



# YES, YOU CAN!

**Panel presentation from districts meeting all AMAO targets**

ODE and District Presentation  
EL Alliance Conference  
March 2015

# OBJECTIVES

- Learn from other districts what actions they took that lead them to meeting the AMAO targets.
- Understand the funding each district used to make these actions possible.
- Find out how long this implementation has taken the districts.
- Question and Answer time



# DISTRICTS PRESENTING

- Cascade SD
- Centennial SD
- David Douglas SD
- Eagle Point SD
- Hermiston SD
- McMinnville SD

Each of these districts was rated and MET all three AMAO targets for 2013-14.



# CASCADE SD - DISTRICT DEMOGRAPHICS

- Total Population 2,234
  - 3 Elementary Schools
  - 1 Middle School
  - 1 High School
  - 1 Alternative School (6-12)
    - 3 Title I A Schools: 2 Targeted & 1 School wide/focus
- Total district population
  - Total EL population 82
  - Number of languages Spanish (90%), Russian, Hmong, Mandarin, Ugandan, Somali



# SCHOOL EL PROGRAM

- **Elementary program(s)**
  - 1.4 FTE Certified teachers
  - Serving 2 Schools – Aumsville & Turner
  - 30 minute Daily instruction ELD –
  - All ESOL endorsed – 1 with MA in TESOL
  - All SIOP and/or GLAD trained
  - Formal training in systematic ELD instruction
- **Middle & HS school program(s)**
  - .8FTE certified teacher for 6-12 1.0 - FTE Classified
  - Focused ELD
  - Rosetta Stone
  - Push-in content support
  - Study Hall
  - Allow passage for assistance for any content area
  - Progress monitoring
  - Read 180
  - **District-wide support**
  - 1.0 FTE interpreter/translator
  - 1.0 FTE Migrant parent involvement coordinator



# FACTORS ATTRIBUTED TO CASCADE'S EXCEPTIONAL PERFORMANCE IN MEETING THE AMAO TARGETS?

- All Late Start PD ( 2 hours 2 x per month) dedicated to EL PLC's with a consultant who facilitated research/review of models and best practices, K-12 collaboration, data review, and program evaluation and adjustments.
- K-5: A systematic approach to teaching ELD based on Dutro model. Daily pull out, 30 minutes.
- 6-12: 75-minute class period for levels 1- 2 & 3-4. A mix of direct instruction and Rosetta Stone. Lunch and Learn –an informal drop-in with EL teacher and Bilingual aide. Study hall period for ELs. Push in support for ELs in content area classes.
- SIOP training for classroom teachers who served ELs.



# HOW DID CASCADE DISTRICT FUND THE ACTIVITIES THAT LEAD TO YOUR PERFORMANCE?

- Title III
- Title IA
- Title IIA
- General Fund



# WHAT ADVICE WOULD YOU GIVE OTHER DISTRICTS WHO MAY WANT TO IMPROVE THEIR PERFORMANCE OUTCOMES FOR EL STUDENTS?

- Ensure your model is research based and is a good fit for your district.
- Ensure your program model has clarity for EL staff and that they can communicate this to all stakeholders.
- Set learning goals.
- Identify assessments to collect base line, middle and end of year progress.
- Progress monitor at least twice per month – weekly is better.
- Be flexible. Make adjustments when needed.





# THE DISTRICT'S TIMELINE FOR IMPLEMENTATION OF THE PROGRAM IMPROVEMENTS.

- Ensure the full support of Superintendent and principals.
- Take a full year to learn about research-based models; make sight visits to other districts who have successful programs.
- Develop a deep understanding of your student population and skills of teaching staff to create the “best fit” program for your district.
- Consider starting small – one school or one grade level.
- Be prepared to make adjustments based on data.



# BARRIERS TO PROGRAM IMPROVEMENT?

- Lack of understanding of the learning needs of ELs by general education teachers and some administrators, particularly in a district with a small EL population.
- Lack of training for classroom teachers in sheltered English instructional strategies.
- Lack of time to assess, collect, and organize the progress monitoring data and make adjustments.
- Sometimes goals of classroom teacher (Smarter/balance test) conflicts with EL staff.
- Funding.



# IMPLEMENTATION CHANGES ALONG THE WAY

- Changes in program based in data.
- Flexibility within the system to accomplish needed changes.
- Be vigilant – remain focused on student growth.



# WHAT SYSTEMS OF SUPPORT CAN ODE OFFER TO ASSIST DISTRICTS IN BETTER MEETING THE NEEDS OF EL STUDENTS?

- More information on ELPA 21.
- More training opportunities specific to EL teachers providing direct services to EL students.
- Professional development for EL teachers who also provide coaching and consultation for classroom teachers.
- On the ODE/EL/Title III website: downloadable supplemental materials with multiple links to research based resources that also support the new LEP standards.



# DISTRICT CONTACT INFORMATION

If you would like additional information about our program please contact:

- Christy Wilkins (503) 749-8050 x5901 [cwilkins@cascade.k12.or.us](mailto:cwilkins@cascade.k12.or.us)
- Katie Rojas (503) 749-8020 x2506 [krojas@cascade.k12.or.us](mailto:krojas@cascade.k12.or.us)
- Rebecca Kuluris (503) 749-8060 x6024 [rkuluris@cascade.k12.or.us](mailto:rkuluris@cascade.k12.or.us)
- Tony Pasillas (503) 749-8190 x4410 [cpasillas@cascade.k12.or.us](mailto:cpasillas@cascade.k12.or.us)

We are willing to help other districts have a successful program for their English learners, while we continue implementing our own program improvements. We appreciate your understanding if we have to limit the number of on-site observers, or the time of the observations, to allow for our students to be successful.



# DISTRICTS PRESENTING

- Cascade SD
- Centennial SD
- David Douglas SD
- Eagle Point SD
- Hermiston SD
- McMinnville SD

Each of these districts was rated and MET all three AMAO targets for 2013-14.



# HERMISTON SD - DISTRICT DEMOGRAPHICS

- Student Population – 5,275 (63% F/R)
  - 5 SW Title 1 Elementary Schools (one Focus school)
  - 2 Middle Schools
  - 1 High School
  - 1 Alternative High School
  - 1, K-12 Online School
- 882 EL students (17%)
- 2,481 Hispanic students (47%)
- Number of languages (Spanish/dialects)



# SCHOOL EL PROGRAMS

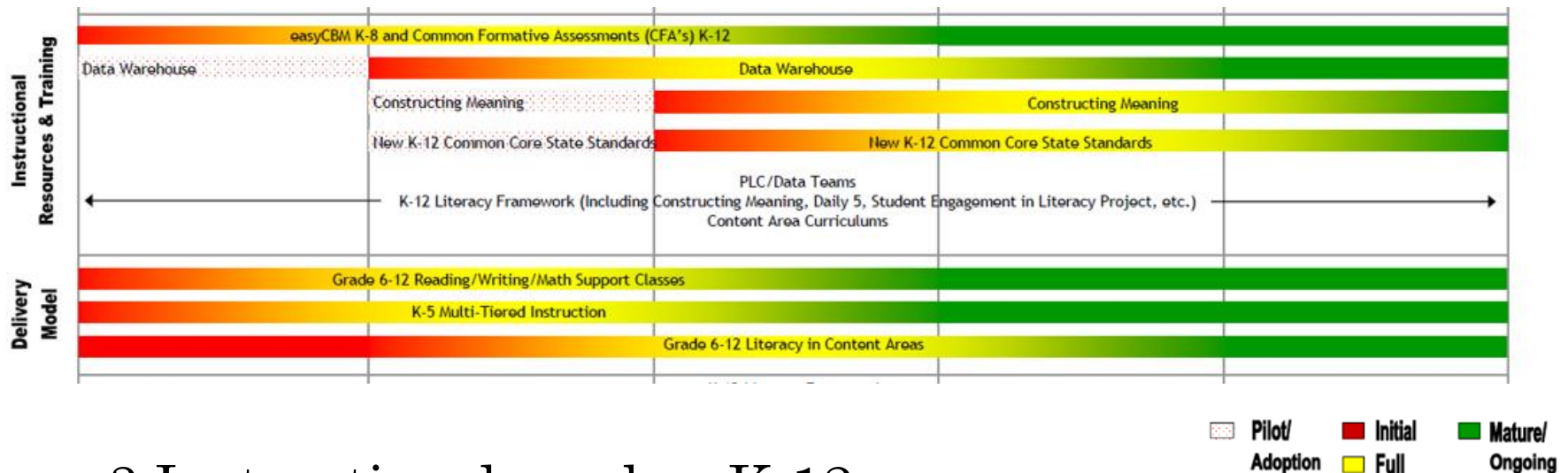
- Elementary program(s)
  - ELD Teacher (ESOL endorsed)
    - Instructional Aides
  - Pull out in ELD classrooms by grade/language level
  - 30 minutes daily
  
- Middle school & High School program(s)
  - ELD Teacher (ESOL endorsed)
  - 45 minutes class period daily
  - Grouped by language levels





# FACTORS ATTRIBUTED TO AMAO SUCCESS

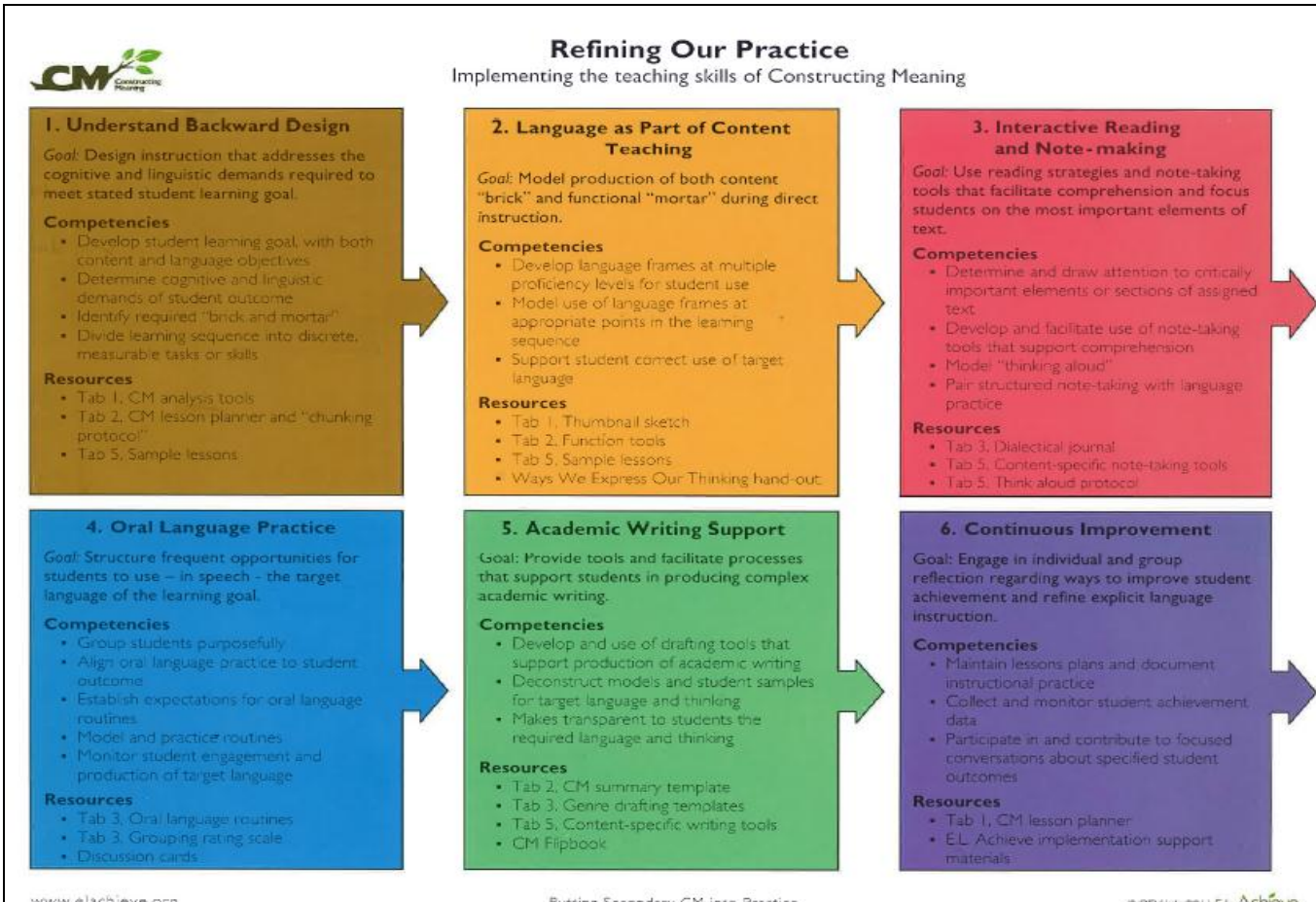
## HSD PROFESSIONAL LEARNING (2010-15)



- 3 Instructional coaches K-12
- 2, .5 @ middle school (one is EL)
- 3 part-time high school content coaches  
(one is EL/Spanish)



# CONSTRUCTING MEANING (CM)



# FACTORS ATTRIBUTED TO AMAO SUCCESS

- Consistency across the district
  - (materials and schedules)
- Continued improvement to curriculum
  - Strong CORE curriculum in classrooms
  - MOOC
  - Formal ELP Standards Training  
(August/Sept/Oct/Jan/Feb/March)
- Spanish Reading Program
  - K-2, 2 elementary schools (150 minutes)



# FACTORS ATTRIBUTED TO AMAO SUCCESS


- Peer Observations

- Grade Level Data Teams

- Late start/early release every Wednesday

- (1 hour)

- ELL PLC

Cause Data
Professional/Instructional practices that create specific effects or results

% of assessments scored collaboratively
# of minutes allocated to math, reading daily
% of teachers who understand the effective teaching strategies that engage learners.
% of assessments aligned to the standards
30 min. intervention 3x a week (geometry focus) or (vocabulary/multi-syllabic words)



# HOW DID THE DISTRICT FUND THE ACTIVITIES THAT LEAD TO YOUR PERFORMANCE?

All activities are funded with:

- Title I (Reading Specialists/Skills Blocks)
- Title II (PD, Instructional Coaches, Peer Observations)
- Title III (Train the Trainer, PD)
- Title VI (Instructional Coach)
- Title 1 Focus School Funds (PD)
- ELP-PLT ODE Grant
- Limited General Fund \$



# THE DISTRICT'S TIMELINE FOR IMPLEMENTATION OF THE PROGRAM IMPROVEMENTS

- 2010-2015 HD Plan
- Vision 2025
  - *Our goal is to provide students with the academic, career, and technical skills necessary for successful post-secondary transitions to college and career through a system of rigorous standards at each level.*

## Key Initiatives:

- High Levels of Family and Community Partnership
- Effective Teaching and Learning
- Commitment to Shared Organizational Leadership



# BARRIERS TO PROGRAM IMPROVEMENT?

- School & Staff Culture
  - Muhammad/Mattos/Cruz
  - Parent/Community Outreach
- Facilities
- Hiring of ESOL Staff
- Funding



# IMPLEMENTATION CHANGES ALONG THE WAY

## *More Powerful than Poverty*

### The Home Effect

- ❑ Socioeconomic status: .57
- ❑ Home environment: .57
- ❑ Parental Involvement: .51

**We need to look above .40**

### John Hattie

*Visible Learning:*

*A Synthesis of Over 800  
Meta-Analyses Relating  
to Achievement*



**RTI**  
AT WORK

#rtiaw

 Solution Tree

### The good news...

- ❑ Socioeconomic status was 31<sup>st</sup> on Hattie's list of the factors that have the greatest impact on student learning.

Schools directly control 30 practices that have a greater impact on student learning.





# WHAT IS GOOD TEACHING?

- Cornell Notes
- Explicit Instruction
- Self Verbalization
- Clear Student Objectives
- Student/Teacher Relationships



# DISTRICT CONTACT INFORMATION

If you would like additional information about our program please contact:



## **Bryn Browning**

Assistant Superintendent

Hermiston School District #8R

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***Striving to Become the Premier Public School District in Oregon***

*We are willing to help other districts have a successful program for their English learners, while we continue implementing our own program improvements. We appreciate your understanding, if we have to limit the number of on-site observers or the time of the observations to allow for our students to be successful.*



# DISTRICTS PRESENTING

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# DAVID DOUGLAS SD – DISTRICT DEMOGRAPHICS

## ○ Size of District

- 9 Elementary Schools
- 3 Middle Schools
- 1 HS – Largest in Oregon (3,025 students)
- 1 Alternative HS
- 1 Elementary Charter School
  - All K-8 Schools are School Wide Title I
  - No Focus or Priority Schools
  - One Model Middle School – Alice Ott – 3 years in a row
  - One Model Elementary School – Menlo Park

## ○ Total district population

- 2,124 ELs district wide – 20%
- 73 Languages – Spanish, Russian, Vietnamese, Chinese, Ukrainian, Somali, Romanian, Nepali, Buremese, Arabic



# SCHOOL EL PROGRAM

## ○ Elementary Program

- ESL and Sheltered Instruction Program Model of Delivery
- Mandatory 30 minutes Language Block for All
- Daily
- Classroom teachers with the support of a building Language Development Specialist Coach
- Systematic ELD, GLAD, Annual Language Support Workshops

## ○ Middle School and High School Programs

- ESL Class Period
- Sheltered Instruction
- Constructing Meaning, Differentiated Strategies, SIOP



# FACTORS ATTRIBUTED TO THE DISTRICT'S EXCEPTIONAL PERFORMANCE IN MEETING THE AMAO TARGETS?

- District and Building Leadership
- Long Term Vision with Short Term Yearly Goals
- Training and On-going Support
  - Overview Training PLUS Annual Support Workshops
  - Including required and on-going training support for principals
- Time
  - Professional Learning Teams
  - Collaboration Time built into schedule by principal
- Curriculum Team – Academic Language Speak
- District Instructional Coaching Model
  - Elementary Language Development Coaches
  - Secondary Academic Language Coach
  - Secondary Academic Language Teacher Leader Team



# HOW DID THE DISTRICT FUND THE ACTIVITIES THAT LEAD TO YOUR PERFORMANCE?

- Title Grant Funds
  - K-8 Schools – Title IA School-Wide Designation
  - Title IIA
  - Title III
- Educator Effectiveness Grant
  - State Collaboration Grant



# WHAT ADVICE WOULD YOU GIVE OTHER DISTRICTS WHO MAY WANT TO IMPROVE THEIR PERFORMANCE OUTCOMES FOR EL STUDENTS?

- Leadership
  - Voice
- Use the Data
  - Always analyze by EL subgroup and Ethnicity
  - Must be transparent
- Be organized and targeted
  - Small goals along the way to the vision
- Support, support, support
  - MAKE TIME to collaborate and support one another
- Must prioritize and leverage funding
- Begin where there are “game changers”
  - Building LEADER ALONG SIDE TEACHERS





# THE DISTRICT'S TIMELINE FOR IMPLEMENTATION OF THE PROGRAM IMPROVEMENTS

## ○ Elementary

- In 2008, we began the exploration and initial training process – 6+ years ago.
- In 2012, we changed the Elementary Model of Delivery – currently this is year 3 of the model change.

## ○ Secondary

- In 2011, we began the exploration process for Secondary Academic Language support system.
- In 2014, this is our first full school year of initial implementation.



# BARRIERS TO PROGRAM IMPROVEMENT?

- Beliefs Systems of Adults
  - Shift in Beliefs then
  - Shift in Understanding
  - BEFORE you will see a shift in instructional practice
- Limited Resources
  - Collaboration Time
  - Coaching Support
  - = \$\$\$
- Organizational Leadership
  - Focus on the change
  - Organized schedule structures and supports
  - “INSPECT what you EXPECT”



# IMPLEMENTATION CHANGES ALONG THE WAY

- New Staff
  - Hiring of new staff
- New Curriculum
  - Targeted “content” to velcro “explicit language”
- Interview and Selection Process
  - Coaches
  - Teacher Leaders
  - Administrators
- Budgeting Priorities



# WHAT SYSTEMS OF SUPPORT CAN ODE OFFER TO ASSIST DISTRICTS IN BETTER MEETING THE NEEDS OF EL STUDENTS?

- Guidance and support regarding a realistic model of instructional service for dual identified students (EL – SPED) at all levels.
- Develop protocols for identifying PRE-Kinder students as EL-SPED prior to enrolling in a K-12 school district.
- Further clarification and guidance regarding the appropriate testing of ELL-SPED students who are severely disabled (non-verbal, no physical movement, etc.).
- Guidance and support regarding an appropriate model of service for secondary ELs who are new to the USA based on their age and language proficiency level.
- Adjusted achievement targets for Secondary ELs who are new to the USA based on their age and language proficiency level.
- Essential Skills Native Language Work Sample Bank in at least the top 5 state languages.
- Written translation support for the top 5 state languages, especially state-required form (i.e., SPED, Dept of Health forms, etc.).



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# CENTENNIAL SD - DISTRICT DEMOGRAPHICS

Total Students - 6,288

- 7 Title I Elementary (K-6) - 467 (avg)
- 1 Middle (7-8) - 944
- 1 High - 1,788
- 3 Other (alternative placements) 7-12 - 315
- 1 Focus school / 1 Priority school (elementary)

ELs - 1,152

Languages - 52

Spanish    Russian    Vietnamese    Ukrainian    Arabic



# EL PROGRAM 2013-2014

- 23 ELD Teachers
  - ESOL Endorsed
  - FASELD Trained
- ELEMENTARY
  - ELD - Pull out
- SECONDARY
  - ELD Class period



# FACTORS – MEETING THE AMAO TARGETS

## → THEORIES OF ACTION ←

### CURRICULUM MAPPING

*If teachers have **stable maps** (consistent ELP standards with a revision process of assessments and strategies) and believe in their viability then we will continue to see increases in **AMAO 1a**.*

### PROFESSIONAL LEARNING COMMUNITIES

*If PLCs have 1 hour or more per week for dedicated time to collaborate and believe in its effectiveness then we will continue to see increases in **AMAO 1a**.*

### TEAM COACHING

*If **teams** have **monthly coaching** or more then we will continue to see increases in **AMAO 1a**.*

*If **teams** have **bi-monthly** coaching or more then we will continue to see increases in **AMAO 2b**.*





# FUNDING

## CURRICULUM MAPPING

- Initial mapping - General fund
- Training - TI, TII, TIII

## PLCs:

- General fund – late start Wednesday
- Contractual obligation

## COACHES

- ELL – General fund + TIII
- Literacy – TI Set Aside (+ some building funds to supplement added FTE)
- PLC – General Fund + TI + TII (varies by year)
- Assessment – TII
- Math - TII



# ADVICE

## Curriculum Mapping

- Write for core subjects (ELA, Math, ELPS - alone or embedded)
- Systemic revision – maps & assessments

## PLCs

- Implement them – every teacher, built into schedule, no excuses

## Team Coaching

- Monthly (minimum) or bi-monthly (ideal)

Get help!



# IMPLEMENTATION TIMELINE

## 2008-2009

- PLCs district-wide

## 2010-2011

- ELD Teachers - curriculum mapping

## 2011-2012

- PLCs in shared spaces
- Team coaching for PLCs

## 2013-2014

- **Teams reported consistent weekly 1 hour PLC time (minimum)**
- Consistent team coaching occurring in most buildings



# BARRIERS

## MAPPING

- Hard
- Time
- Revisions – new adoptions & standards
- Funding – no federal funds

## PLCs

- Resistance
- Cancelling
- In building vs cross building at elementary
- ELD vs grade level
- Secondary – different courses

## COACHING

- Union – teacher FTE vs coach FTE
- Coach training & hiring – very different skill
- Hard – thick skinned



# IMPLEMENTATION CHANGES

## Maps

- New standards old standards
- Aligned with ELA
- New ELA adoption

## PLC

- In building / out of building
- Better defining PLC work
- Dedicated time
- ELD PLC vs grade level

## Coaching

- Come as you want
- Team PLC coaching
- Weekly / bi monthly / less
- How coaches are assigned to buildings
- PLCs in shared location vs in classrooms



# ODE SUPPORT

## GENERAL

- Collaboration and training – district support
- Coach support – district EL leaders
- Funding – non federal (mapping); more TIII
- AMAO data – state-wide access to school-level data
- Communication - ODE departments & initiatives



# DISTRICT CONTACT INFORMATION

More info:

- Pam Russell Bejerano

[pam\\_bejerano@centennial.k12.or.us](mailto:pam_bejerano@centennial.k12.or.us)

[www.centennial.k12.or.us](http://www.centennial.k12.or.us)

**Curriculum Department → ELL Program**

We are willing to help other districts have a successful program for their English learners, while we continue implementing our own program improvements. We appreciate your understanding if we have to limit the number of on-site observers, or the time of the observations to allow for our students to be successful.



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# EAGLE POINT SD - DISTRICT DEMOGRAPHICS

- Size of District
  - Number of Elementary Schools: 5
  - Number of Middle Schools: 3
  - Number of High Schools: 1
  - Other schools in district (alternative/charter): 2
    - Number of Title I (Targeted/School wide/ focus/priority): 6
- Total district population
  - Total EL population: 306
  - Number of languages other than English: 12
    - Spanish – 15%
    - Other languages – 0.5%



# SCHOOL EL PROGRAM

- Elementary program(s)
  - Who teaches language: ELD Teachers (specialists)
  - Where (push-in/pull-out, etc.): Deployment/Pull-out
  - How often: 45 minutes every day
  - What qualifications and training: ESOL endorsement and Systematic ELD Training
- Middle school and high school programs
  - Same as above except classes are one-period long (58 minutes)



# FACTORS ATTRIBUTED TO THE DISTRICT'S EXCEPTIONAL PERFORMANCE IN MEETING THE AMAO TARGETS?

- Strong dedicated ELD program:
  - Students grouped by proficiency level for 45 minutes/day
  - Class taught by ELD specialists trained in Systematic ELD with an ESOL endorsement
  - Use Systematic ELD Units as the primary curriculum for elementary school
  - Technology integrated into ELD instruction
  - Consistent focus of ELD teachers to move their practice from good to great including –
    - Monthly PLC focused on teaching and learning
    - Common formative assessments
    - Peer observations and video taped lessons
    - Program walk-throughs with Systematic ELD rubric
    - Follow-up mini-PD on identified target areas



# FACTORS ATTRIBUTED TO THE DISTRICT'S EXCEPTIONAL PERFORMANCE IN MEETING THE AMAO TARGETS?

- Improving integrated ELD program:
  - Many teachers trained in GLAD, SIOP, and Constructing Meaning; more being trained this year
  - Collaboration between elementary ELD teachers and grade-level teachers two to four times each year
- Other supportive programs:
  - Migrant Education after school programs
  - Summer school programs
  - Core programs such as reading and math interventions
  - Parent involvement programs



# HOW DID THE DISTRICT FUND THE ACTIVITIES THAT LEAD TO YOUR PERFORMANCE?

- General Fund – ELD teachers and assistants, SIOP, technology integration into ELD classes, partial salary for district ELL Program Coordinator
- Title III –partial salary for district ELL Program Coordinator, release time for ELD peer observations, ELD collaboration meetings, HS COM Training
- Title Ia – Elementary CM, GLAD
- Title Ic – Migrant Education after school programs and summer school for students in the Migrant Ed. program



# WHAT ADVICE WOULD YOU GIVE OTHER DISTRICTS WHO MAY WANT TO IMPROVE THEIR PERFORMANCE OUTCOMES FOR EL STUDENTS?

- Make both **dedicated** and **integrated ELD** a priority for ELs. Don't just do one or the other and hope it works. Students will learn grade-level English more quickly and with less gaps in their understanding if they have specific dedicated ELD time at their proficiency level in conjunction with language support throughout their instructional day.
- Ensure that your teacher leaders, instructional coaches, and administrators are well versed in SEI strategies such as SIOP, GLAD, and CM.



# THE DISTRICT'S TIMELINE FOR IMPLEMENTATION OF THE PROGRAM IMPROVEMENTS

## **Dedicated ELD:**

The district has used the Systematic ELD instructional framework for eight years. Over time, it has transitioned from something 'new' to the way we teach. All new ELD teachers are trained and supported in the approach. Teachers build their expertise over time and all teachers know that they can improve with the help and collaboration of the rest of the team. We are striving to move from good to great! We can get really good at it since we are not changing approaches from year to year or trying to go solo and do our own thing. We even serve students in remote areas via Facetime!



# THE DISTRICT'S TIMELINE FOR IMPLEMENTATION OF THE PROGRAM IMPROVEMENTS

## **Integrated ELD:**

The district has trained teachers in SIOP, GLAD and CM for seven years or more; however, the emphasis on improving implementation has waivered from year to year. Instructional coaches have been in place for five years, yet they too have broad responsibilities and many don't have a focus on Sheltered English Instruction techniques. This year, elementary schools with many ELs are making a renewed effort to support SEI implementation and a cohort of secondary teachers are receiving SEI training and ongoing support.

Our work supporting teachers and students is never done, but we continue to improve one year at a time.





# BARRIERS TO PROGRAM IMPROVEMENT?

- Teachers, instructional coaches, and administrators are all very busy doing important work. However, with so many priorities, it can be sometimes difficult to focus on the needs of a subgroup that represents less than 10% of the district's students.
- Buildings with higher numbers of ELs will develop stronger service plans, than those with 30 students or less. How can we change the building leadership's goals for serving small numbers of ELs?
- How can we get staff 'fired up' to make changes when they are faced with a broad and persistent achievement gap? How does that gap affect their expectations for ELs and former ELs?



# IMPLEMENTATION CHANGES ALONG THE WAY

- We have seen the best results for teacher implementation of PD when we have been able to take a detailed, consistent, long-term approach.
- It is important for teachers to get good at one approach and internalize the elements of the framework before moving on to another PD focus.
- Job embedded PD including collaboration, peer observation, common formative assessments, and targeted mini-PD have a lasting impact on practice.
- Also, it is very helpful to put EL services in the master schedule for the following year before the rest of the schedule is built instead of trying to fit in EL services after the fact.



# WHAT SYSTEMS OF SUPPORT CAN ODE OFFER TO ASSIST DISTRICTS IN BETTER MEETING THE NEEDS OF EL STUDENTS?

- Continue to stress the need for schools to use general fund and Title 1a monies to support strategies for ELs. SEI practices are essential for ELs, but are also very beneficial teaching practices for all students. All students can improve their academic English.



# DISTRICT CONTACT INFORMATION

- If you would like additional information about our program please contact:
  - Jodi Salinas, Principal responsible for Elementary ELD
  - Karina Rizo, Principal responsible for Secondary ELD
  - Andrea Townsend, District ELL Program Coordinator
- We are willing to help other districts have a successful program for their English learners, while we continue implementing our own program improvements. We appreciate your understanding if we have to limit the number of on-site observers, or the time of the observations to allow for our students to be successful.



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# **McMINNVILLE SD - DISTRICT**

## **DEMOGRAPHICS**

- Size of District
  - Number of Elementary Schools: 6
    - School- wide Title I at 5 elementary schools
    - Targeted assist Title I at 1 elementary
  - Number of Middle Schools: 2
  - Number of High Schools: 1
  - Other schools in district (alternative/charter): 0
  
- Total district population: 6,620
  - Total EL population: 965 active (14.5%)
  - Number of languages: 98% ELs Spanish-speaking



# SCHOOL EL PROGRAM

- Elementary Program(s)
  - EL specialists teach ELD
  - Daily pull-out
- Qualifications and Training for EL Specialists:
  - ESOL endorsements
  - Systematic ELD (Dutro) training
  - GLAD/SIOP training (transitioning to CM)
- Middle and High School Program
  - ELD class period
  - Sheltered instruction for levels 1-3
  - Magnet newcomer program at middle school



# FACTORS ATTRIBUTED TO THE DISTRICT'S EXCEPTIONAL PERFORMANCE IN MEETING THE AMAO TARGETS?

- Clear focus on standards
- Data teams (grade level & content area)
- Curriculum development (RCD)
- District-wide focus on research-based strategies:
  - Power Strategies for Effective Teaching (PSET)
  - Marzano and brain-based strategies
- Instructional Coaches
- At elementary: collaboration between grade level and ELD teachers
- At secondary level: Constructing Meaning
- Focus on engaging long-term English Learners





# HOW DID THE DISTRICT FUND THE ACTIVITIES THAT LEAD TO YOUR PERFORMANCE?

- Optimize existing opportunities for professional development
  - “Regular” district staff development days
  - School staff meetings
  - Embedded staff development at MHS
  - College credit for evening classes
- Title IIA
- Title III
- Teacher Incentive Fund Grant
- 21<sup>st</sup> Century After-School Grant



# WHAT ADVICE WOULD YOU GIVE OTHER DISTRICTS WHO MAY WANT TO IMPROVE THEIR PERFORMANCE OUTCOMES FOR EL STUDENTS?

- Intense focus on a few high-leverage initiatives
- Deep implementation
  - 90% of all staff
  - All critical attributes
- Data teams
  - Data-based decision making
  - Standards-based instruction
  - Progress monitoring tools
  - Research-based strategies
- Instructional coaches
- Ownership of all students by all teachers



# THE DISTRICT'S TIMELINE FOR IMPLEMENTATION OF THE PROGRAM IMPROVEMENTS.

- 2008-09 PSET
- 2009-10 PSET; CFA training
- 2010-11 PSET; Data Teams; CFA training
- 2011-12 PSET; Data Teams; RCD units of study
- 2012-13 PSET; Data Teams; RCD units of study
- 2013-14 PSET; Data Teams; RDC; secondary CM
- 2014-15 PSET; Data Teams; RDC; secondary CM; elementary CM
- Future: PSET; Data Teams; RCD; CM



# BARRIERS TO PROGRAM IMPROVEMENT?

- Inadequate funding
- Limited time for Professional Development
- Lack of flexibility in state and federal program requirements.



# IMPLEMENTATION CHANGES ALONG THE WAY

- Constant refinements to implement more deeply.
- The consistent need to “weed the garden”— remove unnecessary constraints in order to maintain focus.
- The change in mindset between doing something extra or different for ELs and doing something different that will help all students — especially English learners.



# WHAT SYSTEMS OF SUPPORT CAN ODE OFFER TO ASSIST DISTRICTS IN BETTER MEETING THE NEEDS OF EL STUDENTS?

- Provide more flexibility in meeting graduation requirements for ELs who arrive in Oregon's high schools as newcomers.
- Fund research initiatives that focus on identifying and addressing the unique needs of long-term and dual-identified ELs.
- Create stronger partnerships with community colleges and universities to support pathways for the enrollment of ELs.
- Advocate at the federal level for provisions in the ESEA reauthorization that allow more flexibility in Title III spending.



# DISTRICT CONTACT INFORMATION

- If you would like additional information about our program please contact:
  - [kfrack@msd.k12.or.us](mailto:kfrack@msd.k12.or.us)
- We are willing to help other districts have a successful program for their English learners, while we continue implementing our own program improvements. We appreciate your understanding if we have to limit the number of on-site observers, or the time of the observations to allow for our students to be successful.



# SDS WHO MET ALL AMAO TARGETS FOR 2013-14: **BANKS SD**

Last year we hired a new EL teacher, who had a very challenging schedule with the number of students to serve, and our Superintendent and School Board approved additional FTE to meet the needs of our students. We added .2 FTE for a total of .6 FTE to serve about 20 students. This additional FTE also allowed for our EL teacher to administer our Plan of Service with fidelity, in addition to being intricately involved in our audit so she was clear about each expectation of her role. It is, as always the question of who we put in front of students, and we were quite fortunate to find an exceptional educator to work with our students. She is highly skilled, and able to work with students in small groups effectively, as well as providing support for classroom teachers in setting appropriate classroom language objectives, making content comprehensible, and pushing in to classes to ensure generalization of the skills worked on in pull out. So, the summary of all that, is that her services are very comprehensive, research based, and collaborative. It worked!! I really think that for this position, if the EL teacher cannot work as well with the adults as they do with the children, it is very difficult to make the necessary difference.





# SDS WHO MET ALL AMAO TARGETS FOR 2013-14: **ST HELENS SD**

**What factors do you attribute for your district's exceptional performance in meeting the AMAO targets?**

- Aligned ELD curriculum K-6<sup>th</sup> grades
- Ongoing ELD teacher training around curriculum implementation
- Current training for classroom ELD cluster teachers
- Time on early release Wednesdays to collaborate between grade levels and with classroom teachers
- Time for ELD teacher to support learning in the regular (general ed) classroom
- Excellent communication between ELD teachers and classroom teachers on a regular basis around student-centered goals and planning
- Multi-year administrative leadership for ELL at both the District and ESD Consortium Level
- Top-notch training and support through NWRESD Consortium




# SDS WHO MET ALL AMAO TARGETS FOR 2013-14: **ST HELENS SD** (CONT.)

**How did the district fund the activities that lead to your performance?**

- General funds (including additional EL ADM) were used to:
  - Purchase aligned curriculum for K-6<sup>th</sup> grades, specific to students' LEP and grade levels
  - Provided training both in and out of district

**What advice would you give other districts who may want to improve their performance outcomes for EL students?**

- Train classroom teachers in current teaching strategies for ELs in their classrooms
  - Provide time for ELD teachers and classroom teachers to plan and collaborate
  - Provide current training for ELD teachers and time for them to collaborate with other ELD teachers both in and out of their district
  - Provide consistent Administrative support and advocacy
- 

# SDS WHO MET ALL AMAO TARGETS FOR 2013-14: **ST HELENS SD** (CONT.)

**What systems of support can ODE offer to assist districts in better meeting the needs of EL students?**

- Our district relies on the support of our NWRES D ELL Consortium personnel, additional is not needed
- Replicate the people and structure of NWRES D ELL Consortium support and you've got it!



# SDS WHO MET ALL AMAO TARGETS FOR 2013-14: **VALE SD**

Below are our responses to the AMAO target questions:

- The Vale School District has a small ELL population which allows the students closer access to qualified ELL instructors. The students receive high-quality, small group instruction which allows the district to target individuals and provide explicit instruction to meet the needs of ELLs. Additionally, the ELL teachers are in constant communication with each other and with classroom teachers to ensure the highest quality education is being offered. We also use appropriate research-based materials and programs and follow the standards at the appropriate grade levels.
- We have a budget from the district and use the small amount of Title III funds we are provided.



# SDS WHO MET ALL AMAO TARGETS FOR 2013-14: **VALE SD** (CONT.)

- ELLs need constant exposure to reading and writing activities. Teaching topics in isolation is not nearly as effective as teaching all areas of language and literacy as a whole. Smaller group ELL instruction is more effective and allows for individualized instruction. The more trust and rapport with the child and knowledge of the family, the better. Also, communication with the child's teachers is important.
- More access to high-quality professional development that is not a "canned" presentation. Better support for classroom teachers of ELLs, including professional development that provides instructional strategies that can be taken back to the classroom and used that day without re-creating curriculum. We agree that there need to be high standards for ELLs just as for all students; however, it also needs to be recognized that students develop and progress at different rates and if a child shows growth from one year to the next, that is a sign of success even if he/she has not reached a new level.

