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A high performing learning community
with a strength of mind and spirit.

An Effective, Systematic Approach to Monitoring Language Acquisition

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Woodburn School District
Diverse in Culture - Unified in Mission



Outcomes for this session:

1. How to set up a LAT Team
2. How to determine which assessment tools the LAT Team uses to measure student growth in acquiring English
3. How LAT Team makes data-based decisions for ELL's
4. How to determine the type and level of language support necessary to ensure second language growth



Defining the Terms:

- ◆ **LAT:** Language Assessment Team
- ◆ **SIT:** Student Intervention Team
- ◆ **ELPA:** English Language Proficiency Assessment
- ◆ **ELL/LEP:** English Language Learner/Limited English Proficient
- ◆ **AMAO:** Annual Measureable Achievement Objectives
 - ◆ **AMAO 1:** Annual increase and progress in learning English
 - ◆ **AMAO 2A:** Students who exited ELD services
 - ◆ **AMAO 2B:** Students who exited ELD services 5+ years
 - ◆ **AMAO 3:** Students meeting measureable objectives in content areas (Language Arts and Math).
- ◆ **ESOL:** English for Speakers of Other Languages



Woodburn Schools Demographics K-12

- **5700** students in Kindergarten through 12th grade;
76% Hispanic, 8% Russian, 14% Anglo, 2% Other
- Over **40%** of our K-12 Students are designated as limited English proficient (Valor MS=165 ELLs; French Prairie MS=138 ELLs)
- Over **80%** qualify for free and reduced meals
- **25%** mobility rate
- **9%** qualify as Homeless under state and federal guidelines



The Language Assessment Team

All Schools:

- ◆ LAT teams that are responsible for reviewing ELL progress in learning English and attaining proficiency.

NOTE: Over **35%** of all ELLs at the middle school level are dual identified IEP/ELLs



Middle School LAT Teams Include:

- ◆ Language Program Coordinator
- ◆ ESOL and/or Classroom Teacher
- ◆ Learning Specialist
- ◆ Building Administrator
- ◆ School Counselor
- ◆ Home School Contact



Middle School LAT Team Continued

Note: If an ELL is dual identified, also participating in the minutes are a building Learning Specialist (SPED) and School Psychologist.

- ❑ IEP Case Manager & School Psychologist drives the LAT Team review to determine how the student's disabilities impacts language needs.
- ❑ The Language Program Coordinator provides language input and recommendations



What students are saying about ESOL classes

This year I can tell you that I am doing better in all my classes. For example in Science class I participate more, and in other classes I'm participating more.

This year I can tell that I am doing better because I am learning about sentence starters and I use to be afraid of talking in front of the class but now I am not really afraid. ESOL has helped me grow in my writing and Speaking.



How is your school and/or district monitoring ELL's Language Acquisition Progress?

◆ 5 minute group Discussion



Woodburn LAT Process

- ❑ ESOL teacher submits referral to the building Language Program Coordinator

- ❑ ESOL teacher provides a collection of student work for portfolio review

- ❑ The LAT Team reviews:
 - ❑ ELPA trend data, ESL & content area work samples, total years in the ESL program.

- ❑ Student grades and OAKS are reviewed but are not part of body evidence

- ❑ A parent and/or SIT may request a LAT Team review



Classroom Tools for Measuring ELL Progress in Learning English

- ◆ ELPA scores are not the sole factor in determining an ELL's English proficiency level. . .
- ◆ Multiple assessment tools are used to measure student growth in each language domain
- ◆ Years in program as well as years at current proficiency level are also considered



Woodburn LAT Form:

WOODBURN SCHOOL DISTRICT

LANGUAGE ASSESSMENT SCHOOL TEAM

Promotion, Retention, and Exiting of English Language Learners

I. SCHOOL:

Date:

Student:

Student Number:

Grade:

Team Member	Signature
Current ESOL Teacher:	
Administrator:	
Building Language Coordinator:	
Counselor/Other:	
Parents:	
Parent(s): Provided input on (date) _____ with _____ (staff initials)	
Receiving Special Education Services: Y N	
IEP Case Manager:	

II. MEETING OBJECTIVE

Middle School LAT Meeting Schedule 2013-2015

Quarter 1	Quarter 2	Quarter 3	Quarter 4
June 12	October 30	January 15	March 19
Forecasting Preparation	2 weeks prior to end of quarter	2 weeks prior to end of quarter	2 weeks prior to end of quarter



Formative Assessment Tools in Reading

Note: LAT Team uses the ODE Reading rubric to score reading work samples. . .

Some suggested reading assessment tools are:

1. Running records (for reading fluency)
2. Comprehension questions
3. Student notes from a reading passage
4. Retell (written or oral)
5. Graphic organizers
6. Formal reflection to a reading passage



Formative Assessment Tools in Writing

Note: LAT Team uses writing rubric from the Oregon Department of Education (ODE) and/or rubrics designed by the Woodburn School District.

Student Writing for ELD/ESL:

- ◆ should be unedited, unassisted, & on demand
- ◆ about 30-50 minutes
- ◆ allow for extended discourse
- ◆ appropriate for student's age and level



Formative Assessment Tools in Speaking

Note: Woodburn uses both the ODE and building site speaking rubrics

- ◆ In class, speaking assignments
- ◆ Oral Interviews
- ◆ Teacher-created assessments
- ◆ Secondary level [GAP Finder](#) (EL Achieve)



Formative Assessment Tools in Listening

Note: LAT Team uses ODE rubric for listening comprehension

Though often the neglected domain of formative assessments, here are a few suggestions for measuring listening comprehension:

- ◆ dialogue from a text
- ◆ Written or spoken retell of a listening passage
- ◆ Short movie, video or radio clip



Possible LAT Team Decisions

- ◆ A different ESOL placement
- ◆ Re-designation/promotion to Reclassified-Fluent English Proficient (R-FEP)
- ◆ Continuation of ESOL support
- ◆ Re-entry of a Reclassified student into the ESOL
- ◆ Re-designation of misidentified ELL as FEP or English Only (not eligible for ELL services)



Possible Outcomes for Dual Identified IEP/ELLs

ELL/SpEd student may participate in ESOL with the following accommodations:

- ◆ Student is exposed only to oral language practice and models only (based on IEP)
- ◆ Student may participate in ESOL instruction setting with IEP teachers support
- ◆ Student will receive ESL instruction within the special education setting with ESL teacher support
- ◆ Student is reclassified Fluent English Proficient (R-FEP)



WSD Middle School AMAO Data

2012-2013 Results:

- ◆ ELLs progressing one or more levels in a year (**AMA0 1**) = **65.4%**
vs. State Target = 61%
- ◆ ELLs attaining proficiency in 2012-13 (**AMA0 2A**) = **38.5%**
vs. State Target = 19%
- ◆ Long Term ELLs attaining proficiency (**AMA0 2B**) = **42.5%**
vs. State Target = 29%



Challenges to LAT Team Process

- ◆ Ensuring that ELLs and exited R-FEPs in Monitoring Status meet the standards in AMAO 3--i.e., OAKS reading and math
- ◆ Developing and implementing appropriate language interventions for dual-identified SPED/ELLs and long-term ELLs
- ◆ Analyzing student data
- ◆ Assigning the most effective teachers to work directly with ELLs



We Continue to Learn by Providing:

- ◆ Professional Development for ESOL/Sped staff to support our dual identified students.
- ◆ Time to develop ELD curriculum for ESOL classes
- ◆ Professional development that embeds language instruction in all content areas across the curriculum (Common Core State Standards)
 - ◆ Constructing Meaning: **CM**
 - ◆ Guided Language Acquisition Design: **GLAD**
 - ◆ Sheltered Instruction Observation Protocol: **SIOP**
- ◆ Professional development for appropriate language interventions for struggling long term ELLs and dual identified SPED/ELLs



What students are saying about ESOL Classes

One way that ESOL is helping by speaking more with other people, also it help me in my ELPA in the part of speaking. I think ESOL is helping me alot in my others classes in my English.

One thing that ESOL has helped me was to read and if I didn't understand then to reread it. That is one thing ESOL has helped me with.



What students are saying about ESOL Classes

I am looking forward to getting out of ESOL because it has helped me alot. Mr. Rash has done a great job helping me, because of her help I finish my work and learn now to spell better. I don't like ESOL but at the same time it helps me. I hope I pass the ELPA. Thank you ELP PEOPLE.....



Questions

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Thank you!!

