

Medford Schools 549C English Language Learner Plan

Successful Students Today—Successful Citizens Tomorrow



2013-2015

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“If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place..”

-Margaret Mead

NOTE FOR TEACHERS: THIS DOCUMENT IS INTERACTIVE. CLICKING ON A TOPIC IN THE TABLE OF CONTENTS WILL SEND YOU TO THAT PART OF THE DOCUMENT. AT THE BOTTOM OF THE PAGE, THERE IS RETURN TO THE TABLE OF CONTENTS THAT YOU MAY ALSO CLICK. TO DO THIS, SIMPLY USE THE MOUSE TO CLICK ON THE LINK.

INTRODUCTION

In the Medford School District, we believe in our students. No matter what their background, we believe that all of our students are successful every day and will be successful in life when they leave us. It is an honor and a privilege to work the students in the Medford and surrounding community, and it is our hope that while we are able to work with each student, we are able to instill that sense of wonder and excitement about the world in which we live.

Students of a limited English proficiency have special needs that our highly trained staff is working to meet. Coming from another culture, let alone speaking another language, is challenging and complicated. We, on the Medford Schools team, are committed to helping all our students with limited English skills become not only proficient in English, but to be high achievers in all subject areas.

Working together with family partners, we are confident that our relentless pursuit of language acquisition for our students is achievable and exciting. The gift of bilingual skills is paramount to success in this modern age and in this increasingly shrinking world. Not only is a foreign land just a mouse click away, but so is an international friend. Our differences make us stronger--stronger students, stronger family members, stronger community members, and stronger international community members.

Medford School District 549C Mission

We are a high quality teaching and learning organization dedicated to preparing all students to graduate with a sound educational foundation, ready to succeed in post-secondary education, and to be contributing community members.

The Medford School Board Policy Code IGBI

Students who have limited English proficiency shall be provided with appropriate instructional assistance through the district’s English Language Learner program until they are able to use the English language in a manner that allows effective and relevant participation in regular classroom instruction and other educational activities without such supplemental services.

Legal references are ORS 336.074, 079: Title IV, Civil Rights Act, 1964

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Medford School District 549C Equal Opportunity Statement

Every student of the district will be given equal educational opportunities regardless of age, race, religion, color, national origin, disability or marital status. Further, no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district. The district will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities. The district shall implement in each school, programs that assure equity, opportunity and access for all students. SB Policy JB

In addition, the district makes every attempt to hire employees that offer skills and knowledge that reflect respect and inclusion of representative cultural/racial and ethnic areas. The statement appearing on each job posting for the district reads as follows:

The district shall give preference to the employment of bilingual, bicultural candidates who speak English and Spanish in both certified and classified positions, all other qualifications being equal.

OREGON STATE STATUTES

The Medford School District 549C adheres to the current Oregon State mandates.

ORS 336.074: Instruction in all subjects in public, private and parochial schools shall be conducted in English, except: 1) Instruction in foreign languages. 2) Instruction may be conducted in more than one language in order that pupils whose native language is other than English can develop bilingual skills to make an early and effective transition to English and benefit from increased educational opportunities.

ORS 336.079: Special English courses for certain children. Specific courses to teach speaking, reading and writing of the English language shall be provided at kindergarten and each grade level to those children who are unable to profit from classes taught in English. Such courses shall be taught to such a level in school as may be required until children are able to profit from classes conducted in English.

ORS 336.081: Opportunity to qualify to assist non-English speaking students. All school district providing courses pursuant to ORS 336.079 shall afford the licensed personnel of the district that are assigned to perform teaching duties for such courses an opportunity to qualify to assist non-English speaking students to learn English at no cost to the personnel.

The following plan is developed to assure that all students have equal opportunity to participate in the educational programs and activities and equal access to facilities in the district. This plan includes courses and/or components which provide students with an understanding of the pluralistic realities of their society, including multicultural/racial/ethnic education and equity in portraying all classes protected under ORS 659.850.

MEDFORD DISTRICT ELL DEPARTMENT GOAL STATEMENT

Medford School District 549C is resolute in raising the English Language Development (ELD) and academic achievement of ELL students. The goal of the Medford School District 549C ELL Department is to provide a clearly defined program of instruction for English Language Learners designed to

- teach academic ELD English skills, as well as basic interpersonal communication skills to move ELL students efficiently through the 5 levels of English Language Proficiency;
- ensure equal access to the core curriculum; and,
- continue scholastic progress through meaningful participation in the school environment

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ELL Department Guiding Principles

1. All English Language Learners are capable of learning to high standards when provided supportive learning environments, appropriate materials, and qualified teaching.
2. Students bring great personal knowledge to the learning of other languages. This knowledge and their primary language aid students in learning.
3. In the ELL program, students engage in language learning, respect cultural differences, and increase self-esteem.
4. Teachers use research-based practices and aligned curriculum to teach to high learning standards.
5. Parents can become successful partners in the education of English Language Learners.
6. Education of every student leads to a socially responsible, respectful, and vibrant community.
7. Community support is vital to the success of English Language Learners.
8. The hiring of qualified bilingual and bicultural employees is a hiring priority that will enrich the district.
9. On-going training in second-language acquisition and cultural awareness is essential for everyone who impacts student learning.

ACRONYMS

AMAO	Annual Measurable Achievement Objectives
AYP	Adequate Yearly Progress
CCSS	Common Core State Standards
CIM	Certificate of Initial Mastery
CM	Constructing Meaning
ELD	English Language Development
ELL	English Language Learner
EO	English-Only
ESL	English as a Second Language
FEP	Fluent English Proficient
GE	Grade Equivalent
GLAD	Guided Language Acquisition Design
GPA	Grade Point Average
HLS	Home Language Survey
IT	Information Technology
L1	Primary language
L2	Second Language
LEP	Limited English Proficient
ODE	Oregon Department of Education
PHLOTE	Primary Home Language Other Than English
SDAIE	Specially Designed Academic Instruction in English
SELD	Systematic English Language Development
SPED	Special Education
SIOP	Sheltered Instruction Observation Protocol
SLT	School-Led Team
SST	Student Study Team
TAG	Talented and Gifted
USED	United States Education Department

TESTS

ADEPT	A Developmental English Proficiency Test
WMLS-R	Woodcock-Muñoz Language Survey - Revised, English or Spanish
ELPA	English Language Proficiency Assessment
OAKS	Oregon Assessment of Knowledge and Skills
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
SRI	Scholastic Reading Inventory
ORF	Oral Reading Fluency

SECTION I. — DISTRICT DEMOGRAPHICS

District Size

As of 05/06/2013, Medford Schools serves approximately 13,034 students in the Rogue Valley of Jackson County.

Background History of Medford's Population Diversity

Medford, Oregon is a community of approximately 75,000 with growing diversity. Medford is located in Jackson County in southern Oregon and has been connected to the pear and fruit industry for generations. The Spanish-speaking population has been present in small numbers for the past thirty years, although previously of a more migratory nature. In 2010, 13.8% of Medford residents were of Hispanic Origin. Hispanic families are no longer as migratory as they once were, but are more settled and a fixed part of the schools and the community. Currently, in 2013, 21.9% of the total school population of approximately 13,034 is Hispanic. Other minority groups are present in the schools including Asian at 1.3%, Pacific Islander at 0.8%, American Indian/Alaskan Native at 0.9%, Black at 1.1% and Multi-race at 3.3%.

The Medford School District 549C consists of 3 high schools, 2 middle schools, 1 alternative secondary school, 14 elementary schools and 2 charter schools.

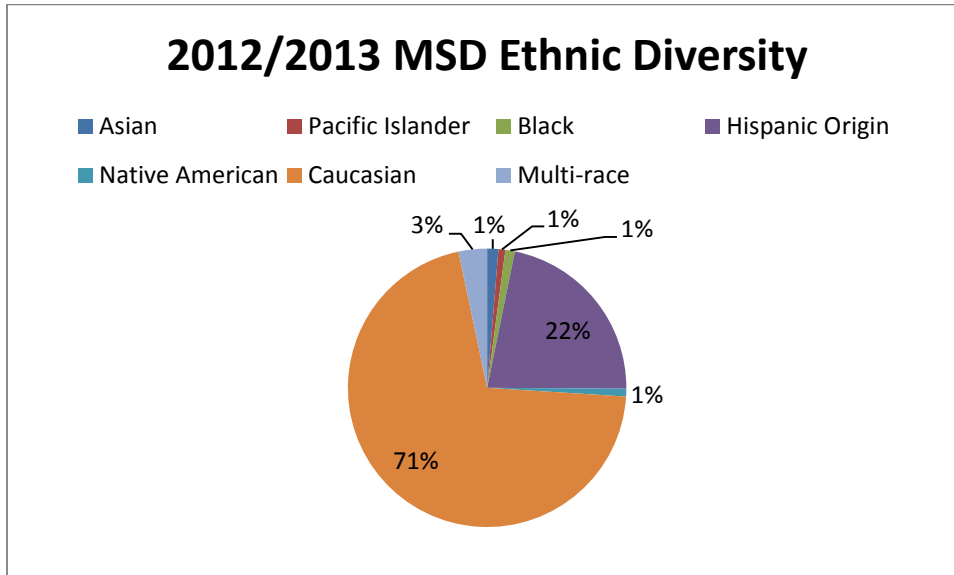
North Medford High School	1900 N. Keene Way Drive
South Medford High School	1551 Cunningham Avenue
Central Medford High School	815 S. Oakdale Avenue
Hedrick Middle School	1501 E. Jackson Street
McLoughlin Middle School	320 W. 2 nd Street
Medford Opportunity School	609 W. 10 th Street
Abraham Lincoln Elementary	3101 McLoughlin Drive
Griffin Creek Elementary	2430 Griffin Creek Road
Hoover Elementary	2323 Siskiyou Boulevard
Howard Elementary	286 Mace Road
Jackson Elementary	630 W. Jackson Street
Jacksonville Elementary	655 Hueners Lane, Jacksonville
Jefferson Elementary	333 Holmes Avenue
Kennedy Elementary	2860 N. Keene Way Drive
Lone Pine Elementary	3158 Lone Pine Road
Oak Grove Elementary	2838 Jacksonville Highway
Roosevelt Elementary	112 Lindley Street
Ruch Elementary	156 Upper Applegate Road, Ruch
Washington Elementary	610 S. Peach Street
Wilson Elementary	1400 Johnson Street
Madrone Trail Public Charter	3070 Ross Lane, Central Point
LOGOS Public Charter	400 Earhart Street

Medford 549C Demographics and Assessment Scores

Total Enrollment

In the Spring of 2013, the Medford School District had an (actual) total enrollment of 13,034 students.

The Districts' Ethnic Diversity



District form SIS 624 summarizes the 26 different language groups present in 549C. Approximately 11.2% of District families speak Spanish in the home, but not all of these families qualify for ELL services.

LEP Enrollment

There are currently 924 LEP students (877 Active ELLs + 47 whose parents declined services) as of 05/06/2013, with the majority speaking Spanish as a first language.

- 7.1% of the Medford District has been identified LEP

School	Number of LEP Students	% of Total LEP Population	% of School Population	Number of Active ELLs	Number of Parent Waivers
NMHS	36	3.9%	2.2%	27	9
SMHS	42	4.5%	2.5%	28	14
CMHS	8	0.9%	3.3%	6	2
HEDRICK	23	2.5%	2.5%	21	2
MCCLOUGHLIN	39	4.2%	4.7%	37	2
MOS	1	0.1%	1.8%	1	0
ABE LINCOLN	17	1.8%	3.6%	17	1
GRIFFIN CREEK	43	4.7%	7.3%	35	8
HOOVER	19	2.1%	3.0%	19	0
HOWARD	115	12.4%	23.6%	115	0
JACKSON	138	14.9%	32.0%	137	1
JACKSONVILLE	9	1.0%	2.1%	9	0
JEFFERSON	82	8.9%	16.0%	80	2
KENNEDY	48	5.2%	9.4%	46	2
LONE PINE	13	1.4%	2.1%	13	0
OAK GROVE	75	8.1%	15.3%	74	1
ROOSEVELT	43	4.7%	11.0%	42	1
RUCH	3	0.3%	1.5%	3	0
WASHINGTON	104	11.3%	24.4%	103	1
WILSON	64	6.9%	14.4%	64	0
MADRONE TRAIL	0	0.0%	0.0%	0	0
LOGOS	1	0.1%	0.3%	1	0

Number and Percent of LEP Students in TAG

*There are currently 511 students in the TAG program.

Changes to the TAG identification process, including the use of the Naglieri CAS, has increased the rate of identification of TAG ELLs. (See Section VII – Equal Access to Other School District Programs.)

Student Grouping	Number of Students	Percentage of Students
TAG students who are in either Year 1 or Year 2 of Monitoring after Exiting the ELL program	4	1.2% of all students in either Year 1 or Year 2 of Monitoring 0.8% of all TAG students
TAG students who are Active ELL students	14	1.5% of all LEP students 2.7% of all TAG students

Number and Percent of LEP Students in SPED

19.6% of the Medford District LEP students have been identified SPED.

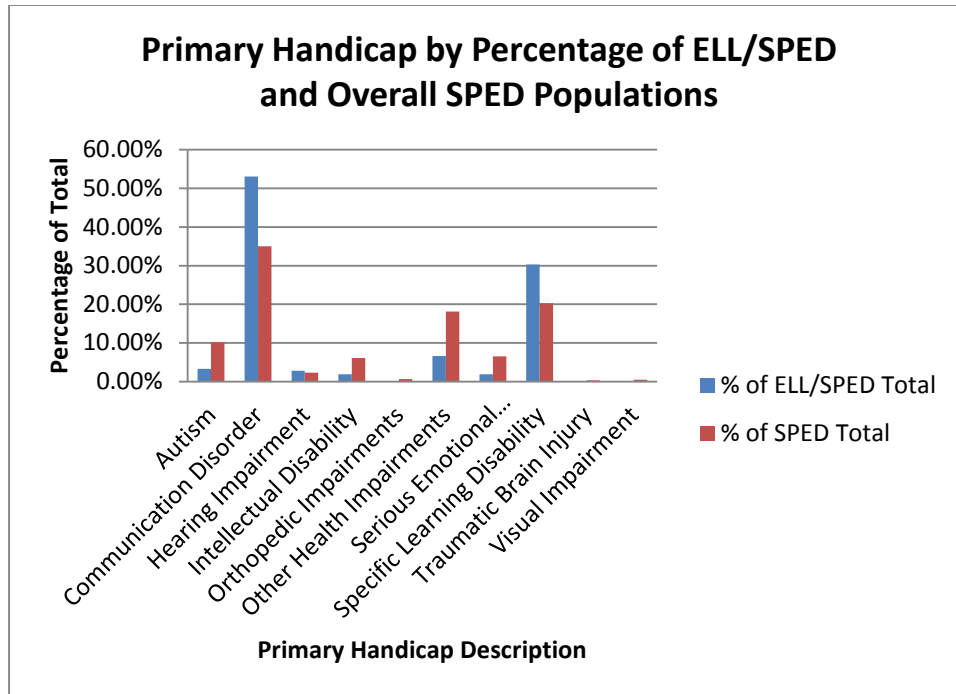
165 Active ELLs + 16 Parent Waivers

924 LEP students

= 19.6% LEP students identified SPED

Primary Handicap Description	Number of LEP (L)*	Number of Monitor Years 1 & 2 (M)	ELL/SPED Total (L+M)	% of ELL/SPED Total	Number of SPED Total	% of SPED Total
Autism	7	0	7	3.3%	153	10.2%
Communication Disorder	105	7	112	53.1%	526	35.0%
Hearing Impairment	6	0	6	2.8%	34	2.3%
Intellectual Disability	4	0	4	1.9%	91	6.1%
Orthopedic Impairments	0	0	0	0.0%	9	0.6%
Other Health Impairments	11	3	14	6.6%	272	18.1%
Serious Emotional Disturbance	4	0	4	1.9%	98	6.5%
Specific Learning Disability	48	16	64	30.3%	305	20.3%
Traumatic Brain Injury	0	0	0	0.0%	5	0.3%
Visual Impairment	0	0	0	0.1%	8	0.5%
Total	185	26	211		1501	

*LEP = Active ELLs + Eligible Students Whose Parents Declined Services



According to the above chart, the relative percentages of students within the ELL/SPED population with various Primary Handicap conditions are very different from the relative percentages within the general SPED population. Specifically, a lower proportion of ELL/SPED students are identified with Autism, Intellectual Disability, Other Health Impairments and Serious Emotional Disturbance as a Primary Handicap condition than within the general SPED population. Conversely, a larger proportion of ELL/SPED students are identified with Communication Disorder and Specific Learning Disability as a Primary Handicap condition than within the general SPED population. Recent changes to the eligibility processes for SPED may impact these discrepancies, but most students whose eligibility was determined using a previous process are still in our school system with that eligibility designation.

Title IA School Designations

Title IA Targeted Assisted

Sacred Heart Catholic School (private school)

Title IA School-wide

Howard Elementary
 Jackson Elementary
 Jefferson Elementary
 Oak Grove Elementary
 Roosevelt Elementary
 Washington Elementary
 Wilson Elementary

MSD does not currently have any Focus, Priority or Model schools.

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English Language Proficiency Assessment Results

AMAO Criterion 1

AMAO results for 2011-2012 indicate that the Medford School District did not meet AMAO Criterion 1, with 417 out of 757, or 55.3038%, of LEP students increasing at least one level of proficiency from the previous year. (AMAO requirement is 57%.)

AMAO Criterion 2A

AMAO results for 2011-2012 indicate that the Medford School District met AMAO Criterion 2A, with 169 out of 984, or 17.1748%, of LEP students achieving proficiency by the end of the school year. (AMAO requirement is 17%.)

AMAO Criterion 2B

AMAO results for 2011-2012 indicate that the Medford School District met AMAO Criterion 2B, with 83 out of 233, or 35.6223%, of LEP students who have attended a U.S. school for at least five years achieving proficiency by the end of the school year. (AMAO requirement is 26.5%.)

Number and Percent in Monitoring Status for Years One and Two

There are currently 337 students in either Year 1 or Year 2 of the monitoring process.

2012-2013 District Summary

Monitored ELL students as of 5/8/13

Grade	Year One ELL Monitored Students	Year Two ELL Monitored Students
K	0	N/A
01	0	0
02	11	2
03	12	11
04	9	3
05	27	7
06	21	25
07	24	34
08	12	18
09	14	23
10	18	21
11	7	21
12	9	8

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Total	164	173
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Number and Percent Re-entering the ELL Program

As of 5/8/13, 6 students in the district were re-entered after exiting the ELL program.

Number and Percent Whose Parents Decline Services

School	Number of Students Whose Parents Decline ELL Services	Percent of Students Eligible for Services *
North Medford High School	9*	25.0%
South Medford High School	14**	33.3%
Central Medford High School	2	25.0%
Hedrick Middle School	2	8.7%
McLoughlin Middle School	2	5.1%
Medford Opportunity School	0	0.0%
Abraham Lincoln Elementary	1	5.9%
Griffin Creek Elementary	8***	18.6%
Hoover Elementary	0	0.0%
Howard Elementary	0	0.0%
Jackson Elementary	1	0.7%
Jacksonville Elementary	0	0.0%
Jefferson Elementary	2	2.4%
Kennedy Elementary	2	4.2%
Lone Pine Elementary	0	0.0%
Oak Grove Elementary	1	1.3%
Roosevelt Elementary	1	2.3%
Ruch Elementary & Middle School	0	0.0%
Washington Elementary	1	1.0%
Wilson Elementary	0	0.0%
Madrone Trail Public Charter	0	0.0%
LOGOS Public Charter	0	0.0%
District Total	46	5.0%

* One Parent Waiver at NMHS is for a foreign exchange student.

** Four Parent Waivers at SMHS are for foreign exchange students.

*** Three of the eight Parent Waivers at Griffin Creek are for kindergarten students whose parents did not want to choose the kinder section (i.e. PM session) for which the itinerant ELL teacher was available. They will begin receiving services next year as 1st graders.

AMAO Criterion 3 (AYP)

Oregon Assessment of Knowledge and Skills (OAKS) Totals for Medford Schools

The Medford School District did not meet AMAO 3 for the 2011-2012 school year.

Academic Status: Percentage of Students Meeting or Exceeding on OAKS (Target 70%)

Grade Level	ELA for LEP Subgroup (LEP)	ELA for All Students (ALL)	ELA Gap (ALL – LEP)	Math for LEP Subgroup (LEP)	Math for All Students (ALL)	Math Gap (ALL – LEP)
Elementary	63.56	80.29	16.7	41.59	58.64	17.05
Middle School	46.32	76.38	30.06	31.79	58.09	26.30
High School	51.17	87.54	36.37	46.27	73.18	26.91

Academic Growth: Change in Percent Met on OAKS

Grade Level	Change in ELA % Met for LEP Subgroup (LEP)	ELA Growth Target for LEP Subgroup (TAR)	ELA Growth Gap (TAR – LEP)	Change in Math % Met for LEP Subgroup (LEP)	Math Growth Target for LEP Subgroup (TAR)	Math Growth Gap (TAR – LEP)
Elementary	3.07	3.59	0.52	12.64	6.99	-5.65
Middle School	1.41	5.34	3.93	6.68	7.82	1.14
High School	-8.37	6.22	14.59	-8.32	6.74	15.06

Graduation Rate

Calculation Method	Graduation Rate for LEP Subgroup (LEP)	Graduation Rate for All Students (ALL)	Graduation Rate Gap (ALL – LEP)	Change in Graduation Rate for LEP Subgroup (LEP)	Graduation Rate Growth Target for LEP Subgroup (TAR)	Graduation Rate Growth Gap (TAR – LEP)
4-year Cohort (Target = 67%)	51.8	62.8	11.0	-12.3	4.2	16.5
5-year Cohort	59.5	64.1	4.6			

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(Target = 72%)						
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SECTION II. — SCHOOL DISTRICT INFORMATION ON PROGRAM GOALS

Models Used

The Medford School District 549C provides services to raise English Language proficiency and academic success for all English Language Learners. In order to ensure that the potential of all students is maximized, the district provides the following delivery models at elementary, middle and high schools.

*Note that the SELD Focused Approach Framework is overlaid on all ELL models in 549C.

Model	State Code #	Grade Level
ESL Pull Out	22	Elementary
ESL Class Period	23	Middle & High School
Sheltered Instruction	30	High School

(see appendix for descriptions)

Educational Approach

Medford School District 549C has implemented a variety of English language instructional models that are currently used across the district. Each of the models chosen meets state program requirements, and is based on research by James Cummins, Susana Dutro, J. David Ramirez and Virginia Collier as well as research on effective school programs for English Language Learners. In the past, consultation visits to the district by Dr. Virginia Collier, Dr. Wayne Thomas, Dr. Catherine Collier and Dr. Gary Hargett influenced developing best practices for our models.

Currently (2012-2013), 549C is continuing to align and overlay Dutro's ELD Focused Approach to the ESL model to build a cohesive K-12 program that interrelates and standardizes ELD proficiency levels across the grade level spectrum. All ELL Teachers delivering ELD instruction have received the SELD training. In addition, the focus of the ELL PLC process over the past 3 years has been to align ELD curriculum to the SELD Framework and to create a formative assessment structure to provide progress monitoring for ELP. As part of the district's ELL Program Improvement Plan, the SELD Observation Tool has been used to collect data on implementation of the SELD framework, which has guided the development of professional development goals for the ELL Teachers.

The tenets of the ELD instructional approach included in the MSD ESL program models are supported by current research in effective ELD instruction (Saunders, W. & Goldenberg, 2008). Examples of these tenets include:

- Interactive activities that are carefully planned and carried out (Structured Oral Language Practice).
- A separate, daily block of time devoted to ELD instruction.
- Incorporates reading and writing, but emphasizes listening and speaking.
- Explicitly teaches elements of English (i.e. vocabulary, syntax, grammar, conventions).
- Integrates meaning and communication to support explicit teaching of language.
- Provides corrective feedback on form.
- Emphasizes academic language as well as conversational language.

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- Continues through the Advanced stage (Level 5) to ensure acquisition of academic English.
- Every effort is made to group students by English proficiency level for targeted, appropriate instruction.

ESL Pull Out

ESL Pull Out is used at the elementary buildings. Each building is required to create a master schedule that indicates specific schedules for ELD instruction. This schedule must allow ELLs to receive ELD instruction without missing core content instruction. For students who have multiple specialized needs, such as double-dose reading or math instruction or SPED services, exceptions do occasionally have to be made. These cases are looked at on a case-by-case basis to determine the most effective way to appropriately meet the student's needs while fulfilling legal requirements.

ESL Class Period

ESL Class Period is used at the secondary buildings. Each ELL is assigned to an appropriate ELD course as part of his/her regular daily schedule. At McLoughlin, SMHS and NMHS, there are 3 levels of courses offered (ELD 1-2, ELD 3 and ELD 4-5). At Hedrick, due to small numbers of ELLs, there are 2 levels of courses offered.

Sheltered Instruction

In the general education classroom, the district expectation is that teachers who have ELLs in their classrooms are using effective Sheltered English Instruction strategies to allow meaningful access to content. As part of the ELL Program Improvement Program, focus-walk tools have been used for 2 years to collect data on implementation. In addition, over 200 teachers have received SIOP, CM or GLAD training in the past two years. Implementation is still in process, to varying degrees at different buildings in the district.

Recommendations found in the Practice Guide *Effective Literacy and English Language Instruction for English Language Learners in the Elementary Grades* (2007) have been considered when designing and implementing the RTI model with ELLs, including the use of universal screeners, diagnostic assessments and access to targeted intervention instruction to fill in gaps, particularly regarding phonics, decoding and fluency.

Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions states that "ELLs need significant opportunities to engage in structured, academic talk," (2006). To date, X schools in the district have implemented Math Studio, an approach to improving math instruction that incorporates such structured talk. Other district-provided trainings, such as SIOP, CM and GLAD, also recommend and teach strategies for providing structured oral language practice within the content areas.

In sum, research-based, successful models and methods, allowed under the No Child Left Behind law established in 2002, have been incorporated. The English Language Learner Program exists under the belief that all students can learn, and the presence of language minority children and bilingualism in the school population is an asset.

The 549C ELL Program operates under the assumption that language minority children must be provided the same challenging content and skills that are required of all children. The end result will be the graduation of students who are competent and prepared with strong academic English skills for higher education and/or the work force.

Educational Goals for ELL Students Described

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The Medford School District addresses both English language proficiency and academic achievement.

The goal of the Medford School District 549C ELL Department is to provide a clearly defined program of instruction for English Language Learners designed to:

- Develop English Language Proficiency in reading, writing, listening/ speaking and comprehension, including the acquisition of academic English which can be used in a variety of registers and content areas.
- Provide equal, meaningful and relevant access to the core curriculum to achieve academic success.
- Continue scholastic progress through meaningful participation in a school environment that embraces and appreciates cultural and linguistic diversity.

AMAO Criteria 1 and 2 as Defined by ODE and NCLB

AMAO 1: The measurable goal for English Language acquisition in 2012-2013 is that 61% of ELLs will advance to the next ELD/Language level next year as measured by ELPA. (Note that level 3 generally takes at least 2 years.)

AMAO 2: The measurable goal for English Language Learners in 2012-2013 is that 29% of our ELL students will reach proficiency within 5 years of being in the program. It is critical that the ELL teacher and principal review records for students who have been in the program for five or more years.

The five-year service period begins when the student first receives ELL services in the U.S.

AMAO Criterion 3 as Defined by ODE and NCLB (AYP)

AMAO 3: The measurable goals for mastery of subject matter content based on AYP for 2012-2013 are 89% for Math and 91% Reading.

The goals above reflect the achievement expectations of the USED and ODE. AMAO 3 sets the same standard for the academic achievement of ELLs as is the case for all students, effectively requiring a total closing of the achievement gap.

By analyzing this AMAO data each year, at the levels of the district, schools, grade levels and individual students, the district will identify which aspects of the overall program are proving effective for which students and which aspects need improvement. Professional development and resource allocation will be directed as appropriate based on the results of this analysis. The district's ELL Program Improvement Plan provides the venue for this program evaluation process.

As per the directive of the state, MSD has been moving rapidly to systematize Proficiency-based Grading and implement CCSS. This criterion-referenced system also aligns with the philosophy of the Essential Skills requirements for graduation. These instruction and assessment pieces will allow the district to clearly monitor the development of College and Career Readiness skills in our ELLs. If ELLs can meet the AMAOs set forth under the required accountability provisions, including those for graduation, then the district can take it as strong evidence of an effective instructional program for ELLs. If they do not meet AMAOs, then the causes of this achievement gap must be determined and rectified.

SECTION III A. — IDENTIFICATION OF POTENTIAL ENGLISH LEARNERS

Identifying PHLOTE Students

In accordance with federal and state guidelines, the Medford School District 549C has a standard procedure used to identify all students whose Primary Home Language is Other Than English (PHLOTE). The district administers the Home Language Survey (HLS) to all students who are new to the district, as the first tool for this purpose.

PHLOTE Identification Steps	Person(s) Responsible	Time Line for Each Step:
1. Ensure that each registrant fills out Home Language Survey for each new student. (Available in English and Spanish.)	Office staff receiving new students	Immediately, upon registration
2. Assist registrant in filling out HLS in English or Spanish.	Office staff and/or ELL personnel trained in registration procedures	Immediately, upon registration
3. There are seven “trigger” questions on the Home Language Survey, which will be answered by the person registering the student. These questions tell which language is used at home in different situations. If all the responses are “English”, this child is identified as English only. If any of the seven trigger questions are answered with a language other than English, or the students has a Native American background, the student is identified as a potential PHLOTE.	Office staff and/or ELL personnel trained in registration procedures	Immediately, upon registration
3. Keep top copy of the HLS in the student’s cumulative file.	Office staff trained in evaluating HLS	Within one day of receiving HLS
4. Forward second copy of all HLS to the ELL teacher in the building.	Office staff trained in HLS	Within one day of receiving HLS
5. Evaluate HLS to determine if student is PHLOTE.	ELL Teacher trained in HLS	Within 3 days of receiving HLS
6. Enter Home Language and Home Communication into the student database.	Office staff trained in data base entry	Within five days

Ensuring Identification of All PHLOTE Students

The procedure used to identify PHLOTE students in the district begins with the student registration HLS form that all students must complete in order to register. Therefore, the identification procedure is designed to ensure the identification of all PHLOTE students in the district. However, in spite of the best efforts of school personnel to ensure correct identification, there is always the possibility that a student may be improperly identified as PHLOTE or as English only. Therefore, in addition to the primary procedure for identifying PHLOTE students, additional means of identifying PHLOTE students exist:

Teacher referral: If, in the teacher's professional judgment, there is reason to believe that a student's language background has been misidentified, the teacher has the responsibility to refer that student to the attention of the ELL Teacher in the building. The ELL Teacher can then investigate whether the student was improperly identified as PHLOTE or as English only. The procedure listed above is followed by the ELL Teacher to determine PHLOTE status.

Parent referral: If a parent suggests that his/her student is not properly identified, it is the responsibility of the ELL Teacher in the building to investigate. In the event that the original HLS is deemed to be inaccurate, the parent is given the opportunity to complete a revised, accurate form, which will replace the original form.

Records review: If, in the case of a transfer student, the incoming records indicate previous identification by another district, the student needs to be considered as a potential PHLOTE student. It will be the responsibility of the ELL Teacher in the building to follow up with the student's parent(s) to determine whether or not the student should be identified as PHLOTE. Again, the parent is given the opportunity to complete a revised, accurate form, which will replace the original form.

Identifying Native American PHLOTE Students

The HLS question #7: Does your child come from a family where either one or both parents have a Native American background or heritage?

If a family answers "yes" to this question, and the explanation indicates that the family is connected closely to a Native American background which would have a bearing on English Language development, the child will be identified as a potential PHLOTE student.

The "Explanation" on HLS form will also be used to help determine PHLOTE status. In addition, if a student/parent indicates they are Native American or of Alaskan Native origin, a review of the student's academic progress will be made to determine if language is a barrier to the student's academic success. If the academic progress is not satisfactory, a SLT (school-led team) will be held to discuss possible LEP identification and to establish an appropriate program.

SECTION III B. — ASSESSMENT OF LEP STUDENTS

Initial Identification

After the ELL teacher determines that a student has a PHLOTE, he/she will determine eligibility for the ELL program. If appropriate assessment data is not available from the student's previous school, then the appropriately-trained ELL staff will administer the first 4 subtests of the WMLS-R. The test should be administered within the first week after the student's registration, in order to ensure scoring and parent notification within the state-mandated 2-week period. Training on administration of WMLS-R is provided by the SOESD. No staff members who have not received this, or an equivalent, training are permitted to administer the assessment.

The ELL staff member who administers the WMLS-R will calculate the raw scores and send the test document via courier to the ELL Administrative Support personnel at the Central Office. The ELL Administrative Support personnel will enter the delivery into a log, enter the raw scores into the score reporting software and will e-mail the report back to the ELL teacher for storage in the ELL file. If the student is eligible, the test protocol will be couriered to the ELL teacher to be filed in the ELL file. If the student is not eligible, the test protocol will be filed at the district office. All test protocols from WMLS-R tests given for the purpose of determining ELL Program eligibility will be kept by the district for 5 years.

After assessing a student's English language proficiency using the WMLS-R, the ELL teacher will determine whether or not the student is eligible for services.

"Broad English Ability" Eligibility Cut-scores for the WMLS-R

Grade Levels	Eligible for ELL Program (RPI Score)	Ineligible for ELL Program (RPI Score)
K – 8	84/90 or lower	85/90 or higher
9 – 12	81/90 or lower	82/90 or higher

If a student is found to be ineligible for ELL services based on the WMLS-R score, but a teacher or parent refers him/her for further assessment based on evidence of difficulty communicating effectively, additional assessment tools will be used to provide evidence of English language proficiency. These assessments could include:

- ADEPT (for grades K-8)
- Gap-finder (for grades 6-12)
- Speaking or Writing Sample using the ELD Speaking or ELD Writing Rubrics

If additional assessments indicate that the student may have limited English proficiency, then an SLT meeting will be held (with parents present) to determine whether or not the student will be designated as LEP and will be eligible for ELL services.

If a student is dual-identified under ELL and SPED eligibilities, then the district will look at additional score clusters (as opposed to just the Broad English Ability cluster) to determine 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 SPED services under the qualifying condition of a

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Specific Learning Disability in the area of written language, then the student may be found to be ineligible, even if

ELL staff will complete the English Language Learner Referral Form, indicating whether or not the student is eligible, and send the form to Central Office. The information will be recorded in the 549C ELL Database. Students who are listed on the Active ELL list must receive services.

Information Technology utilizes programs to inform school personnel when ELL students move between schools, reregister in the district or are incorrectly assigned in or out of the ELL program.

All records and test protocols will be kept in each school's ELL office files until the student either leaves the school or is exited from the ELL program, at which time the original test protocol will be stored at the district office for the required 5 year period. In addition, a copy of the score report will be filed in the cumulative file. Exited students will have copies of exit forms placed in the cumulative file and archived according to Oregon statute. In this manner, relevant testing data will be forwarded with the cumulative file if the student moves to a new district.

Students who are designated as LEP students upon leaving the Medford School District will automatically be designated as LEP upon returning to the district. At that time, the ELL teacher will utilize the student's records from the previous school district(s) to determine whether or not the student has met Oregon Exit criteria. If the student has met Exit criteria in another district, the ELL teacher will complete an ELL Referral form with the Exit Date indicated. This student will be identified as ineligible for the ELL program. If adequate documentation cannot be acquired from the student's previous district, then the student will be assessed in the same manner as any other incoming student to determine eligibility. If the student is found to be ineligible, the ELL teacher will complete an ELL Referral form indicating ineligibility. If the student is found to be eligible, no further documentation is needed as the student is already designated as LEP in the district database. However, if a more recent WMLS-R score is obtained, an ELL Referral form would be submitted with that new score, to be entered into the database.

Students Who Move In From Another District

In the event that a student's records from the previous district are available within the required time-frame for eligibility screening, those records will be used to inform eligibility decisions.

1. Students who were eligible for ELL services in the previous district (Oregon districts only) will be considered eligible for ELL services in MSD. The WMLS-R screening will not be given unless the teacher deems it useful for informing placement into an instructional group. If the WMLS-R is given and the score is above the eligibility cut-score, the ELL Teacher will follow the procedure for determining if Promotion is appropriate. (Out-of-state eligibility information will not be used to determine eligibility in MSD. The standard eligibility procedure will be followed in these cases.)
2. Students who were Exited from ELL services in a previous Oregon district more than 2 years before enrolling in a MSD school will receive a "Prior District Monitor" flag which will remain in effect during the school year in which they first enroll in MSD. In this manner, these students will be identified to undergo the same monitoring process as the Year 1 and Year 2 Monitored students. (Students who were Exited from ELL services in a previous Oregon

district within the past 2 years will receive the same Year 1 or Year 2 Monitored flag that in-district students receive.)

Annual Assessment

Every year, all LEP students in Medford 549C will be assessed to verify Annual Yearly Progress (AYP) and Annual Measurable Achievement Objectives (AMAOs), as defined by HR1, “No Child Left Behind”.

All LEP students in the Medford School District will be assessed to measure progress toward English language proficiency through the use of the state-provided ELPA. OAKS is used to assess Adequate Yearly Progress and to build a longitudinal database for program evaluation and evaluation purposes. ELPA assessment will continue until the student meets program standards for re-designation, graduates or leaves the district.

Test validity is attained by providing test administration training following the ODE test administration guidelines. The Medford School District provides Test Training Administration classes given by trained district personnel to staff who will proctor students. Guidelines are further defined in the ODE testing manuals. In addition, to assure the validity of test results, ELL specialists and other program staff receive training in how to correctly administer other English language assessment tools such as the SELD Express Test, the ADEPT and/or the WMLS-R before administering these tests. (Untrained personnel may NOT administer or proctor testing.)

The Oregon Department of Education sets the timeline each year to administer the ELPA assessment. The Medford School District 549C follows the timelines set by ODE for ELPA administration.

Sharing Student Achievement

Once the Medford School District receives the students’ test scores, these scores will be disseminated to the appropriate teaching staff on a timeline that makes the data available for programmatic planning. In addition, WMLS-R, SELD Express Test and/or ADEPT results may be used to determine the level of services an ELL student will receive.

Upon registration and enrollment in the ELL program, the ELL Administrative Support personnel at the district office sends out the parent notification letter to the home address to inform the parents of the results of the WMLS-R and to advise of services and the parents’ right to and procedure for waiving ELL services for their child. The letter (sent in both English and Spanish for families who indicate on registration materials that they prefer Spanish for home communication) includes a description of the types of programs available to their child and the particular program(s) recommended by the ELL staff. The letter invites parents to contact the school if they have any questions or concerns about their child’s placement.

The District maintains complete current and historical testing scores for each ELL student on the district database. These are available to any ELL program staff at any time on computers connected to the 549C mainframe database. The database provides information on past testing scores and dates, initial LEP entry date, enrollment history, grade, school ID number, program type, and exit dates. In addition, the District also documents PHLOTE students who were identified and assessed but determined to be “Not in Need of ELL Services” at the time of enrollment, including the date and score of the WMLS-R test used to determine ineligibility.

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Standards

To set standards and objectives for raising the ELD levels of English proficiency, the Medford School District continues to follow the State Standards for English language development and has continued to require SELD training for all ELL Teachers. In addition, the Medford District adopted the State-approved curriculum: Carousel of Ideas and Champion of Ideas which supports Systematic ELD. In collaboration with the SOESD, MSD ELL Teachers worked from 2010-2012 to align the Ballard & Tighe curriculum materials to the SELD framework for the most effective use of the curriculum materials.

The Medford School District tests all active ELL students using ELPA to determine English proficiency scores in comprehension, oral language, reading, and writing. In accordance with State and Federal requirements, the district endeavors to use this data to evaluate and improve the ELL program and instruction over time.

To ensure that assessment data will be used to make decisions about instruction so that LEP students meet Annual Measurable Achievement Objectives and Adequate Yearly Progress, the Medford School District has provided district-wide training in the Professional Learning Community (PLC) process as defined by Rick and Rebecca DuFour. Via this process, the ELL teachers have defined essential learning outcomes and are in the process of developing a common formative assessment to allow the district to document students' progress in English Language Development over the course of their school career. This data will provide teachers with more information to make grouping and instructional decisions. As of May 2013, an item bank has been completed, which will be field tested during the 2013-2014 school year.

As part of the yearly improvement planning process, parents and staff provide input to the building administration through Title I committees, parent groups, surveys, PTOs, and Site Councils. Based on data gathered through the Spring test scores such as ELPA, OAKS, and other student portfolio output, principals work with staff on the Continuous Improvement Plan (CIP). In Title I schools, the CIP is also the Title I and Title III plan. This plan includes the goals and objectives to address federal and state agency requirements as well as other local issues and identified improvement needs. The plans are presented to the ELL Director, Julie Evans, for review and feedback. The Continuous Improvement Plans are presented to the School Board for discussion.

Special Assessments

Primary Language Testing:

Due to the high number of native Spanish-speakers in the Medford School District, Spanish language proficiency may be measured with the Spanish WMLS-R. Testing of students whose primary language is Spanish is conducted as needed for academic growth assessment when requested by a teacher, counselor, parent, or Special Education Department. Testing of students whose primary language is other than Spanish is conducted when possible if necessary for program placement.

SECTION IV. — PROGRAM OF SERVICE FOR ENGLISH LEARNERS

Program Description

All ELL instructional programs will include at least the equivalent of 30 minutes 4 to 5 times a week of structured English Language Development. The ELL/ELD services are provided by an appropriately ESOL licensed teacher/specialist. In addition, the majority of ELL program classified personnel represent authentic first-culture status, creating an improved school-to-home interface for immigrant or migrant parents and children (see attached list of ELL Dept. Personnel). ELL classified personnel may assist

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students with assignments, assist the licensed ELL teacher with ELD instruction and facilitate problem-solving processes with LEP students in a variety of areas.

To date, all ELL Teachers have been trained in the Susana Dutro “A Focused Approach to English Language Development” instructional model for delivering the ELD portion of the ELL program. Dutro’s Focused Approach to ELD is a framework that has been overlaid on all the ELL services offered within the District to create a cohesive approach to move students upward through the five levels of English language proficiency. The District has purchased the Focused Approach ELD Manual by Dutro for ALL Medford ELL teachers and updated it each year, including the purchase of new ELD manuals for all ELL teachers.

The District recommends that ELL students be grouped by language level and by grade level for ELD instruction. According to Dutro, no more than two ELD levels may be grouped together for effective instruction. In some cases, due to scheduling conflicts or group size, it is necessary to have additional language levels added to a class. In these cases, the teacher will differentiate to address the needs of all students in the group. Trained personnel will use the ELD Express Test or ADEPT to determine ELD levels on new students as well as to evaluate growth in ELD levels during the year. During the 2013-2014 school year, students will also be assessed using the Common Formative Assessment developed via the PLC process by both the Elementary and Secondary ELL PLCs. Through ELD class mapping, ELL teachers can see where the majority of ELD focus lies, using Dutro’s Matrix of Grammatical Forms to inform instruction.

Delivery of Services & Variations

Description of Elementary ELL Models in Grades K-6

Program Model & School	Description of Program	Personnel Delivering Instruction	Length of Program	Ways That Students’ Linguistic and Academic Needs Are Met
ELD in all elementary schools in Medford School District 549C	ELL teacher explicitly teaches language functions using increasingly academic vocabulary (as students move up through proficiency levels) and language forms in a pull-out situation. ELL students receive ELD 4-5 times per week for at least 30 minutes.	BESOL or ESOL- endorsed, highly-qualified, certified teacher who has received SELD training	Students participate until they reach the proficient level on the ELPA test. ELL exit criteria apply. Goal 5 years.	<ul style="list-style-type: none"> a. The ELL teacher communicates with classroom teachers to coordinate appropriate contexts/topics/functions for ELD instruction. b. The ELL teacher provides comprehensive language instruction appropriate for the student’s proficiency level. c. The ELL teacher uses formative assessment to determine instructional needs.
Native language support	Spanish speakers can access a variety of	BESOL- endorsed, highly-	Native language support is	Spanish speakers learn Spanish and English literacy and content material. They

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<p>offered in most schools.</p>	<p>bilingual literature. ELL teachers and Educational Assistants use strategies and native language to improve content knowledge and English vocabulary skills.</p>	<p>qualified, certified teacher and/or bilingual Educational Assistant under the direct supervision of certified teacher</p>	<p>offered as needed and as available to allow the student access to the content area curriculum, generally for 1 semester – 2 years.</p>	<p>continue to grow cognitively while they develop proficiency in English. The bilingual ELL teacher and Educational Assistant use Spanish to more clearly explain concepts when appropriate.</p>
<p>Sheltered English Instruction (SEI) in all elementary schools</p>	<p>ELL students from any language background are taught content material using Sheltered English Instruction (SEI) strategies such as SIOP features or the CM approach with trained instructors.</p>	<p>SIOP- or CM-trained, highly-qualified, certified teacher.</p>	<p>ELLs are intentionally placed in classes taught by teachers who have received training in an SEI model or approach.</p>	<p>Students learn content material to meet district graduation requirements and state benchmarks.</p>

Guidelines for Determining Placement and Services at the Elementary Level:

All Active ELL students are placed in an appropriately-leveled ELD instructional group. The group level is determined by the ELL teacher, based on the student’s grade level and various data, including scores on WMLS-R, LAS, ELPA, ADEPT and/or Dutro’s Express Test. In the future, the newly-developed Common Formative Assessment will also be used to determine appropriate groups.

The ELL teacher also uses information on the student’s educational and linguistic background, along with native-language assessments, to determine if sheltered instruction and/or native-language support is appropriate. The ELL teacher then communicates with the building administrator to determine if placement in a class with a trained SIOP or SDAIE teacher is possible and appropriate.

Description of Secondary ELL Models for Grades 7-12

Program Model & School	Description of Program	Personnel Delivering Instruction	Length of Program	Ways That Students' Linguistic and Academic Needs Are Met
<p>ELD Instruction in all secondary schools in the district</p>	<p>The ELL teacher(s) teaches ELD English Language Development during an assigned period in the schedule. Courses are generally broken down into Beginner/Early Intermediate (ELD 1-2), Intermediate (ELD 3) and Early Advanced/Advanced (ELD 4-5) levels. (ELD instruction at Central Medford High School is pull-out.)</p>	<p>BESOL or ESOL-endorsed, highly-qualified, certified teacher who has received SELD training</p>	<p>Students participate until they reach the proficient level on the ELPA test. ELL exit criteria apply. Goal 5 years.</p>	<p>a. The ELL teacher provides comprehensive language instruction appropriate for the student's proficiency level. b. The ELL teacher uses formative assessment to determine instructional needs. Elective credit is earned for ELL.</p>
<p>ELL Literacy and Content: North and South Medford High Schools</p>	<p>Students who do not have the literacy skills needed to be successful in mainstream English classes, even with SEI supports, are assigned to this class, which provides literacy instruction in English (and possibly Spanish) according to individual needs. Other content area instruction may be included for students with low skill levels in many areas.</p>	<p>BESOL or ESOL-endorsed, highly-qualified, certified teacher</p>	<p>Students receive this service until they are able to benefit from literacy (and other content area) instruction via the general education program. Most ELLs are in this class while they remain at the Beginning, Early Intermediate and Intermediate English proficiency levels.</p>	<p>All students participate in Accelerated Reader, Rosetta Stone, Plato, INEA and other computer-based programs to increase English proficiency in comprehension, reading, writing, and listening. Students also receive direct instruction from the ELL Teacher using a variety of instructional materials. Elective credit is earned.</p>
<p>Native/Heritage language instruction at</p>	<p>Native and Heritage Spanish-speakers are given high-level</p>	<p>BESOL and/or Spanish endorsed,</p>	<p>Students enroll in the course as an elective.</p>	<p>a. The standards used for this class are a combination of</p>

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<p>McLoughlin Middle School and South Medford High Schools (North Medford High School currently enrolls Heritage speakers in the regular Spanish courses, but uses the same placement procedure.)</p>	<p>Spanish language instruction, focusing on developing formal academic language and language arts skills. A placement procedure is used to determine which students are best served by this class, and which would be better served via the regular Spanish language courses.</p>	<p>highly-qualified, certified teacher (The teacher at North Medford High School has received special training in how to successfully teach Heritage speakers in a regular Spanish class.)</p>	<p>This course is open to all students who meet the placement criteria, regardless of ELL, or other, status.</p>	<p>those for Spanish level 6 and the English language arts standards applied to the Spanish language.</p> <p>b. Students earn High School World Languages credit, which meets college entrance requirements.</p>
<p>Sheltered English Instruction (SEI) in all secondary schools</p>	<p>ELL students from any language background are taught content material using Sheltered English Instruction (SEI) strategies such as SIOP features or the CM approach with trained instructors.</p>	<p>SIOP- or CM-trained, highly-qualified, certified teacher.</p>	<p>ELLs are intentionally placed in classes taught by teachers who have received training in an SEI model or approach.</p>	<p>Students learn content material to meet district graduation requirements and state benchmarks.</p> <p>Students earn content area credit.</p>
<p>Newcomer Program (ELL Lab) – McLoughlin Middle School</p>	<p>Under the supervision of the ELL teacher, a bilingual (Spanish) Educational Assistant supports the English proficiency and content-knowledge development of Non-English Proficient students during the assigned class period.</p>	<p>Bilingual Educational Assistant under direct supervision of BESOL or ESOL-endorsed, highly-qualified, certified teacher</p>	<p>Students transition out of the ELL Lab class into a mainstream Literacy Foundations class as ELD English proficiency increases (usually after 2 or 3 semesters).</p>	<p>Students are supported in their native language in order to apply their newly-developing English skills to their mainstream, content-area classes, increasing their ability to actively participate in their educational experiences.</p>

Guidelines for Determining Placement and Services at the Secondary Level:

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All Active ELL students are placed in an appropriately-leveled ELD class. The group level is determined by the ELL teacher, based on the student's grade level and various data, including scores on WMLS-R, LAS, ELPA, ADEPT and/or Dutro's Express Test. In the future, the newly-developed Common Formative Assessment will also be used to determine appropriate groups.

Information on the student's educational and linguistic background, along with native-language assessments, is used to determine if sheltered instruction and/or native-language support or coursework is appropriate. Students' course schedules are individually tailored to meet the myriad needs found in the ELL population at the secondary level.

Meaningful Access to Academic and Special Programs

To ensure the success of K-12 ELLs, the Medford School District embraces "Inclusion" as a vision for all students.

Newcomers are encouraged to express their understanding using first language for writing and speaking assignments as they transition into English. When available, students are also given reading texts in native language or a side-by-side format to help with comprehension of difficult or new concepts. In addition, at McLoughlin Middle School, a bilingual Educational Assistant "shadows" Beginning ELL students in their content classes, supporting the students' efforts to acquire both content knowledge and academic English proficiency. Medford School District also offers Spanish for Heritage Speakers at McLoughlin Middle School and South Medford High School, which allows them to develop their literacy skills in reading and writing Spanish and to deepen cultural connections to authentic literature.

In academic core classes, the instruction is delivered in English. Medford has actively begun the process of training content teachers at all grade levels in the SIOP (Sheltered Instructional Observation Protocol) methodology to make academic instruction in English more comprehensible to ELL students. All Year-2 teachers and all SPED teachers have been required to receive this training for the past 2 years. In total, approximately 200 teachers have participated in either SIOP or CM training during the past 2 years. In these sheltered classrooms, teachers use various strategies to make content comprehensible, to provide opportunities to actively engage in content learning, including interaction with peers, and explicit instruction in the language needed to demonstrate content knowledge. In addition, the Medford School District supports teacher's SIOP class delivery and lesson plans with coaching. Teachers who have chosen to receive graduate credit for the course conference with a SIOP coach immediately after an observation of a SIOP lesson to deepen their understanding of SIOP and to improve SIOP techniques. Current plans to expand SIOP and Constructing Meaning training will increase the number of teachers trained to sheltered instruction to ELLs.

In grades K-12, PE, Music, and Art, ELL students are included with their English speaking peers, and they participate actively. Music and Art offer wonderful cross-cultural opportunities for students to learn about other countries and the global community. Elementary scheduling has made this goal challenging, causing some exceptions to occur when students have multiple intervention needs (such as the need for double-dose reading instruction and ELD instruction).

When scheduling students into classes at the middle school or high school level, the English language ability and mathematics level is carefully considered to create better student success working in a content curriculum delivered in English. Note: class offerings are designed around graduation requirements, state standards and district goals. The needs of the population may cause classes to vary from year to year.

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Parent Notification of Program Availability for Newly-enrolled ELLs

School staff who are trained in the registration process provide parents with information regarding program availability upon registration. Program brochures in English and Spanish are available at each school. Upon registration and enrollment in the ELL program, the ELL Administrative Support personnel send out the parent notification letter to the home address to advise parents of services, the parents' right to and procedure for waiving ELL services for their child and the parents' right to access their child's records. The letter and brochure (sent in both English and Spanish) include a description of the types of programs available to their child and the particular program(s) recommended by the ELL staff. The letter invites parents to contact the school if they have any questions or concerns about their child's placement.

In the fall, an annual program letter is mailed to the parents of all LEP students at the home address, informing them of their child's most recent ELPA results and the recommended services offered to their child. Again, the rights and procedures for waiving ELL services, as well as the parents' right to access their child's records, are explained in the bilingual letter.

The Medford School District 549C values and realizes the importance of direct communication with the ELL parents, families and community. Communication with the district, each individual school and each family is encouraged. As a result, provisions have been made to provide:

- All district and individual school communications, including No Child Left Behind (NCLB) information, newsletters, announcements, parent handbooks, report cards, registration forms and immunization requirements, are provided in both English and Spanish in all schools.
- Schools with a high population of ELL students have outside "reader boards" in English and Spanish.
- Important announcements are shared with the local Spanish-language radio station.
- A district translator is available to provide Spanish/English versions of critical documents that pertain to the daily functioning of the school. Trained interpreters provide Spanish/English interpretation via telephone and in face-to-face meetings, filling in the gaps at schools without adequate bilingual personnel.
- Interpreters are available for Parent/Teacher conferences, IEP meetings and other parent meetings as needed. One full-time and one half-time Spanish District Interpreter are available to support communication between all families and staff members, in addition to the bilingual staff available at most buildings.
- Bilingual ELL Success Specialists at the high school level communicate with home to prevent dropout and attendance problems and to facilitate access to community resources.

Student Waiver

If a student has been identified as ELL, a Parent Release from ELL Services Waiver Form may be requested by the parent/guardian and must be signed by the parent/guardian formally indicating that the parent/guardian refuses and does not want ELL services for their child. The waiver documentation is to be kept on file by the ELL specialist who will also place a copy of the waiver in the student's cumulative folder, notify the classroom teacher and send the appropriate copy to the ELL Administrative Support personnel, who will record the waiver status in the District database. However, the waived ELL student will still be required to take the ELPA test on an annual basis. Parents/guardian have the right to review their child's progress in English language development, and schools should make an effort to share the information with the parent/guardian and encourage the parent/guardian to utilize the ELL programs designed to support ELD development.

SECTION V. – STAFFING AND RESOURCES

Staff Delivery of ELD Services and Location

ENGLISH LANGUAGE LEARNER SERVICES (ELL) STAFF: MEDFORD SCHOOL DISTRICT 2012-2013

North Medford High School Kim Lockett – ELL Teacher

Erika Ochoa– ELL Success Specialist

Yolanda Ortega – ELL Assistant

South Medford High School Javier Sanchez– ELL Teacher

Nora Chavez – ELL Success Specialist

Tony Torres - ELL Assistant

Central Medford High School Javier Sanchez – ELL Teacher

Hedrick Middle School Virginia LeRoux – ELL Teacher

McLoughlin Middle School Robert Harrison – ELL Teacher

Patricia Soltz– ELL Assistant

Abraham Lincoln Elementary School September Flock – ELL Teacher

Griffin Creek Elementary School Janice Dawn– ELL Teacher

Hoover Elementary School Marji Luther – ELL Teacher

Howard Elementary School Mary Donnelly – ELL Teacher

Dara Crockett – ELL Teacher

Darlene Arkens - ELL Assistant

Maria Tyurina- ELL Assistant

Sandy Chavez-ELL Assistant

Jackson Elementary School Jodi Salinas – ELL Teacher

Janice Frazier – ELL Teacher

Ana Murray - ELL Assistant

Margarita Duron - ELL Assistant

Jacksonville Elementary School Janice Dawn – ELL Teacher

Jefferson Elementary School Marina Kendig – ELL Teacher

Rina Sierra Morales – ELL Assistant

Shelby Dias – ELL Assistant

Kennedy Elementary School John Letz – ELL Teacher

Alma Meza -ELL Assistant

Lone Pine Elementary School Brooke MacElrath – ELL Teacher

Oak Grove Elementary School Kari Forrest – ELL Teacher

Lisa Carroll – ELL Teacher

Alison Wright – ELL Assistant

Adelita Romero – ELL Assistant

Roosevelt Elementary School Marji Luther – ELL Teacher

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Miriam Montgomery-ELL Assistant

Ruch Elementary School Lisa Carroll -ELL Teacher

Washington Elementary School Ann Manes – ELL Teacher

Kathleen Maloney – ELL Teacher

Jose Villalobos – ELL Assistant

Tere Duran – ELL Assistant

Wilson Elementary School Maria Lumbreras – ELL Teacher

Irene Blanchard – ELL Assistant

Medford Opportunity High School Lisa Carroll -ELL Teacher

District Office Julie Evans-ELL Director

Terri Dahl – ELL Supervisor

Elizabeth Prusko – ELL Teacher on Special Assignment

Barbara Redding –Federal Programs Secretary

Margo Lyon – District Interpreter and ELL Administrative Support

Alma Meza – District Interpreter and ELL Administrative Support

All ELL staff, both certified and classified, meet Highly Qualified requirements in accordance with NCLB. The district's HR department implements district-wide procedures for monitoring qualification of all staff. The MSD is a large enough district to have a significant number of Highly Qualified employees who could be re-assigned as ELL Teachers or Educational Assistants if needed. Newly hired ELL Teachers are able to take the SELD training in August prior to beginning the school year, as the SOESD has begun scheduling the training to meet this need.

Instructional Materials

In addition to the state-approved, district-adopted ELD curriculum, *Carousel of Ideas* and *Champion of Ideas*, the district has a variety of supplemental materials that allow ELL Teachers to address all of the state ELD standards. These materials include:

- SELD Instructional Units from EL Achieve (for grades 1-6)
- Reach! from National Geographic School Publishing (for Kindergarten)
- Constructing Meaning secondary units (for high school ELD 4-5)
- ELD Units developed by Redmond School District (for middle and high school)

As part of the PLC process, the ELL department has undergone an ongoing review of curriculum, mapping all curriculum materials to the ELD standards to identify and fill any gaps. Each year, the district's ELL budget is carefully scrutinized to determine instructional material and supply needs. For example, when additional ELL Teachers were hired in the fall of 2012, additional *Carousel of Ideas* teachers' manuals and picture/word cards were purchased, as were pocket charts and other necessary materials. In accordance with the timeline of the ODE, the district will re-evaluate curriculum materials after the release of the new ELD standards, and will examine the results of the Instructional Materials Review once it is completed in 2014.

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SECTION VI. — TRANSITION FROM ENGLISH LANGUAGE DEVELOPMENT PROGRAM

Re-Designation

English proficiency is measured by ELPA levels 1-5 in the four domains of listening, speaking, reading, and writing. The Medford District uses “Exit Criteria” to determine that students have reached proficiency in English at a level comparable to that of their English-speaking peers, allowing them to participate without ELL support in the standard academic program.

Standard Exit

The Office of Civil Rights states:

The district will ensure that students exited from the language assistance program are performing in the general education program without significant barriers primarily caused by limited English proficiency.

If a student scores a Total Placement Level 5 on ELPA, the ELL teacher reviews the available student’s ELPA scores over a period of 3 years (if available) to determine whether the current year’s score reflects “a culmination of progress demonstrated over a legitimate period of time”.

If the ELL teacher believes the student will benefit from instruction in the regular education program without ELL classes, the ELL teacher will follow these steps:

1. Contact parents and classroom teacher(s), inform them of Exit recommendation and invite their comments.
2. Complete an ELL Program Exit/Promotion/Retention Form, obtaining all the necessary school personnel signatures.
3. Appropriately-colored copies of the Exit form must be mailed to the parents at their home address, placed in student’s cumulative file and sent to Central Office.
4. Exit letter is sent to parents at their home address. A copy of the letter is placed in the files designated on the Exit letter form.

Promotion

If the ELD teacher believes the student will benefit from instruction in the regular education program without ELD classes even though the student didn’t score at the advanced level of proficiency on ELPA, the ELD teacher will follow the subsequent steps:

1. Review the student’s available ELPA score history.
2. Gather a portfolio of evidence demonstrating the student’s advanced level of proficiency in English over the course of the school year. In addition to all ELPA scores available including strand reports, the following assessment documentation may be included:
 - A. ADEPT
 - B. WMLS-R scores
 - C. Unassisted writing samples scored with the ELD Writing Rubric
 - D. Speaking samples scored with the ELD Speaking Rubric
 - E. Longitudinal graphs or data
 - F. Other work samples that demonstrate language proficiency

3. Contact parents and classroom teacher(s), inform them of Promotion recommendation and invite their comments.
4. Invite parents and classroom teacher(s) to School Level Team (SLT) meeting.
5. Complete an ELL Program Exit/Promotion/Retention Form, obtaining all the necessary school personnel signatures.
6. At SLT meeting, obtain parent signatures on ELL Program Exit/Promotion/Retention Form, confirming the consensus as to the reclassification status of their child. If this cannot be achieved face-to-face, a conference-call with parents is permissible, but the date of the conversation must be noted on the Promotion form.
7. Appropriately-colored copies of the Promotion form must be mailed to parents at home address, placed in student's cumulative file and sent to Central Office.
8. Exit letter is sent to parents at their home address. A copy of the letter is placed in the files designated on the Exit letter form.

Retention

If the ELD teacher believes the student's limited English proficiency impedes the student's ability to succeed in the regular classroom, even though the student scored a Total PL 5 on ELPA, the ELD teacher will follow these steps:

1. Review the student's available ELPA score history.
2. Gather a portfolio of evidence demonstrating both the aspects of English in which the student is proficient and the gaps in the student's English proficiency over the course of the school year. In addition to all ELPA scores available including strand reports, the following assessment documents may be included:
 - A. ADEPT
 - B. WMLS-R scores
 - C. Unassisted writing samples scored with the ELD Writing Rubric
 - D. Speaking samples scored with the ELD Speaking Rubric
 - E. Longitudinal graphs or data
 - F. Other work samples that demonstrate language proficiency
3. Contact parents and classroom teacher(s), inform them of Retention recommendation and invite their comments.
4. Invite parents and classroom teacher(s) to School Level Team (SLT) meeting.
5. Complete an ELL Program Exit/Promotion/Retention Form, obtaining all the necessary school personnel signatures.
6. At SLT meeting, obtain parent signatures on ELL Program Exit/Promotion/Retention Form, confirming the consensus as to the reclassification status of their child. If this cannot be achieved face-to-face, a conference-call with parents is permissible, but the date of the conversation must be noted on the Retention form.
7. Appropriately-colored copies of the Retention form must be mailed to parents at home address, placed in student's cumulative file, sent to Central Office and placed in ELL file.

Time Frames for Implementing Exit Procedures

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Language proficiency assessments occur annually in the winter/spring using the ELPA test, in accordance with the testing window established by the ODE. The Exit/Promotion/Retention process begins when ELPA results are received from the ODE. For students being Exited or Promoted, a consensus is reached at the SLT meeting regarding the date on which ELL services will be terminated. (Students, particularly those at the middle and high school levels, may benefit from remaining in the ELD classes until the end of the grading period.) Notification to parents is sent in letter format in Spanish and/or English within 5 days of the SLT meeting.

Notifying Classroom Teachers of Reclassification

Classroom teachers are involved in the re-designation process. Once the ELL teacher has decided to recommend Exiting, Promotion or Retention, he/she informs the classroom teacher(s) and invites them to attend the SLT meeting. Their signatures are required on the Exit/Promotion/Retention Form.

Monitored Status

The progress of students who are re-designated FEP (Fluent English Proficient) must be monitored carefully for 2 years to ensure that they can succeed in all subjects without support services. Monitored students may be tested with the WMLS-R while they are being monitored. Re-designated students will not be included in the ELL count during the monitored period, but will count for AMO for the LEP subgroup (NOT for ADMw counts). Monitoring is a formal, legal process and shall be conducted according to these guidelines:

At the beginning of the school year, the ELL TOSA will provide ELL teachers with a list of students in years one and two of the monitoring process. Monitored students do not take ELPA except during the school year in which they were exited.

Year 1 and Year 2 Monitoring Procedure for Elementary Students

Action Step	Timeframe	Persons Responsible	Resources or Other Notes
Send roster via e-mail to teacher and instructions for responding to concerns.	Within the first 2 weeks of the school year.	ELL Teacher	The ELL TOSA will send you this roster prior to the start of the school year.
Give the teachers the roster and the ELL Monitoring Form.	At 1 st term report card time.	ELL Teacher ELL TOSA will send a reminder e-mail to ELL Teachers.	You can send an electronic copy of the form and roster, or a hard-copy. If you send a hard-copy, also send a brief e-mail as a "heads-up".
Classroom Teacher returns ELL Monitoring Forms for all students on roster to ELL Teacher.	Due date is one week after final grades are entered for Report Cards.	Classroom Teacher	Can be sent electronically or via hard-copy. If electronic, print out a hard-copy for filing.
File ELL Monitoring Form in cumulative file.	Within 2 weeks after grades are entered for Report Cards.	ELL Teacher	
Follow up on students about whom there are concerns that might be related to English language proficiency. Document this follow up on the ELL Monitoring Form.	Follow-up assessment must be conducted within 2 weeks after the ELL Monitoring Form is submitted to the ELL Teacher.	ELL Teacher	

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Year 1 and Year 2 Monitoring Procedure for Secondary Students

After the 1st quarter grading period, the ELL TOSA will analyze grades of all Year 1 and Year 2 Monitored students. A detailed analysis, in the form of a spreadsheet, will be sent to the ELL teacher and administrator at each school.

There have been cases where the FEP student appears so orally fluent that teachers, unaware of the student's first language, think a student's academic struggles are due to a lack of effort and do not know the student may have language issues. If a classroom teacher feels that a re-designated student is having difficulties stemming from language issues he/she will refer that student to the ELL teacher for consultation to determine the best way to remediate the difficulty. A joint conference with the ELL teacher, classroom teacher, parent, and student will determine if the student should be provided support services. Additional language assessments may be administered and used to inform the re-designation decision.

Parents may also initiate the process to re-evaluate the student for re-designation. In some cases, a struggling student him/herself may seek out a teacher and express the need for additional language support. Either scenario would be followed up with a joint conference, as indicated in the above paragraph.

Re-designated students *may* be re-entered into the ELL program for the services available to them. Parents must approve any program or schedule changes that are recommended due to second language acquisition issues. A new ELL Referral Form is completed by the ELL teacher to re-enter students who have already been Exited or Promoted out of the ELL program. (Please note that this protocol is different from a student who scored 5 on ELPA but is being Retained in the ELL program with no lapse in services, in which case an Exit/Promotion/Retention Form is used.) Upon receipt of the appropriate re-classification form, the ELL secretary at Central Office will enter the changes into the district database.

Regardless of whether or not the students' difficulties are the result of English language acquisition, administrators, counselors, deans and teachers (both content and ELL teachers) will identify which additional supports are appropriate to help those students succeed. These supports could involve enrollment in targeted instructional intervention classes, a behavior or attendance contract, referral to the SLT for further inquiry, etc.

SECTION VII.—EQUAL ACCESS TO OTHER SCHOOL DISTRICT PROGRAMS

Identification of ELLs for SPED/TAG

All district programs are open to LEP students. Medford School District Board policy states that “Every student of Medford School District will be given equal educational opportunities.” This statement refers to not only opportunities in school and extra curricular activities, but also equal access to support programs for correctly identified Talented and Gifted (TAG) as well as Special Education (SPED) services.

Being in one program does not exclude the potential participation in another program. ELLs are included and offered all programs that are offered to all students.

Special Education English Language Learners

With regard to IDEA 2004, the ELL and SPED Programs collectively have a procedure for staff to follow. The classroom teacher(s) and the ELL Specialist prepare the information necessary for a pre-referral Student Study Team (SST, also called SLT) on the ELL student. The procedure guides the ELL teacher in the building to collect specific assessments and information in advance to present at the SST meeting. The items are:

- WMLS-R Score Reports
- Cultural-linguistic Questionnaire
- ELPA Assessment History
- Other assessments, if available (i.e. ADEPT, Gap-finder , speaking or writing samples scored with a rubric)

Since ELL students generally speak a language other than English, additional information must be presented before the SST/SLT group can proceed with full knowledge of the student. The Medford District developed RTI (Response to Intervention) procedures in accordance with IDEA 2004 that are implemented by a regular education SST/SLT if a disability is being considered. RTI is a process that implements intensive regular education interventions in a series of specified steps to correct the child’s academic deficiencies before the special education designation is determined. In addition, the team needs to consider what constitutes “typical” ELL growth into English reading and writing when compared with ELL peer students who have been learning in English a similar number of years. The Medford ELL program has a large longitudinal data bank on ELL growth that is useful for this comparison.

The WMLS-R is used to help determine eligibility for SPED services for ELL students. While this test is not definitive in itself, it gives a comparative score between two languages (English and Spanish). The test is used to give an idea of the CALP capacities in both English and Spanish of ELL students. If a past WMLS test is available, it is advisable to request a current WMLS-R assessment to measure language growth. The ELL Office coordinates Spanish WMLS-R testing in all schools, administered by a trained, qualified, bilingual tester. Parents of students to be screened are asked to sign a permission form to authorize the testing.

The SPED process for an ELL student must be sensitive to both second language and cultural issues in order to NOT misidentify an ELL student as disabled. The Medford School District 549C recognizes that the effects of second language and/or culture can be misunderstood and therefore, requires an involved investigation to avoid incorrect conclusions being drawn. As a commitment to training staff, Medford

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offered ELL and SPED teachers the opportunity to attend a workshop with Dr. Julie Esparza-Brown, who instructed the staff in best practices for identifying ELL/SPED students.

Important Factors to consider in determining whether or not to refer an ELL student for Special Education include investigation of:

- A lack of auditory skills, comprehension skills, garbled speech, and/or processing difficulties noted in both L1 and L2.
- Language deviations that are not within the expected parameters for the child's age and stage of development. (WMLS-R is useful for such purposes.)
- The ELL student's progress when compared to the rate of growth made by ELL peers considering age, grade, and amount of time and quality of English instruction. Is growth within a normal range or too slow?
- The ELL student's language abilities in both languages, whenever possible, by trained professionals fluent in the language being assessed and that the findings indicate a deficit in both languages.
- The ELL student's overall educational program, attendance, and family factors that may influence learning.

Diagnostic assessment should only take place after all other interventions are exhausted. Interventions, including modifications in how material is presented, checking for physical problems with sight or hearing, social interactions, consultations with parents, and on-going Response to Intervention (RTI) strategies must first be tried and documented.

Public Law 94-142 requires that *"test and evaluation materials be provided and administered in the child's native language, and that the child be assessed in all areas related to the suspected disability."* The Medford School District conducts diagnostic assessments in both languages wherever possible. In addition, non-verbal cognitive ability assessments and bilingual verbal cognitive ability assessments must be administered to identify the student's general cognitive ability, so as not to confound limited language proficiencies which may be present in both languages. The IEP team will consist of the parents, classroom teacher, ELL Specialist, school psychologist and/or bilingual school psychologist, and other possible team members (counselor, prior year's teacher, principal), coordinated by the Special Education teacher at the school site and will decide the appropriate assessments to determine possible eligibility for Special Education.

Placement to SPED may take place after careful consideration of test results. The IEP team will determine eligibility for Special Education and, if placement is warranted, an Individual Education Plan will be developed. This IEP will include a determination of how ELL services will be administered and any accommodations recommended for standardized testing. The district currently uses the "Patterns of Strengths and Weaknesses" framework for identifying students with disabilities. As with all students, the district adheres to the timelines for SPED referral, evaluation, assessment and ongoing IEP and eligibility meetings as established in state law.

The District will endeavor to offer communication with parents in a language they are able to comprehend using interpreters when appropriate, according to the Home Communication preference indicated on the student's registration form. If the ELL student is found eligible, parent permission forms will be signed using forms provided by the Special Ed. Department. The IEP may be written in English, with translation available for parents. Translation of IEPs requires legal language and is a specialty area outside of the ELL Department's domain. It is the responsibility of the Special Education Department to

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provide necessary translated, legal forms, the Special Education Booklet on Parental Rights, as well as a translation of the IEP upon parental request.

All Federal and State guidelines pertinent to Special Ed, that specify how parental permission is obtained, IEPs, and the parent's rights to be informed on their child's progress will be followed for the SPED-ELL population. The ODE website <http://www.ode.state.or.us/search/page/?id=1163> offers IEP information and forms in a variety of languages for SPED programs.

A copy of the initial referral and support SST documents will be kept in a student's cumulative file. Once the SPED process has begun, the Special Ed. Teacher will maintain the student's documentation and files.

Talented and Gifted English Language Learners

To better identify ELL Talented and Gifted (TAG) students, the TAG program collaborated in 2002 to pilot the use of the RAVEN test. This test is valid for identifying gifted students from any language background since it is a non-verbal test. In the pilot, the directions to the test were administered in Spanish to Spanish speaking ELL students to eliminate any language barriers. It is recommended by the ELL Program that the RAVEN test be used as one measure to verify TAG capacity of an ELL student as long as the directions are clearly explained in the ELL student's dominant language. The use of the RAVEN is highly recommended for any ELL student nominated for testing by the ELL Teacher on site when s/he is recognized as a potential TAG student.

In addition, during the 2012-2013 school-year, the district began using the Naglieri Cognitive Assessment System. The addition of this assessment to the repertoire of tools used to identify TAG students has allowed the district to identify ELLs earlier in their educational career (in an English-language learning environment) than was previously possible.

The Medford School District 549C identifies TAG students in the following areas: Reading, Math, or Intellectual. To become TAG qualified, a student must demonstrate two qualifying scores of 97%, or above, within the same area of giftedness. To qualify TAG in either reading or math, OAKS scores are the standard measurement tool. For identification of Intellectual TAG students, the Medford School District 549C uses COGAT, RAVEN, KBIT and Naglieri CAS.

Currently, the district's Federal Programs and School Improvement Supervisor is responsible for TAG testing and identification. As with all students, the district adheres to the timelines for TAG identification as established in state law.

Separate TAG files are kept on file in each school site's office. ELL student TAG status is also recorded with documentation inside a student's ELL file. The SIS 659 (ELL data base) records a code on students who are identified either TAG or SPED.

There are currently 14 active ELL students identified as TAG, and 2 more are currently being evaluated at the high school level. In addition, there are 4 students in Years 1 or 2 Monitoring identified as TAG.

Equal Opportunity and Access to Extracurricular Activities

Medford School District Board Policy JB states that *"every student of Medford School District will be given equal educational opportunities."* It is the responsibility of the district to provide support services to ELL students in order to enable their successful participation in extracurricular and non-academic activities.

Parent communication (newsletters, flyers, and phone calls) occur in the home language advising ELL families of opportunities in school and the community. The District asks community organizations to

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provide information in Spanish when distributing information about extracurricular programs. The District also facilitates the participation of ELL students in extra-curricular activities of specific interest to Latino students including Reflecciones Latinas, Academia Latina, MEChA and Ballet Foklorico Ritmo Alegre.

Secondary Activities

The Medford School district has personalized systems to ensure that ELL students have access to curricular activities. Bilingual Success Specialists at both high schools focus on ELL students in academic planning, scheduling, and other aspects of high school life.

At the High School, Bilingual Success Specialists will encourage ELL students to participate in extra-curricular activities and assist them in making the necessary arrangements. Athletics, Band, Orchestra, Chorus, Leadership, Brain Bowl, Newspaper, Medical Related Career Club, Theater and other club activities are available. McLoughlin Middle School also has a family liaison who communicates with parents to facilitate awareness of and involvement in extra-curricular activities.

Elementary Activities

At the elementary school level, the District offers band, orchestra and chorus. Some schools provide after school programs such as “Kids Unlimited”, YMCA, Boy Scouts and Girl Scouts. Within the school community Little League and Soccer Leagues are advertised. The schools distribute information regarding these programs. A very popular free summer program is the National Youth Sports Program (NYSP). NYSP information is sent home in Spanish and English.

Another summer program is Academia Latina which is offered to 6th – 8th graders at Southern Oregon University. It provides students opportunities to experience the university culture. Academia Latina is primarily taught in Spanish. Multicultural Camp is yet another opportunity and Medford disseminates their literature when provided. We also offer Migrant Ed. Summer School, which includes ELD and content-area instruction.

Parent and Student Notification of Extracurricular Activities

As a matter of district procedure, parents receive notification of special programs that take into account language barriers. Translations are provided at parent meetings; orientation meetings are conducted in English and Spanish. Parent/student handbooks that notify parents of special programs are distributed in English and Spanish.

Students are informed of opportunities in school and extra-curricular activities by teachers, staff, school announcements, by special invitation and through newsletters sent home. Occasionally events are advertised on Spanish-speaking radio and over local English-speaking radio channels. In addition, Section IV of this document goes into more detail on school to home communication.

Qualification for Title I-A Targeted Assisted Programs.

The MSD does not currently have any Targeted Assisted Schools.

SECTION VIII.—PARENT AND COMMUNITY INVOLVEMENT

Medford School District 549C notifies parent of the NCLB laws and regulations through parent conferences, PTO meetings, newsletters, and parent functions. Schools in 549C send home copies of the annual school report card demonstrating AYP in a Spanish-English format and bilingual newsletters are widely used to inform parents of OAKS testing and grade level expectations. Individual student report cards report OAKS information to every parent using a bilingual format. The District also provides a comprehensive curriculum summary in both English and Spanish for grade levels K-6. The document allows parents to visualize and better understand the annual grade level's content objectives, and gives parents the opportunity to support longitudinal curriculum goals in the home.

Parent Notification Letters

Parents are notified of their child's placement in ELL programs as is required by law and policy. A letter is sent to every family on each child reflecting the student's ELD level and stating that the child is enrolled in the ELL program. (See appendix.) This letter contains all requirements for parent notification, and is signed by the Federal Programs and School Improvement Supervisor. ELL Teachers are given a specific due date for submitting ELL Referral Forms for all newly eligible students at the beginning of the school year. This due date allows the ELL Administrative Support staff member to enter the data into the database within the state-required timeframes. The IT department then runs a report which generates the ELL Program Eligibility Parent Notification Letter for newly-eligible students and the Annual ELL Program Parent Notification Letter which include WMLS-R CALP level scores for Broad English Ability and ELPA Total Placement Level scores, respectively. ELL staff at the district office mail the letters within the 30-day time frame required by the state.

During the school year, the same procedure is followed for newly-eligible students with one minor change. Instead of IT running a large batch of letters, the ELL Administrative Support staff member generates a report using a program in the database each time a new student's eligibility information is entered into the system. The ELL program screening procedure is designed to allow this letter to be generated within the required 2-week timeframe.

Upon receipt of the AMAO report from the ODE, the ELL TOSA creates an AMAO letter using a template that meets all NCLB notification requirements. This letter is translated into Spanish and is signed by the Federal Programs and School Improvement Supervisor. The ELL TOSA runs a current database query of LEP students in the district, creates mailing labels from this query, and mails the letters within the required 30-day window. A copy of the letter is e-mailed to the appropriate ODE staff member for verification.

Parent and Community Involvement

Parent and community involvement is vital to the Medford School District. This District actively surveys parents, and uses the information to improve programs. Spanish-speaking and other first language ELL parents participate on school committees and are active in parent organizations. Parents receive personal phone calls inviting them to Student of the Month Assemblies, informational meetings, adult education events, etc.,. Medford feels very fortunate to have active Latino community members involved in the SMART (Start Making a Reader Today) Programs as well as working as VIM participants (Volunteers in Medford). Our parents are an important resource, bringing fascinating cultural backgrounds with them. Medford views ELL parents as a resource.

Both federal program and district funds are used to support parent involvement activities and functions in different ways. At the high schools, Success Specialists, hired under Title III funding, engage in

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significant inter-cultural communication with our families, giving parents a feeling of personal connection. Success Specialists help bridge culture and language gaps. These actions maintain two-way communication with ELL families resulting in higher graduation rates among ELLs as well as better overall attendance and grades.

During the 2012-2013 school year, the district initiated a weekly Family Literacy Night targeted at Latino families. Services included in this program are Rosetta Stone for parents, Spanish and English literacy instruction for parents and homework help and story-time for children. Attendance reached 65 adults. The district is now looking to collaborate with the LISTO program, and to pursue additional grants in order to expand this program to 2 nights per week in the 2013-2014 school year.

As ELL students have moved into school-wide leadership positions, parents have also become more active in the 549C District. Medford actively seeks community partnerships that offer learning opportunities for our students. Kids Unlimited, an organization dedicated to improving the lives of students through safe, low cost, after-school school programs, also supports 549C team sports and academic support opportunities. Medford’s community partnerships have offered ELL parents opportunities to engage in American cultural experiences and to share their culture with others.

In addition, to create a school community that enhances ELL parent access, over the past few years, Medford has actively hired qualified teachers, aides, and coaches who represent authentic first culture and/or language models. These models have had a positive effect on creating a school environment that is more open and culture-friendly to our school community members.

Communicating with Parents

During the 2012-2013 school year, the district implemented a new tiered system for providing interpretation services to families who need and/or request it. The SOESD has provided two levels of Interpreter Training courses, an Introduction and an Intermediate course. (Next year, the SOESD plans to offer an Advanced level course). As part of this course, interpreters are assessed in three areas: English language proficiency (using the OPIc test), Spanish language proficiency (again, using OPIc) and interpretation skills (using a performance assessment which is scored using a rubric).

In addition, the interpretation tasks themselves have been divided into three tiers, or levels. The pay rate for interpreters is differentiated based on the tier level of the task. Only interpreters who meet the qualifications for the tier level of the task are permitted to interpret for those tasks.

Tiered Structure for Interpretation Tasks

TIER	DESCRIPTION	REQUIRED QUALIFICATIONS
Tier I	<ul style="list-style-type: none"> • General communication, including phone calls • Inviting parents to a meeting (including a SPED meeting), including date, time, location and purpose 	No special training – self-identifies as “bilingual”.

Tier II	<ul style="list-style-type: none"> • Parent-Teacher Conferences and similar meetings • Suspension meetings • Meetings that include law enforcement • Formal, yet low-difficulty, presentations to parents at evening events (i.e. on topics that fall within the typical educational domain) • SLT Meetings 	<p>Successful completion of <i>Introductory Interpreter Training</i> course.</p> <p>(OPIC assessment in Advanced or Superior range in both languages AND above 70% on interpretation assessment.)</p>
Tier III	<ul style="list-style-type: none"> • Expulsion hearings and other meetings of a legal nature • Formal, high-difficulty presentations to community members (i.e. on topics that fall outside of the typical educational domain, including budget presentations, or simultaneous interpretation tasks) • Initial eligibility, Annual IEP and Triennial meetings for SPED 	<p>Successful completion of <i>Intermediate Interpreter Training</i> course.</p> <p>(Entrance into this course requires OPIC assessment in Advanced or Superior range in both languages AND above 80% on interpretation assessment.)</p>

Regarding written translations, the current procedure involves submitting a document to a specified e-mail address: msdtranslations@medford.k12.or.us. These requests are logged by the ELL Administrative Support staff and sent to the district translator. An electronic library is kept at the district office of all translated documents. Next year, the district plans to create a qualification procedure for translators similar to that used for interpreters. It will likely involve the use of the reading and writing tests from Language Testing International, Inc.

Dissemination of Title III Information to Private Schools

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