

## ODE TITLE III MONITORING CONCLUSIONS

### FINDING:

Educational Assistants are performing the duties of licensed teachers, sometimes with licensed staff in proximity and sometimes in another location.

ODE will tell us corrective action steps to take and a timeline for correction. This will come in a letter within 30 school days from the visit.

### RECOMMENDATIONS: (these are for us to consider)

1. Change how ELD instruction is scheduled to reduce class size and fragmentation of students' days.
2. Provide tiered professional development to general education teachers, who are asking for more training. Suggest introductory, application and advanced levels of training with more emphasis on language-specific goals, taught within the context of core instruction.
3. Establish a district-wide PLC of ELD teachers to align ELD curriculum K-12.
4. Implement technology-based ELD instruction to supplement current instruction. This would allow ELD teachers to have smaller instructional groups, with an EA supervising groups of students working on the computer-based program and the teacher working with groups of students in direct instruction.
5. Standardize the ELL eligibility assessment measure—use WMLS-R for K-12, instead of a different test for HS.
6. Standardize translation of documents, especially for smaller language groups. Example: Language Line set up to read documents to parents.
7. Support administrators in analyzing ELPA data and its impact on literacy in English.

### COMMENDATIONS:

1. **Rigorous ELD instruction and clear expectations for all ELL students.**
2. Identification process for ELL eligibility that is uniform and consistent across the district.
3. Referral procedures for ELL and Special Education consideration are clear, uniform and consistent.
4. **Strong collaborative team environment across the district.**
5. **Dedicated administrators committed to closing the achievement gap.**
6. **Support for students at all levels, provided in many ways.**
7. **Dedicated, strong, talented teachers at each level.**
8. Clear procedures for identifying TAG students, TAG Coordinators aware of data, number of ELL students in TAG.
9. **Safe and caring environment throughout the district. Students feel supported and there are personal connections with teachers and the school.**
10. Use of Language Line, which empowers parents.