]	Level 1	23	54.0	34	32.0	36.0	47.0	No

13-14 District Report Card Middle School

Reading	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students		720	69.6	704	64.3	67.0
Economically Disadvantaged[1]	Level 2	384	58.9	379	51.7	55.3
English Learners[1]	Not Rated	9	33.3	12	25.0	28.6
Students with Disabilities[1]	Level 1	108	22.2	108	18.5	20.4
Underserved Races/Ethnicities[1]	Level 2	184	58.2	190	48.9	53.5
American Indian/Alaska Native[2]	Level 1	89	53.9	100	43.0	48.1
Native Hawaiian/Pacific Islander[2]	Not Rated	*	*	*	*	*
Black/African American[2]	Not Rated	6	66.7	*	*	70.0
Hispanic/Latino[2]	Level 2	88	61.4	86	54.7	58.0
Asian[1]	Not Rated	*	*	*	*	88.9
White[1]	Level 4	486	74.1	475	70.3	72.2
Multi-Racial[1]	Level 3	45	66.7	35	62.9	65.0

Math	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 3	720	60.6	703	56.8	58.7
Economically Disadvantaged[1]	Level 2	384	48.4	378	42.6	45.5
English Learners[1]	Not Rated	9	44.4	12	25.0	33.3
Students with Disabilities[1]	Level 1	108	18.5	108	17.6	18.1
Underserved Races/Ethnicities[1]	Level 2	184	50.5	190	41.6	46.0
American Indian/Alaska Native[2]	Level 2	89	47.2	100	40.0	43.4
Native Hawaiian/Pacific Islander[2]	Not Rated	*	*	*	*	*
Black/African American[2]	Not Rated	6	66.7	*	*	60.0
Hispanic/Latino[2]	Level 2	88	52.3	86	43.0	47.7
Asian[1]	Not Rated	*	*	*	*	>95

Reading	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
All Students	Level 4	677	47.0	673	44.0	45.5	21.0	Yes
Economically Disadvantaged	Level 3	357	44.0	357	39.0	42.0	31.0	Yes
English Learners	Not Rated	9	40.0	12	48.5	45.0	55.0	NA
Students with Disabilities	Level 1	94	40.0	91	32.0	36.0	59.0	No
Underserved Races/Ethnicities	Level 3	166	46.5	174	38.0	42.0	30.0	Yes
American Indian/Alaska Native[1]	Level 2	75	39.0	89	32.0	33.5	32.0	Yes
Native Hawaiian/Pacific Islander[1]	Not Rated	*	*	*	*	*	*	NA
Black/African American[1]	Not Rated	6	58.0	*	*	69.5	23.5	NA
Hispanic/Latino[1]	Level 4	84	52.5	81	42.0	47.0	28.0	Yes
Asian[2]	Not Rated	*	*	*	*	44.0	6.0	NA
White[2]	Level 4	463	48.0	462	45.5	47.0	17.0	Yes
Multi-Racial[2]	Level 4	43	45.0	33	51.0	46.5	17.5	Yes

Math	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
All Students	Level 4	678	47.0	673	43.0	45.0	33.0	Yes
Economically Disadvantaged	Level 2	358	43.0	357	37.0	41.0	45.0	No
English Learners	Not Rated	9	66.0	12	26.0	37.0	68.0	NA
Students with Disabilities	Level 1	95	46.0	92	30.0	38.0	76.0	No
Underserved Races/Ethnicities	Level 2	167	42.0	175	37.0	41.0	43.5	No
American Indian/Alaska Native[1]	Level 1	76	35.0	90	33.0	33.5	45.0	No
Native Hawaiian/Pacific Islander[1]	Not Rated	*	*	*	*	*	*	NA
Black/African American[1]	Not Rated	6	54.5	*	*	51.0	29.0	NA
Hispanic/Latino[1]	Level 2	84	46.0	81	42.0	42.0	43.0	No
Asian[2]	Not Rated	*	*	*	*	54.0	25.0	NA
White[2]	Level 4	463	50.0	461	45.0	48.0	29.0	Yes
Multi-Racial[2]	Level 3	43	40.0	33	40.0	40.0	31.5	Yes

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Reading	Level	2012-13		2013-14		Combined
		Tests	% Met	Tests	% Met	% Met
All Students	Level 4	227	85.0	223	85.2	85.1
Economically Disadvantaged[1]	Level 3	108	79.6	106	79.2	79.4
English Learners[1]	Not Rated	*	*	*	*	*
Students with Disabilities[1]	Level 1	27	44.4	28	35.7	40.0
Underserved Races/Ethnicities[1]	Level 3	58	77.6	52	76.9	77.3
American Indian/Alaska Native[2]	Level 3	28	75.0	28	60.7	67.9
Native Hawaiian/Pacific Islander[2]	Not Rated	*	*	*	*	*
Black/African American[2]	Not Rated	*	*	*	*	*
Hispanic/Latino[2]	Level 4	27	81.5	*	>95	87.8
Asian[1]	Not Rated	*	*	*	*	88.9
White[1]	Level 4	154	87.0	158	88.0	87.5
Multi-Racial[1]	Not Rated	11	90.9	8	87.5	89.5

Math	Level	2012-13		2013-14		Combined
		Tests	% Met	Tests	% Met	% Met
All Students	Level 4	226	76.1	222	72.5	74.3
Economically Disadvantaged[1]	Level 3	107	66.4	105	60.0	63.2
English Learners[1]	Not Rated	*	*	*	*	*
Students with Disabilities[1]	Level 1	26	23.1	28	25.0	24.1
Underserved Races/Ethnicities[1]	Level 3	58	63.8	50	52.0	58.3
American Indian/Alaska Native[2]	Level 3	28	53.6	25	32.0	43.4
Native Hawaiian/Pacific Islander[2]	Not Rated	*	*	*	*	*
Black/African American[2]	Not Rated	*	*	*	*	*
Hispanic/Latino[2]	Level 4	27	74.1	23	73.9	74.0
Asian[1]	Not Rated	*	*	*	*	77.8

Reading	Level	2012-13		2013-14		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
All Students	Level 3	203	43.0	195	42.0	43.0
Economically Disadvantaged	Level 3	92	43.5	88	40.0	42.0
English Learners	Not Rated	*	*	*	*	*
Students with Disabilities	Level 3	19	49.0	22	39.0	42.0
Underserved Races/Ethnicities	Level 3	51	45.0	42	45.0	45.0
American Indian/Alaska Native[1]	Level 3	23	36.0	21	46.0	40.0
Native Hawaiian/Pacific Islander[1]	Not Rated	*	*	*	*	*
Black/African American[1]	Not Rated	*	*	*	*	*
Hispanic/Latino[1]	Level 4	25	65.0	20	41.5	52.0
Asian[2]	Not Rated	*	*	*	*	36.0
White[2]	Level 3	139	46.0	141	42.0	43.5
Multi-Racial[2]	Not Rated	10	27.5	8	28.0	27.5

Math	Level	2012-13		2013-14		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
All Students	Level 4	202	59.5	194	51.5	57.0
Economically Disadvantaged	Level 4	91	59.0	87	53.0	57.5
English Learners	Not Rated	*	*	*	*	*
Students with Disabilities	Level 3	18	66.5	21	33.0	44.0
Underserved Races/Ethnicities	Level 4	51	59.0	41	53.0	57.0
American Indian/Alaska Native[1]	Level 3	23	46.0	19	47.0	46.5
Native Hawaiian/Pacific Islander[1]	Not Rated	*	*	*	*	*
Black/African American[1]	Not Rated	*	*	*	*	*
Hispanic/Latino[1]	Level 5	25	73.0	21	68.0	72.5
Asian[2]	Not Rated	*	*	*	*	33.0
White[2]	Level 4	138	60.0	141	52.0	58.0
Multi-Racial[2]	Not Rated	10	52.5	8	46.5	51.5

[1]   Included in the Underserved Races/Ethnicities subgroup

Four-Year Cohort[1]	Level	2008-09 Cohort		2009-10 Cohort		Combined Rate	Applied Rate[3]
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
All Students	Level 4	293	63.1	257	75.5	68.9	Current
Economically Disadvantaged	Level 2	159	54.1	119	68.1	60.1	Current
English Learners	Not Rated	2	50.0	2	50.0	50.0	NA
Students with Disabilities	Level 1	45	24.4	28	28.6	26.0	Current
Underserved Races/Ethnicities	Level 4	64	57.8	62	74.2	65.9	Current
American Indian/Alaska Native[2]	Level 3	34	55.9	30	70.0	62.5	Current
Native Hawaiian/Pacific Islander[2]	Not Rated	1	100	3	100	100	NA
Black/African American[2]	Not Rated	2	0.0	0	--	0.0	NA
Hispanic/Latino[2]	Level 4	27	63.0	29	75.9	69.6	Current
Asian	Not Rated	2	100	4	75.0	83.3	NA
White	Level 4	218	63.8	184	76.1	69.4	Current
Multi-Racial	Not Rated	9	77.8	7	71.4	75.0	NA

Five-Year Cohort[1]	Level	2007-08 Cohort		2008-09 Cohort		Combined Rate	Applied Rate[3]
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
All Students	Level 2	303	73.9	293	68.3	71.1	Combined
Economically Disadvantaged	Level 2	146	71.9	161	59.6	65.5	Combined
English Learners	Not Rated	0	--	2	50.0	50.0	NA
Students with Disabilities	Level 1	45	60.0	47	27.7	43.5	Combined
Underserved Races/Ethnicities	Level 2	73	58.9	63	61.9	60.3	Current
American Indian/Alaska Native[2]	Level 1	44	54.5	33	57.6	55.8	Current
Native Hawaiian/Pacific Islander[2]	Not Rated	0	--	1	100	100	NA
Black/African American[2]	Not Rated	4	50.0	2	100	66.7	NA
Hispanic/Latino[2]	Level 2	25	68.0	27	63.0	65.4	Combined
Asian	Not Rated	1	100	2	100	100	NA
White	Level 2	220	78.2	219	68.9	73.6	Combined
Multi-Racial	Not Rated	9	88.9	9	88.9	88.9	NA

1. Cohort year is the school year in which the students enrolled in high school for the first time.

Tracking Sheet for Monitored ELs

Data Analysis

Active ELs

There is a significant performance gap between the academic performance of active ELs and all students. This gap persists over time. We are currently not meeting our goal of gap closure over time while maintaining high levels of achievement for all students.

Monitored ELs

This is an area of our program we are shoring up. The past practice has been very informal and not provided us with adequate data for monitoring students' academic progress over time. ELD teachers will

complete teacher surveys and enter academic, attendance, and behavior data on our shared spread sheet to rectify this lack of data.

Program Improvements/Modifications

- Systematic process in a shared file to monitor academic, English, and college and career readings indicators for active and exited ELs
- Increased vigilance on collecting data on academic, English, and college and career readiness indicators for active and exited ELs
- Training for building administrators and ELD teachers on tracking data for active and exited ELs