



**ML/EL DISTRICT PLAN**  
**SHERIDAN SCHOOL DISTRICT**  
**2025-2026**

## TABLE OF CONTENTS

Introduction	3
Background	3
EL Outcomes Program (HB 3499)	4
Organization of the template	5
District Assurances	6
<b>Section 1.</b> Identification of Multilingual English Learners	6
<b>Section 2:</b> Instructional Programming and Staffing	6
<b>Section 3.</b> Assessment and Progress Monitoring for Current Students	7
<b>Section 4.</b> Monitoring exited students	8
<b>Section 5.</b> Equitable program access	8
<b>Section 6.</b> Family Engagement and Communication	9
<b>Section 7.</b> Program Evaluation	10
ML/EL District Plan	13
<b>Section 1.</b> Identification of Multilingual English Learners	13
<b>Section 2.</b> Instructional Programming and Staffing	14
<b>Section 3.</b> Assessment and Progress Monitoring	24
<b>Section 4.</b> Monitoring Exited Students	26
<b>Section 5.</b> Equitable Program Access, policies, and practices	27
<b>Section 6.</b> Family Engagement and Communication	30
<b>Section 7.</b> Program Evaluation	31
Resources/References	32

## INTRODUCTION

The Oregon Department of Education defines education equity as the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, educational rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

As the number of English Learners (EL) in Oregon continues to rise, so too does their proportion within the overall student population. Over the past decade, various efforts across Oregon have focused on promoting equitable practices to provide better opportunities for students of color and multilingual learners. However, these efforts have often been fragmented, compliance-driven, and lacking the cohesive focus required for real impact. Persistent opportunity and achievement gaps in academic performance, high school graduation, and other areas underscore the need for a more aligned and sustained effort.

Communities across the state are calling for action, and we must heed that call by designing a more unified, research-driven approach to supporting EL students. The Multilingual Learner/English Learner District Plan (ML/EL District Plan) is designed to guide districts in developing a comprehensive plan that is evidence-based, aligned with the needs and priorities of Oregon's Multilingual Learners Strategic Plan and the EL Outcomes Program, and meets state and federal requirements for serving multilingual learners.

## BACKGROUND

ML/EL District Plans provide evidence of compliance with [OAR 581-23-100 \(3\)\(c\)\(b\)\(4\)](#), which charges districts with the development of programs for English Learners (ELs) that meet basic U.S. Department of Education, Office for Civil Rights guidelines. ML/EL district plans address the components required by *Lau v. Nichols (1974)*. This plan template incorporates guidance provided by the U.S. Department of Education, Office for Civil Rights and provides an opportunity to comprehensively align the articulation of basic programmatic requirements for serving students who are entitled to English Language Development support to access the general education provided, as well as the systemic improvements that are needed to evolve programs to better meet the needs of the students they intend to serve .

This plan template guides districts to describe how they meet the needs of multilingual/English learners in seven key areas:

1. Identification of Multilingual English learners
2. Instructional programming and staffing
3. Assessment and progress monitoring for current students

4. Monitoring exited students
5. Equitable program access
6. Family engagement and communication
7. Program evaluation

These plans enact the state’s vision that all adults share the responsibility of contributing to educational systems that ensure multilingual students designated as English learners are valued for the rich and diverse lived experiences, languages, heritage, and cultural knowledge they carry for current and future generations, supporting all Oregon students to graduate from high school with the Oregon Seal of Biliteracy/Multiliteracy and to be college and career ready.

To reach this vision, our mission is to transform Oregon’s education system, ensuring that all multilingual learners experience culturally and linguistically responsive and affirming learning environments, rigorous instructional programming, and pathways that equip them to pursue their current and postsecondary visions of success.

## EL OUTCOMES PROGRAM (HB 3499)

The EL Outcomes Program was established through the passing of House Bill 3499 in 2015. House Bill 3499 directed the Oregon Department of Education (ODE) to develop and implement a statewide education plan for English Language Learners who are in the K-12 education system. The program addresses disparities experienced by Multilingual and English Language Learners, historical practices leading to disproportionate outcomes for students, and the educational needs of the students from K-12 education by examining culturally appropriate best practices in this state and across the nation.

Districts are identified and onboarded into an EL Outcomes Program cohort every four years based on a set of 14 Indicators within the EL District Data Profiles among other factors. Each district that is identified is notified by the EL Outcomes Program team of their designation and receives support throughout the duration of their four-year designation.

The law under ORS 336.079(5)(e) stipulates that if a school district does not meet expected growth and expected benchmarks for student progress indicators, the Agency will direct the district to expend funds under ORS 327.013(1)(c)(A)(II) (ELL weight) for up to three years.

ODE provides culturally responsive support and interventions to those identified as Transformation and Target Districts. Transformation and Target Districts receive the following:

- ODE Education Program Specialist supports
- A comprehensive needs assessment process, root cause analysis, systemic intervention identification, and action plan and budget development with support from ODE
- Improvement planning and monitoring, using state and local data
- Fiscal support for improvement plan activities

- Funding for the improvement and implementation of systems and structures towards supporting ML/EL students. The funding distribution model assigns a specific dollar amount annually to each identified Transformation and Target district. Allocations are based on a weighted funding formula.
- Participation in a Community of Practice

The ML/EL District Plan template guides districts to conduct an evaluation of their local programs and is evidence-based. ODE uses components of ML/EL district plans to conduct a comprehensive needs assessment with districts identified for improvement to identify the root causes impacting student performance, program quality, and effectiveness, as required by state rule (see [OAR 581-020-0615](#) and [OAR 581-020-0613](#)). The completion of a comprehensive needs assessment of a district's EL program is one of the initial steps in the onboarding process of the program.

In addition to the initial comprehensive needs assessment, the onboarding process includes a root cause analysis, culturally and linguistically responsive community engagement review of data, and selection of priority indicators and systemic intervention categories.

Taken together, these activities form the basis for the planning and implementation of the district's EL Outcomes Program Action Plan and Budget. There will be an in-depth overview of all tasks and processes as well as scheduled check-ins along the way to support identified districts as they complete the plan.

## ORGANIZATION OF THE TEMPLATE

This template provides a framework for districts as they develop their new or revised local EL plans. The first section, District Assurances, provides an opportunity for districts to affirm compliance with state and federal requirements, and to request support from ODE as needed.

The second section of the ML/EL District Plan guides districts to describe their practices in each key area and incorporates inquiry stems employed by the EL Outcomes Program to gather perspective and information that will aid in root cause analysis and systemic interventions identification to develop local action plans. Information about the legal requirements and guidance from the state's Multilingual Learners Strategic Plan is incorporated throughout, as well as relevant resources and tools to support districts with their plan development.

## DISTRICT ASSURANCES: [SMARTSHEET LINK](#)

The district assurances are included as a check box instead of the district providing a written narrative. These items address systems that districts typically have in place. Select “Yes” if the district is addressing this activity or “ODE support requested” if the district would appreciate support with this item. The “ODE support requested” response will assist ODE staff in partnering with each district with their instructional program implementation.

### SECTION 1. IDENTIFICATION OF MULTILINGUAL ENGLISH LEARNERS

District Assurances required, check all that apply	Yes	ODE Support Requested
Oregon Language Use Surveys are administered to all incoming students upon registration.	X	
ELPA screeners are administered to students within 30 calendar days of enrollment <u>at the beginning of the school year</u> , or 14 calendar days once the school year has begun.	X	
Parent Notification letters are provided to students’ families within 30 calendar days of enrollment.	X	
Parent Notification letters include all federally required elements, including the language instructional program their child will be participating in and the rights of the parent/guardian to decline to enroll their child in the program. ( <a href="#">ESSA Title I, Section 1112(e)(3)(A)</a> )	X	

### SECTION 2: INSTRUCTIONAL PROGRAMMING AND STAFFING

District Assurances required, check all that apply	Yes	ODE Support Requested
All students <u>are assigned to</u> both a core-content program and a language <u>instruction</u> service model.	X	
The language proficiency of each student is considered when determining which language service model the <u>district will</u> provide the student.	X	
All teachers have a valid Oregon teaching license and ESOL (English to Speakers of Other Languages) endorsement (if required for the position by the Teachers Standards and Practices Commission (TSPC)).	X	

All teachers in the EL instructional program without an ESOL endorsement have had training in instructional methods proven effective with EL students. These teachers do not <u>provide EL instruction</u> more than the Teachers Standards and Practices Commission (TSPC) <u>permitted instructional</u> hours by staff without an ESOL endorsement.	X	
All teachers in the EL instructional program are fluent in English and any other language used for instruction, including having written and oral communication skills.	X	

**SECTION 3. ASSESSMENT AND PROGRESS MONITORING FOR CURRENT STUDENTS**

District Assurances required, check all that apply	Yes	ODE Support Requested
Parents/guardians are provided ELPA and state content test results in languages they can understand.	X	
Parents/guardians are notified of the testing schedule before the assessments start.	X	
District staff process “opt-outs” (for ELA/Math state assessments) and parent/guardian requests for exemption (for ELPA/Science assessments) in a manner consistent with Oregon’s <a href="#">Test Administration Manual</a> .	X	
The district uses the Oregon Department of Education (ODE) provided Test Administration Manuals and Training Materials.	X	
Oregon state assessments (ELPA, ELA, Math, Science, etc...) are administered by trained staff.	X	
Domain exemptions are available to students with an IEP or 504 plans as assessment accommodation where domain exemptions are appropriate.	X	
Alt ELPA is available to students with significant cognitive disabilities.	X	
Test administrator assurance forms are stored annually in a secure environment. These forms are located on the <a href="#">Assessment Administration</a> page.	X	
A district test coordinator inputs and monitors assessment accommodations/modifications/domain exemption coding in the Test Information Distribution Engine (TIDE).	X	

#### SECTION 4. MONITORING EXITED STUDENTS

District Assurances required, check all that apply	Yes	ODE Support Requested
Parents/guardians must be informed of the desire to return a monitored EL/ML student to the EL Instructional program, and they must agree to this return to the EL instructional program.	X	
Students that score proficient on ELPA (English Language Proficiency Assessment) summative are exited from the EL instructional program.	X	
District staff monitor the implementation of the district monitoring processes (exited and waiver students) to ensure that student progress is routinely reviewed.	X	
District provides instructional interventions for monitored ELs and ELs with parent/guardian waivers if needed	X	

#### SECTION 5. EQUITABLE PROGRAM ACCESS

District Assurances required, check all that apply	Yes	ODE Support Requested
When an EL is suspected of having a disability, the disability evaluation is administered within required timelines once required notices have been provided and parental consent has been obtained.	X	
The reason for the disability evaluation is based on the student's suspected disability and need for disability related services, and not on the student's ELP.	X	
The evaluation uses appropriate methods to measure the student's abilities and not the student's English language proficiency.	X	
The district reviews the student's language abilities in both English and the primary home language to provide evaluations whose results would be beneficial to instructional decisions.	X	
The IEP or Section 504 team include participants who have knowledge of: the student's language needs, training in special education, training in appropriate related services, and	X	

professionals with training in second language acquisition or EL instructional services.		
The parents/guardians have been invited to participate in the planning process (of their student’s IEP) and informed of their rights, in a language they understand.	X	
A trained interpreter (including sign language if appropriate) and translated documents have been made available for parents/guardians when required (e.g., parent/guardian notices under Individuals with Disabilities Education Act (IDEA), or when determined necessary to ensure effective communication.	X	
The IEP or Section 504 plan outlines when and by whom the accommodations, modifications, and supports in the IEP or Section 504 plan will be provided.	X	
There is a formal plan to monitor the progress of ELs with disabilities regarding language and disability-based goals.	X	
The student’s general education teachers and related service providers have been made aware of the IEP or Section 504 services for the EL.	X	
All students with EL status have equitable access to CTE (Career and Technical Education)/ advanced coursework (including but not limited to IB/AP).	X	
All students with EL status have equitable access to TAG/ Title I-A/Magnet schools/bilingual programs as available in district schools.	X	

**SECTION 6. FAMILY ENGAGEMENT AND COMMUNICATION**

District Assurances required, check all that apply	Yes	ODE Support Requested
The district provides parents/guardians school-related information they need in order to make informed decisions about their children’s education (language assistance programs, special education and related services, Individualized Education Program (IEP) meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation, etc...) in languages the parents/guardians can understand.	X	
The district has a process for determining, (1) if parents and guardians need language assistance and	X	

(2) the primary language of parents/guardians.		
The district provides language assistance to parents/guardians with appropriate, competent staff or appropriate and competent outside resources.	X	
The district: Does not use students, siblings, friends, minors, and untrained staff members as qualified translators or interpreters, even if they are bilingual.  All interpreters and translators, including staff acting in this capacity, are: <ul style="list-style-type: none"> <li>● proficient in the target languages;</li> <li>● have knowledge of specialized terms or concepts in both languages;</li> <li>● are trained in the role of an interpreter or translator,</li> <li>● the ethics of interpreting and translating,</li> <li>● the need to maintain confidentiality.</li> </ul>	X	
The district provides the <a href="#">Oregon Language Use</a> survey in languages parents/guardians can understand.	X	

**SECTION 7. PROGRAM EVALUATION**

District Assurances required, check all that apply	Yes	ODE Support Requested
The district understands and is compliant with annual evaluations of the implementation of its ML/EL instructional program.	X	
The district annually reviews its identification process and has addressed any identified concerns related to its implementation.	X	
The district annually reviews the EL exiting process and addresses any concerns related to its implementation.	X	
The district annually reviews its monitoring process for exited and waived ELs to ensure that the district has followed its monitoring processes.	X	
The district has addressed any identified concerns related to the implementation of the process.		
The district annually reviews its staffing for the ML/EL instructional program to determine:	X	

<p>Language diversity of the students and the number of staff supporting the language diversity.</p> <p>Ethnic diversity of the students and number of staff with similar ethnic diversity.</p> <p>Bilingual abilities of the staff.</p> <p>The district has addressed any identified needs.</p>		
<p><b>The district annually reviews its instructional materials for the ML/EL instructional program to determine:</b></p> <p>Instructional materials support ethnic diversity of enrolled students.</p> <p>Multicultural instructional materials are available for all content areas.</p> <p>Instructional materials are supportive of multilingual diverse cultures and communities.</p> <p>The district has addressed any identified needs.</p>	X	
<p>The district annually reviews the ML/EL student population and determined any changes in instructional needs due to:</p> <ul style="list-style-type: none"> <li>● Recent arrivers (including refugees, unaccompanied, etc.)</li> <li>● Long Time ELs</li> <li>● ELs with IEPs (Individual Educational Plan)</li> <li>● Increase/decrease in populations</li> <li>● Language diversity</li> <li>● Ethnic diversity</li> <li>● Other identified needs</li> </ul>	X	
<p>The district annually reviews the participation of ML/EL parents in school/district decision making groups and the practices used to recruit parents to be involved in these groups.</p> <p>The district has addressed any identified needs.</p>	X	
<p>The district annually compares the percentage of students with ML/EL status having IEPs (Individual Educational Plan) as compared to Never ELs having IEPs (Individual Educational Plan).</p>	X	
<p>The district annually compares the percentage of students with ML/EL status also having TAG (Talented and Gifted) status to Never ELs having TAG (Talented and Gifted) status.</p>	X	

The district annually compares the outcome data of ELs (including monitored ELs) progress on state content assessments (ELA/Math) compared to the data of Never ELs.	X	
The district annually reviews the outcome data (OTELP) of ELs progress in learning English.	X	
The district annually compares the outcome data of former ELs (monitor and post-monitor) progress on state content assessments (ELA/Math) compared to the data of Never ELs.	X	
The district annually compares attendance rates for ELs and compares these rates to Never ELs.	X	
The district annually compares discipline data for ELs and Never ELs.	X	
The district shares the above data reviews with educators (including EL specialists, classroom teachers, special education specialists, counselors, building level administrators, district level administrators, and school board members) annually.	X	

# ML/EL DISTRICT PLAN

## SECTION 1. IDENTIFICATION OF MULTILINGUAL ENGLISH LEARNERS

### Legal Requirements and Guidance for Identification of English Learners

- States must have a standard EL identification process across all LEAs (local education agencies). ([ESSA Sec. 3113\(b\)\(2\)](#))
- School districts must have procedures in place to accurately and timely identify students whose primary home language is other than English and determine if the student qualifies as an EL through a valid and reliable assessment ([Dear Colleague Letter, Jan 2015](#)).
- School districts must administer the ELPA identification screener to all qualifying students as identified by the required [Oregon Language Use Survey](#). (ESSA Title III – statewide identification – [ESSA 3111 \(2\) \(A\)](#))
- ELPA identification screener must be administered by a trained staff member ([OAR Test Administration Manual](#)).
- Parents/guardians must be notified within 30 calendar days of their student being identified as EL by communication in a language parents/guardians can understand ([ESSA Title I, Section 1112\(e\)\(3\)\(A\)](#)).

### District Plan for Identification of English Learners

1. Describe the district’s process for identifying the language backgrounds of students arriving in your school/district, including administration of the Language Use Survey.

When a new student registers in our district, the school secretary provides them with a state-approved Language Use Survey as part of the bilingual (English/Spanish) registration packet that all students entering our district for the first time receive. The parent or guardian fills out and signs the Language Use Survey in a language they understand, then returns it to the secretary, who passes it on to the ELD teacher in their building. Currently, we have three languages spoken by students and their parents/guardians in our district are Farsi, English and Spanish. We have one (1) student who speaks Persi, which is why the registration packets are bilingual in only English/Spanish. If we were to get a family that speaks a different language, we would provide them with a Language Use Survey in a language they understand.

2. Identify the district staff responsible for working with families to complete the Language Use Survey.
  - District licensed/certified professional (for example, English learner program coordinator, bilingual specialist)

- District support staff (for example, secretary, school enrollment/registration personnel)
  - School licensed/certified professional (for example, English learner teacher, classroom teacher, counselor)
  - School support staff (for example, secretary, parent/community liaison, paraprofessional). Parents/guardians complete the form independently (for example, the district provides a link to an online home language survey and parents/guardians complete it at home)
  - Other (specify) \_\_\_\_\_
3. How are families informed about the English Learner identification process, including the purpose and use of the Oregon LUS?
- A multitiered communication system is in place to assure families have clarity on the process and the outcomes of the assessments administered.
  - Our system has a welcome center which guides families through the process, using interpreters as necessary for clear communication throughout the process.
  - Families are notified in writing if a written translation is not provided. An oral interpretation is made available whenever needed.
  - ELPA screening results and program eligibility (including waiver options) is communicated to families via a letter, interpreters are available via phone for questions and clarifications
  - Other: \_\_\_\_\_
4. Identify how the Oregon Language Use Survey (LUS) is administered.
- Paper survey (including a form downloaded from district website)
  - Online survey via computer, tablet, or another electronic device
  - Verbal survey administration for all families
  - Verbal survey administration for select families (for example, low literacy, non-English speaking, disability) or if requested
  - Other (specify) \_\_\_\_\_
5. Describe the district's process for reviewing the Oregon Language Use Survey (LUS) information and ensuring that all students are screened in accordance with the federal time requirements within 30 days of enrollment.

The school secretary gives the Language Use Survey to the new parent or guardian on or before their student's first day of school in the district in a language they can understand as a part of their registration packet.

The student or parent/guardian returns the completed Language Use Survey with the rest of their registration paperwork on or before the student's first day of school.

Once the Language Use Survey is returned, the school secretary gives it to the Student Services Secretary and the EL/ML Coordinator.

The Student Services Secretary or EL/ML Coordinator reads the Language Use Survey and uses the procedure outlined by ODE in the Language Use Survey rubric to determine whether the student qualifies for testing to be identified as qualifying for EL services.

If the student does not qualify for testing, the Student Services Secretary places the home language survey in the student's CUM file.

If the student qualifies for testing, the ELD teacher, ML/EL Coordinator, or District Testing Coordinator administers the ELPA21 Screener, either within the first 30 days of the school year or within 14 days if the student arrives later during the school year.

6. Describe the district's process for screening and recording results of the screener in the district's student record system.

Once a Home Language Survey is received indicating that a student qualifies for screening, the ELD teacher, ML/EL Coordinator, and District Testing Coordinator collaborate to determine which of them is available to administer the test to each student. Once that determination is made, that person administers the screener as soon as possible within the required window.

Once results are in, the Student Services Secretary or ML/EL Coordinator accesses the results in the OSAS Portal, and the ELPA21 Screener assessment data is then entered and kept electronically on the district EL data spreadsheets on the district's secure drive and in paper form in individual student EL files, which are stored in the student's CUM file. All CUM files are stored in secure file cabinets located in the Registrar's Office at each school.

7. Describe how district staff are trained on the purpose and uses of the Oregon Language Use Survey and ELPA screener. [required, open-ended response]

All staff who administer and/or review the Oregon Language Use Survey and/or ELPA21 Screener (ELD teachers, ML/EL Coordinator, and District Testing Coordinator) have been trained by qualified staff in the purpose, uses, and administration process and are required to upgrade skills through best practices and procedures, including annually

reviewing the applicable portions of the current year's Test Administration Manual and signing a Test Administrator form that is kept on file.

If a new EL teacher, ML/EL Coordinator, or District Testing Coordinator joins the district, they will be trained by qualified staff and must sign all necessary forms before being allowed to review and make decisions regarding Language Use Surveys or to administer ELPA21 Screeners to students.

8. Are there schools with at least 15 or more students in a particular grade K-5 who qualify for English Learner services who speak the same home language that could be potential sites for new dual language programs? If so, please describe below. (**\*districts with fewer than 20 enrolled ELs may enter N/A**)  
N/A

9. Describe the district's process for enrolling students with disabilities (or suspected disabilities) when the ELPA (English Language Proficiency Assessment) screener may not be accessible. (EL data collection code 2-J)

The district follows Oregon Department of Education (ODE) guidance when enrolling students with disabilities or suspected disabilities whose access to the ELPA Screener may be limited. When a student's Language Use Survey indicates a need for English language proficiency screening, but the ELPA Screener may not be fully accessible, the district convenes a team meeting that includes the Title III Coordinator, general education teacher, special education specialist, school administrator, and the student's family. The team reviews the student's language background, disability-related needs, current evaluations, and any available assessment data.

Based on this review, the team determines whether the student can meaningfully participate in the ELPA Screener using allowable accessibility supports or domain exemptions consistent with ODE policy. Any approved testing accommodations and accessibility supports are documented in the student's IEP. The district then administers the ELPA Screener with those accommodations in place.

If the student is unable to access or attend to the screener, and the assessment cannot be validly completed even with supports, the student is identified as a Potential English Learner (Potential EL). This applies when the student has a disability or suspected disability, the Language Use Survey indicates screening is required, and the screener is not accessible with available supports or exemptions. The IEP team documents this determination, and Potential EL status is noted in the student's IEP.

Students identified as Potential ELs are provided appropriate language access supports, and the district regularly reviews whether the ELPA Screener has become accessible as the student’s skills, supports, or conditions change. Once the student can meaningfully access the assessment, the district administers the ELPA Screener to determine official English Learner identification.

## Resources for Identification of English Learners

- See [ESSA Section 1112\(e\)\(3\)\(A\)](#)
- See [ESSA Section 3113\(b\)\(2\)](#)
- [Mesoamerican Language Guidance](#)

## SECTION 2. INSTRUCTIONAL PROGRAMMING AND STAFFING

### Legal Requirements and Guidance for High Quality Instructional Programming

- School districts must provide EL students with effective Language Instruction Education Programs (LIEPs). [Dear Colleague Letter, OAR 581-023-0100\(4\)](#) [OAR 581-023-0100\(4\)](#)
- LIEPs must ensure EL students access grade-level academic standards or core content area courses [ESSA Title III 3102](#)
- Increase the quality of instruction to meet the diverse strengths and needs of multilingual learners while reflecting and affirming their intersectional identities. [Oregon Multilingual Learner Strategic Plan](#) – Priority area 2, Goal 2
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. [Oregon Multilingual Learner Strategic Plan](#) – Priority 2, Goal 4.
- Oregon educational entities implement high-quality dual language programs that prioritize students designated as English learners. [Oregon Multilingual Learner Strategic Plan](#) – Priority 4, Goal 1. Section 3: Assessment and Progress Monitoring
- Districts must ensure that it is providing appropriate licensed staff, instructional materials, supplies and materials to support their EL instructional program under the [OAR 581-023-0100 \(4\)](#).
- Districts must address the Title III purposes under [ESSA SEC. 3102.Title III \[20 U.S.C. 6812\]](#) with regard to implementation of the EL instructional program and professional learning.
- Districts must ensure that their instructional program is supported by educators whose licenses and endorsements meet these TSPC OARs. OAR [584-220-0075](#) English to Speakers of Other Languages Endorsement Requirement and OAR [584-210-0160 \(2\) \(a\)](#) Teaching assignments that exceed 10 hours per week in one subject-matter area without the appropriate subject-matter endorsement. – Endorsement Requirement

- Districts are required under [ESSA SEC. 3116 Title III. \[20 U.S.C. 6826\]](#) to ensure that all educators in any language instruction education program are fluent in English and any other language used in instruction. Fluent refers to both oral and written communication.
- Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners. [Oregon Multilingual Learner Strategic Plan](#) - Priority 3, Goal 1
- In-service teachers, administrators, and school staff members engage in ongoing, high-quality professional learning to support multilingual learners. [Oregon Multilingual Statewide Strategic Plan](#) - Priority 3, Goal 3

### District Plan

After reviewing your district's most recent data for ELA/Math/Graduation Rate/OTELP, determine your district's educational goals for multilingual ELs. Format each goal as a SMART goal (Specific, Measurable, Attainable, Realistic, and Timely). The district may find it helpful to review the unsuppressed outcome data as well as any local outcome data to establish the goals below. It is acceptable to type in N/A if the district does not have students enrolled in this category

**Example:** [By June 2028, our district will increase the percentage of elementary Multilingual Learners On Track to English Language Proficiency from 55.5% to 63%.](#)

#### Elementary K-5 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
By June 2028, our district will increase the percentage of elementary school Multilingual Learners On Track to English Language Proficiency from 40% to 47%.	By June 2028, our district will increase the percentage of elementary school Multilingual Learners Proficient in ELA from 40% to 80%. By June 2028, our district will increase the percentage of elementary school Multilingual Learners Proficient in Math from 20% to 70%.

#### Middle 6-8 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
By June 2028, our district will increase the percentage of middle school Multilingual Learners On Track to English Language Proficiency from 43% to 80%.	By June 2028, our district will increase the percentage of middle school Multilingual Learners Proficient in ELA from 50% to 90%.

	By June 2028, our district will increase the percentage of middle school Multilingual Learners Proficient in Math from 40% to 80%.
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High 9-12 (required by all districts with High Schools)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
By June 2028, our district will increase the percentage of high school Multilingual Learners On Track to English Language Proficiency from 50% to 90%.	<p>By June 2028, our district will increase the percentage of high school Multilingual Learners Proficient in ELA from 50% to 90%.</p> <p>By June 2028, our district will increase the percentage of middle/high school Multilingual Learners Proficient in Math from 50% to 90%.</p>	By June 2028, our district will maintain our current 100% rate of high school Multilingual Learners graduating either on time or in 5 years.

Newcomer 6-8 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
N/A (no students in this data category)	N/A (no students in this data category)

Newcomer 9-12 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
N/A (no students in this data category)	N/A (no students in this data category)	N/A (no students in this data category)

Students with IEPs (Individual Educational Plan) (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
<p>Elementary (no students in this data category)</p> <p>By June 2028, our district will increase the percentage of middle/high school Multilingual Learners with IEPs On Track to English Language Proficiency from 50% to 100%.</p>	<p>Elementary (no students in this data category)</p> <p>By June 2028, our district will increase the percentage of high school Multilingual Learners Proficient in ELA from 50% to 90%.</p> <p>By June 2028, our district will increase the percentage of middle/high school Multilingual Learners with IEPs Proficient in Mathematics from 50% to 100%.</p>	<p>By June 2028, our district will maintain our current 100% rate of high school Multilingual Learners with IEPs graduating either on time or in 5 years.</p>

Districts identified for the EL Outcomes Program will receive support from ODE staff to develop a set of complementary high-impact goals that will guide the strategic planning for implementation of systemic interventions over the next four years of identification. For these districts, goals must reflect indicator areas where the district was identified from the EL Outcomes Data Profiles. **(\*districts with fewer than 20 enrolled ELs may enter N/A)**

*From the district Data Profile, identify and list the elementary and secondary grade indicators that are below the Notable Progress level and their level: limited or some progress.*

District Data Profile and Longitudinal Data Profile

EL Outcomes Program Indicators

Elementary Indicators	Secondary Indicators
N/A (fewer than 20 enrolled ELs K-12)	N/A (fewer than 20 enrolled ELs K-12)

Per [OAR 581-020-0613](#) the Comprehensive Needs Assessment for EL Outcomes Program identified districts “*will examine the root causes impacting student’s performance and program quality and effectiveness. The evaluation must include, but not be limited to, program design, program model, instructional delivery strategies, curriculum, assessment, staff qualifications, staff training on culturally responsive instructional pedagogy and practices, and the level of engagement with ELL families and community.*”

1. In the table below, identify the schools in your district that implement the following core content program models. The same school may be listed more than once if it implements more than one program model.

## Core Content Program Models - Access to on grade level core content

Program Model	School(s) (indicate whether the school is elementary, middle, or high)
<p>Dual Language Program (Two-way or one-way):</p> <p>Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.</p>	N/A
<p>Transitional Bilingual Programs (Early or late exit):</p> <p>Transitional bilingual programs use the student’s primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.</p>	N/A
<p>Sheltered Instruction (English is the primary language of instruction):</p> <p>Content-Based Instruction (CBI) or “sheltered” instruction is used in classes using instructional strategies that support access to core content instruction. Some examples of this include GLAD, SIOP, and Constructing Meaning.</p>	<p>Falconer Chapman School (K-8)</p> <p>Sheridan High School</p> <p>Sheridan All Prep Academy (K-12)</p>
<p>Newcomer Program:</p> <p>The Newcomer Program provides specialized instruction to beginning level multilingual/English learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.</p>	<p>Falconer Chapman School (K-8)</p> <p>Sheridan High School</p> <p>Sheridan All Prep Academy (K-12)</p>

- Use the following table as reference to describe the district’s instructional models for English language development in the subsequent table.

## English Language Development Instructional Model – English language acquisition

The following ELD instructional models describe the different modes in which students with English learner services receive their English language development instruction.

<b>Service Type</b>	<b>Description</b>
<b>Integrated ELD 'Push-in'</b>	<p>English language development instruction is provided within the student's mainstream or content-area classroom. English language development standards are integrated with core-content standards.</p> <p>The following educators may provide this instruction:</p> <ul style="list-style-type: none"> <li>English Language Development (ELD) specialist who collaborates and co-plans with a core content or general education teacher.</li> <li>A core content teacher or general education teacher who collaborates and co-plans with an ELD specialist.</li> <li>A core content or general education teacher who has an ESOL (English to Speakers of Other Languages) endorsement may provide this language instruction in lieu of consultation with an ELD specialist.</li> </ul> <p>Students' progress with language proficiency is monitored by both the ELD specialist and the core-content or general education teacher.</p>
<b>Designated ELD 'pull-out'</b>	<p>English language development instruction is provided outside of the classroom and EL students are removed from mainstream classroom for a portion of the day. This approach is more common in elementary school settings.</p>
<b>Designated ELD Class Period</b>	<p>English language development instruction is provided during a stand-alone class period, and students receive course credit for the class. This approach is more common in middle schools and high schools.</p>
<b>Newcomer ELD</b>	<p>English language development instruction is provided in a separate setting with relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than one year) after which they receive ELD instruction through integrated, designated or ELD class periods service types.</p>

## Elementary School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	<b>Beginning Level</b>  (0-2 years in program)	<b>Intermediate Level</b>  (2-5 years in program)	<b>Long-Term English Learners (LTELs)</b>  (5+ years in program)
<b>ELD Instruction Service Model(s):</b>	<p>Newcomer ELD and Integrated ELD Push-In and/or Designated ELD Pull-Out</p> <p>Students are grouped by proficiency level in the ELD classroom</p>	<p>Integrated ELD Push-In</p> <p>At higher levels of proficiency, push-in versus pull-out depends on how many ELs are in each grade/classroom and which is more beneficial to individual students and/or groups of students, and is a joint decision each year made by the Title III Coordinator and each classroom teacher.</p> <p>Push-in takes place in the grade-level classroom using the SWELL/CoTeaching Model</p>	<p>Integrated ELD Push-In</p> <p>At higher levels of proficiency, push-in versus pull-out depends on how many ELs are in each grade/classroom and which is more beneficial to individual students and/or groups of students, and is a joint decision each year made by the Title III Coordinator and each classroom teacher</p> <p>Push-in takes place in the grade-level classroom using the</p>

			SWELL/CoTeaching Model
<b>Core ELD Instructional Materials</b>	Amplify	Amplify	Amplify
<b>Supplemental ELD Instructional Materials</b>	Duolingo	Duolingo	Duolingo

**Middle School English Language Development Instructional Services**

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	<b>Beginning Level (0-2 years in program)</b>	<b>Intermediate Level (2-5 years in program)</b>	<b>Long-Term English Learners (LTELs) (5+ years in program)</b>
<b>ELD Instruction Service Model(s)</b>	<p>Newcomer ELD and Integrated ELD Push-In and/or Designated ELD Pull-Out</p> <p>Students are grouped by proficiency level</p>	<p>Integrated ELD Push-In</p> <p>At higher levels of proficiency, push-in versus pull-out depends on how many ELs are in each grade/classroom and which is more beneficial to individual students and/or groups of students, and is a joint decision each year made by the Title III Coordinator</p>	<p>Integrated ELD Push-In</p> <p>At higher levels of proficiency, push-in versus pull-out depends on how many ELs are in each grade/classroom and which is more beneficial to individual students and/or groups of students, and is a joint decision each year made by the Title III Coordinator</p>

		and each classroom teacher. Push-in takes place in the grade-level classroom	and each classroom teacher
<b>Core ELD Instructional Materials</b>	Amplify	Amplify	Amplify
<b>Supplemental ELD Instructional Materials</b>	Duolingo	Duolingo	Duolingo

## High School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	<b>Beginning Level (0-2 years in program)</b>	<b>Intermediate Level (2-5 years in program)</b>	<b>Long-Term English Learners (LTELs) (5+ years in program)</b>
<b>ELD Instruction Service Model(s)</b>	<p>Newcomer ELD and Integrated ELD Push-In and/or Designated ELD Pull-Out</p> <p>Students are grouped by proficiency level</p>	<p>Integrated ELD Push-In</p> <p>At higher levels of proficiency, push-in versus pull-out depends on how many ELs are in each grade/classroom and which is more beneficial to individual students and/or groups of students, and is a joint decision each year made by the</p>	<p>Integrated ELD Push-In</p> <p>At higher levels of proficiency, push-in versus pull-out depends on how many ELs are in each grade/classroom and which is more beneficial to individual students and/or groups of students, and is a joint decision each year made by the</p>

		Title III Coordinator and each classroom teacher. Push-in takes place in the grade-level classroom	Title III Coordinator and each classroom teacher
<b>Core ELD Instructional Materials</b>	McGraw Hill Study Sync	McGraw Hill Study Sync	McGraw Hill Study Sync
<b>Supplemental ELD Instructional Materials</b>	Duolingo	Duolingo	Duolingo

3. Describe your district’s alternative and/or charter schools and their ELD instruction service model(s). Include these models based on EL Proficiency Level(s) if applicable. (The district can copy the table above to include these schools if desired.)

	<b>Beginning Level (0-2 years in program)</b>	<b>Intermediate Level (2-5 years in program)</b>	<b>Long-Term English Learners (LTELs) (5+ years in program)</b>
<b>ELD Instruction Service Model(s)</b>	Newcomer ELD and Designated ELD Pull-Out Students are grouped by proficiency level	Designated ELD Pull Out Students are grouped by proficiency level	Designated ELS Pull Out Students are grouped by proficiency level
<b>Core ELD Instructional Materials</b>	National Geographic ELD Curriculum	National Geographic ELD Curriculum	National Geographic ELD Curriculum

<b>Supplemental ELD Instructional Materials</b>	Lexia	Lexia	Lexia
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- Describe components of the EL Program Model that have elements that affirm EL student identity. Identify components of your EL program containing racially/ethnically, culturally, and/or linguistically affirming elements and explain why/how.

The EL Program Model includes several components that intentionally affirm students’ racial, ethnic, cultural, and linguistic identities. These components support students not only in acquiring English, but in seeing their language, culture, and lived experiences as strengths rather than barriers.

**A. Multilingualism as an Asset**

Amplify, McGraw Hill, and National Geographic curriculum treats students’ home languages as valuable tools for learning rather than obstacles. Throughout the program: Students are encouraged to use their first language to make sense of new concepts. Vocabulary, reading, and writing tasks connect new English words to prior linguistic knowledge. Structured partner and group activities allow students to use both English and their home language to clarify meaning.

**B. Culturally Responsive Texts and Content**

Amplify, McGraw Hill, and National Geographic curriculum incorporates texts and topics that reflect a wide range of: Racial and ethnic backgrounds, Cultural traditions and experiences, Immigration, community, and identity themes.

Students see characters, families, and experiences that resemble their own. This representation helps EL students: Feel visible and valued in the curriculum, connect emotionally and cognitively to what they are reading and recognize their culture as worthy of academic study.

**C. Student Voice and Identity in Language Development**

Amplify, McGraw Hill, and National Geographic curriculum regularly invites students to: Share personal stories, talk about their families, communities, and experiences, express opinions and ideas

Language practice is not limited to scripted responses—it is rooted in students’ real lives. This helps ELs develop English while maintaining pride in who they are, reinforcing that their voices matter in the classroom.

#### **D. Scaffolded Access Without Simplifying Identity**

Amplify, McGraw Hill, and National Geographic curriculum provides visual supports, sentence frames, vocabulary previews, and modeling so students can access grade-level content without watering it down. This sends a powerful message: EL students are capable of engaging in rigorous academic thinking.

By maintaining high expectations while providing access, Amplify, McGraw Hill, and National Geographic curriculum affirms students’ academic and intellectual identity.

#### **E. Community and Collaborative Learning**

Many Amplify, McGraw Hill, and National Geographic curriculum lessons rely on: Partner talk, Small group work, Discussion and collaboration

These structures mirror the way many cultures value collective learning and shared problem-solving. Students learn that their perspectives contribute to group understanding, affirming their cultural ways of interacting and learning.

5. Describe how the district provides targeted, research-based literacy support to students designated as English learners.

At the elementary level, the district provides targeted, research-based literacy instruction to students identified as English learners through placement with ESOL-endorsed teachers and implementation of Amplify, a research-based, standards-aligned literacy and language development program. Instruction includes explicit, systematic teaching of reading, writing, vocabulary, and oral language with appropriate linguistic scaffolds to ensure EL students have equitable access to grade-level content and English language development. At the elementary level, any student who needs support, including our ELs, work with a Title I Reading Specialist for extra literacy support and instruction as well. For our students at the lower proficiency levels, teachers use simplified English for their readings so that they are accessible to all of our ELs. At the middle school level, students ELs receive intervention instruction with their ELA teacher. At the high school level, the district provides targeted, research-based literacy instruction to students identified as English learners through placement with ESOL-endorsed teachers and implementation of McGraw Hill.

6. In the following table, identify the number and qualifications of ELD teachers, ELD instructional assistants, and other staff who work with multilingual learners/ELs.

	Number of ELD teachers and their qualifications	Number of ELD Instructional Assistants	Describe other staff who work with ML/EL students (if applicable)
<b>Elementary School(s)</b>	4 ESOL endorsed teachers 1 ESOL endorsed Admin	Zero	ML/EL Coordinator supervises and gives recommendations on the K-12 ELD program and does all data submissions, reports, and plans
<b>Middle School(s)</b>	Zero		ML/EL Coordinator supervises and gives recommendations on the K-12 ELD program and does all data submissions, reports, and plans
<b>High School(s)</b>	Zero		ML/EL Coordinator supervises and gives recommendations on the K-12 ELD program and does all data submissions, reports, and plans
<b>Charter School(s)</b>	1		
<b>Alternate Program/ School(s)</b>	N/A		

7. Describe the extent to which district administrators and staff mirror the students and communities they serve. What systems of support exist for bilingual staff members?

Our district is actively working to increase the extent to which our staff mirrors our community. We prioritize hiring bilingual staff, including with competitive pay differentials for bilingual instructional assistants, and we encourage and support bilingual staff members as they pursue higher degrees as a part of our Grow Your Own philosophy. We have also continued to increase our number of bilingual instructional assistants.

We regularly offer these staff members access to interpreter and ML/EL training and conferences.

8. Describe the structure for educators to plan effective learning experiences that meet the needs of multilingual English Learners. Include protected time for Tier 1/core-content instructional staff to consult and engage with ELD staff and any co-planning if appropriate.

Elementary Grades	Secondary Grades
<b>Instructional Planning Structure</b>	<b>Instructional Planning Structure</b>
-Teachers meet in grade teams weekly to create effective learning experiences for EL/ML's -Teachers get 50 minutes of protected planning time per day for a total of 200 minutes per week	-Teachers meet in grade teams weekly to create effective learning experiences for EL/ML's -Teachers get 50 minutes of protected planning time per day for a total of 200 minutes per week

9. Provide a brief narrative about the kind of professional development opportunities teachers, administrators, and staff engage in that improve multilingual EL systems and support. Please make sure to include any training on Culturally Responsive Instructional Pedagogy. (**\*districts with fewer than 20 enrolled ELs may enter N/A**)

N/A (fewer than 20 enrolled ELs K-12)

10. Indicate what the focus for professional development will be in the coming two years. [multiple choice, check all that apply]

- Integrated ELD – Collaborative Co-Teaching
- Dual language program implementation/improvement

- Newcomer/Recently arrived students
- Multilingual family engagement and communication
- Language acquisition strategies
- ELP progress monitoring/Data analysis
- Racial equity
- Culturally and linguistically responsive practices
- Culturally Responsive Instructional Pedagogy and Practices
- Other (write in)

11. Describe the district’s professional development prioritization by staff role, position, or experience level in the table below (add additional rows as needed).

Professional development priority	Staff role/position	Staff experience level	Other identified criteria
1 <sup>st</sup> Integrated ELD Practices	Teachers	Beginning	
2 <sup>nd</sup> Language acquisition practices	Teachers	Beginning	
3 <sup>rd</sup>			
4 <sup>th</sup>			

### Resources for High Quality Instructional Programming and Staffing

- [An Integrated ELD Guide for District Leaders](#)
- IES (Institute of Education Sciences) What Works Practice Guide, “[Teaching English Literacy & Content K-8](#)”
- IES What Works Practice Guide, “[Effective Literacy and English Language Instruction for English Learners in the Elementary Grades.](#)”
- [OELA English Learner Toolkit](#), chapters 2, 3, 4, 5 cover language instructional programs, meaningful access to core instruction, avoiding segregation, and staffing.
- IES What Works Practice Guide, “[Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)”
- Regional Education Labs, [Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse™ Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
- Regional Education Labs, [Supporting Integrated English Learner Student Instruction – A Guide to Assess Professional Learning Needs](#)
- Regional Education Labs, [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools](#)
- [Effective Teacher Professional Development](#), Learning Policy Institute
- [Oregon Open Learning Multilingual/English Learner Resource bank](#)
- [ODE Engaging Equity Mindset, Practices and Systems professional development modules](#)

## SECTION 3. ASSESSMENT AND PROGRESS MONITORING

### Legal Requirements and Guidance for Assessment and Progress Monitoring

- All students designated as English learners must be assessed annually using a valid and reliable, state-approved assessment in all four domains of English (i.e., speaking, listening, reading, and writing) ([\(6311\(b\)\(7\) \(Title I\), 6823\(b\)\(3\)\(D\) \(Title III\), 6826\(b\)\(3\)\(C\) \(Title III\)\)](#))
- Staff who administer the assessment must be trained ([Test Administration OAR](#))
- Oregon is a member of the ELPA 21 Consortium and requires districts to administer the ELPA Screener and Assessment ([Oregon Test Administration Manual \(TAM\)](#))
- Parents/guardians must be informed annually of their child’s progress ([ESEA/ESSA Title I, Section 1112\(e\)\(2\)\(A\)](#), [DCL Fact Sheet](#))
- Assessment practices reflect multilingual learners’ academic and linguistic progress and affirm the knowledge and cultural assets they bring. [Oregon Multilingual Learner Strategic Plan](#) - Priority 2, Goal 3.

### District Plan

1. Identify who is responsible for working with families to complete the ELPA Screener assessment:
  - District licensed/certified professional (for example, English learner program coordinator, bilingual specialist, central office administrator, ELD TOSA (Teachers on Special Assignment))
  - School licensed/certified professional (for example, building administrator, English learner teacher, classroom teacher, counselor)
  - School support staff (for example, parent/community liaison, paraprofessional)
  - Other (specify) \_\_\_\_\_

### Training

2. Describe the district’s process for annually training test administrators, including who is responsible.

All staff members that administer ELP assessments (ELD teachers, ML/EL coordinator, and/or district test coordinator) have been trained by qualified staff in the administration process and are required to upgrade skills through best practices and procedures, including reviewing the applicable portions of the current year’s Test Administration Manual and signing a Test Administrator form that is kept on file. Should a new ELD teacher, ML/EL coordinator, or district testing coordinator enter the district, that person would be trained by qualified staff, would review all applicable portions of the current year’s Test Administration Manual, and would sign all necessary forms before being allowed to administer ELP screeners to students.

## Accommodations

3. Describe the district's process for determining and reporting testing accommodations (including domain exemptions).

The ML/EL coordinator and/or ELD teachers work directly with the SPED teacher to determine which ELSWDs need accessibility supports on the ELA, Math, Science, and OR Extended state assessments, as well as which ELSWDs need domain exemptions on the ELPA21. The ML/EL coordinator and/or ELD teachers attend all IEP meetings and are therefore a part of the IEP process for every ELSWD, which includes determining appropriate accessibility supports and/or domain exemptions.

The student's accessibility supports are based on what is on the Services page of the IEP. The team discusses each of the accommodations on the services page and whether any need to be added or deleted. It is explained to parents that the accommodations and/or accessibility supports are used with the student throughout the year to familiarize the student with that process prior to statewide testing. Evidence of the decision process is the IEP and meeting notes. Prior to the testing window, the SPED teacher sits down with our district testing coordinator and they discuss each student and the accessibility supports to be entered into TIDE.

If a student is significantly below grade level in an area, the IEP team discusses exempting them from portions of the ELPA21 and makes the most appropriate decision for that student. If the team has previously deemed a student to be exempt, they revisit it at the next annual IEP meeting and discuss whether domain exemptions are still appropriate, making changes as needed.

If an accessibility support or domain exemption is listed in the ELSWD's IEP, then the support is provided on the appropriate statewide assessments. The SPED teacher meets with the district testing coordinator each year prior to state testing to go over supports for each student, and those supports are updated in TIDE by the district testing coordinator prior to testing.

**Progress Monitoring**

4. List the local assessments used to monitor multilingual English learners' progress and programming decisions in the table below.

	Academic Assessments	Language Assessments
Elementary:	<p>Tests, quizzes, and projects in ELA classes</p> <p>I-Ready Math</p> <p>STAR (ELA &amp; Math)</p> <p>DIBELS</p>	<p>ELD curriculum chapter tests (reading, writing, listening)</p> <p>Writing Samples</p> <p>Oral presentations</p>
Middle School:	<p>Tests, quizzes, and projects in core classes</p> <p>STAR (ELA &amp; Math)</p>	<p>ELD curriculum chapter tests (reading, writing, listening)</p> <p>Writing samples</p> <p>Oral presentations</p>
High School:	<p>Tests, quizzes, and projects in core classes</p> <p>STAR (ELA &amp; Math)</p>	<p>ELD curriculum chapter tests (reading, writing, listening)</p> <p>Writing samples</p> <p>Oral presentations</p>

5. Indicate the staff responsible for monitoring students who HOLD CURRENT EL STATUS.

- EL Specialist
- Content Teacher
- Counselor
- Educator/instructional assistant
- Principal
- Other classified staff
- Other licensed staff
- Other administrative staff

6. Indicate the frequency of the district's monitoring process for students WHO HOLD CURRENT EL STATUS.

- During RTI/MTSS regular meetings
- Monthly
- Every two months
- Quarterly
- During grading periods
- Once a year
- Other

7. Indicate which data sources the district uses to monitor the progress of students with current English learner status.

- State English language arts assessments
- State math assessments
- State science assessments
- State English Language Proficiency Assessment (ELPA)
- Formative assessments
- Grades
- Teacher observations
- Other

8. Describe the routine employed to monitor students' progress towards demonstrating language proficiency and students' progress towards demonstrating proficiency of content standards. **(\*districts with fewer than 20 enrolled ELs may enter N/A)**

N/A (fewer than 20 enrolled ELs K-12)

### Resources for Assessment and Progress Monitoring

- [Test Administration Manual](#)
- [Oregon Accessibility Manual](#)
- [ELPA Screener Manual](#)

## SECTION 4. MONITORING EXITED STUDENTS

### Legal Requirements and Guidance for Progress Monitoring for Excited Students

- School districts must exit students who score proficient on the annual ELPA summative assessment. ([ESSA section 3113\(b\)\(2\)](#))
- School districts must monitor exited students for four years following their exit to determine that the student continues to be able to access academic content. The monitoring must be of sufficient frequency for the district to provide interventions if needed. ([ESSA section 3121\(a\)\(5\)](#)) ([Dear Colleague Letter, Section H](#))

- School districts must monitor EL students with parent/guardian waivers for participation in the EL instructional program. The monitoring must be of sufficient frequency for the district to provide interventions if needed. ([Dear Colleague Letter, Section G](#))
- Parents/guardians must approve a monitored EL returning to the EL instructional program. ([Dear Colleague Letter, Section H](#))
- Oregon’s [Honoring Student Proficiency on the High School \(HS\) ELPA Summative is a waiver from the U.S. Department of Education that allows the Oregon Department of Education \(ODE\) to capture all students' responses in ELPA language domains when the student has met proficiency in that domain. The student does not take the proficient domains in future ELPA administrations. ODE staff take the captured responses and recalculates the student’s domain results.](#)
- [Oregon’s Future K – ELPA screener](#) policy. Oregon has established different ELPA screener proficiency levels for students who are in kindergarten. The Future-K policy allows for domain scores of three (3) in each domain to be proficient from March – early January of any given school year.

## District Plan

1. Describe the district’s process for returning a monitored student to the EL instructional program.

Monitored students who are not demonstrating success in core instruction may be identified for review through the district’s monitoring process or referred at any time during the school year by general education teachers. Concerns may be communicated through completion of a language referral form, direct email communication, or a scheduled conference with the ELD teacher and/or ML/EL Coordinator.

Upon referral, the ELD teacher and/or ML/EL Coordinator documents the areas of concern identified by the general education teacher and collaborates with instructional staff to review student performance data and implement appropriate interventions to support the student. The team considers multiple data sources, including classroom performance, grades, state assessment results, and evidence of English language proficiency.

If the student’s lack of success is determined to be unrelated to English language proficiency—for example, when incomplete work or study habits are the primary concern and completed work demonstrates adequate English proficiency—appropriate general education interventions and supports are implemented while the student continues in monitored status.

If interventions are not sufficient, or if it remains unclear whether academic challenges are related to English language development, the student may be considered for re-entry into the EL program. Students who are not making adequate progress, as

measured by English language proficiency data, state assessment results, grades, and/or classroom performance, will be administered the ELPA21 Screener to reassess eligibility.

Following administration of the screener, a team meeting is convened that includes the ELD teacher, ML/EL Coordinator, general education teacher(s), special education teacher (if applicable), and the parent/guardian. The team reviews assessment results and relevant educational data to determine whether re-enrollment in the EL instructional program is appropriate.

Parent/guardian consent is required prior to re-enrollment in the EL program.

2. Describe the district's process for monitoring students who have scored proficient on ELPA for four years.

At the beginning of each school year, the district conducts district-wide and/or building-level meetings to review the English Learner (EL) program and provide updates regarding current and monitored EL students. During these meetings, the ML/EL Coordinator and/or ELD teacher shares information about students who have exited EL services and reviews each student's progress with instructional staff. Teachers are provided access to a district monitoring tool that includes ELPA21 Summative and/or Screener scores, monitoring status, and any applicable instructional adaptations or supports for EL and monitored students.

When a student exits the EL program, ELD teacher and/or ML/EL Coordinator places a copy of the ELPA21 Summative assessment results and all required exit documentation in the student's cumulative (CUM) file. If new monitored students enroll or monitoring status changes during the school year, staff members are notified promptly via email and/or during the next scheduled staff meeting.

Former EL students are monitored for four years following program exit. Monitoring is conducted by the ELD teacher and/or ML/EL Coordinator and includes, at minimum:

- Review of student grades each grading period,
- Ongoing communication with classroom teachers,
- Meetings or check-ins with students as appropriate, and
- Review of concerns shared by teachers, students, or families.

Teachers are encouraged to communicate concerns immediately to the ELD teacher and/or ML/EL Coordinator so that supports or interventions can be implemented in a timely manner if needed. ELD teacher and/or ML/EL Coordinator review student

progress through regular collaboration with staff during meetings or via email communication.

At least once each grading period, ELD teacher and/or ML/EL Coordinator documents the academic progress of monitored students using district monitoring forms. Documentation focuses on overall academic performance and any indicators that difficulties may be related to English language proficiency. Monitoring documentation is maintained in each student's EL file, which is securely stored within the student's cumulative record in the main office.

If a student in monitoring status has any low grades and/or any concerns have been brought up regarding their English language proficiency and/or success in the mainstream classroom, that student is monitored more frequently than once each grading period.

Documentation of the progress of monitored students is reviewed annually by the ELD teacher and/or ML/EL coordinator, especially if there are any concerns for a particular student.

Because of our low number of monitored students, this monitoring procedure is followed for students in all 4 years of monitoring status, as well as for current ELs.

3. Indicate the staff responsible for monitoring students who have scored proficient on ELPA.
  - EL Specialist
  - Content Teacher
  - Counselor
  - Educator/instructional assistant
  - Principal
  - Other classified staff
  - Other licensed staff
  - Other administrative staff
  
4. Indicate the frequency of the district's monitoring process.
  - During RTI/MTSS regular meetings
  - Monthly
  - Every two months
  - Quarterly
  - During grading periods
  - Once a year

Other

5. Indicate which data sources the district uses to monitor the progress of students formerly designated as English learners.

- State English language arts assessments
- State math assessments
- State science assessments
- Formative assessments
- Grades
- Teacher observations
- Other

6. Describe how the district provides instructional interventions for students after they have exited the ELD program when monitoring evidence indicates instructional interventions are needed.

If monitoring shows that a monitored student is struggling in a general education course due to a lack of language proficiency, the ELD teacher and/or ML/EL Coordinator and the general education teacher work together to provide interventions to best support that student. The process is adjusted and repeated as necessary until the student finds success.

If these additional supports and interventions are still not sufficient, these students will be considered for re-entrance into the EL program. If this occurs, the student will be administered the ELPA21 Screener. The team of ELD teacher, ML/EL coordinator, general education teachers, SPED teacher if applicable, and parents then meet to discuss the results and options and reach a decision regarding whether or not to return the EL student to the EL program. If parents decide not to return the student to the EL program, the ELD teacher and general education teacher(s) will continue the process of providing interventions and making adjustments, revisiting the re-entrance option with parents again at a later date if success is still not achieved.

### **Monitoring Students With EL Program Parent Waivers**

7. Describe the district's process for monitoring students with parent/guardian waivers for participation in the ELP program. Districts are required to monitor these students' progress learning English and accessing on grade level core content to provide instructional interventions if appropriate (add in check boxes from above for waiver monitoring).

For EL students who are on a waiver, monitoring occurs for these students like for our monitored students. The general education teachers are made aware that the student is eligible for EL services but is waiving services, and are in regular communication, both formal and informal, throughout the school year with the ELD teacher and/or ML/EL coordinator.

8. Describe the district's process for communicating the academic needs of waived EL students to parents/guardians.

Students whose parents/guardians have waived English Learner (EL) services continue to be monitored to ensure they are able to access and make progress in the general education curriculum. If monitoring indicates that a waived EL student is experiencing academic difficulty that may be related to limited English language proficiency, the ELD teacher and general education teacher collaborate to implement targeted classroom interventions and supports.

If these interventions are not sufficient to address the student's needs, the parent/guardian is contacted and a conference is scheduled involving the general education teacher and ELD teacher. During this meeting, staff review the student's academic performance, areas of concern, interventions attempted, and recommendations for additional support. The benefits and purpose of participation in the EL instructional program are explained to ensure the parent/guardian has clear information to make an informed decision regarding continuation or removal of the waiver of services. Parents/guardians retain the right to accept or continue to waive EL services, and this process may be repeated as needed if concerns persist.

Waived EL students participate annually in the ELPA21 assessment until they achieve a Proficient score and are formally exited from EL status. Each year, the district provides written notification to parents/guardians, in a language they can understand, informing them that their child remains eligible for EL services until proficiency is demonstrated on the ELPA21 assessment.

### **Resources for Progress Monitoring for Exited Students**

- See [ESSA section 3121](#)
- See OELA [EL Toolkit, Chapter 8](#)
- See ESSA [EL Toolkit, Chapter 7](#)
- MTSS4ELs [Meeting the Needs of English Learners Through a Multitiered Instructional Framework](#)

## SECTION 5. EQUITABLE PROGRAM ACCESS, POLICIES, AND PRACTICES

### Legal Requirements and Guidance for Equitable Program Access

- Districts must identify, locate, and evaluate English Learners with disabilities in a timely manner and intake [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015 [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015. Districts must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and evaluation materials.
- [Individuals with Disabilities Education Act \(IDEA\)](#) and [Section 504 of the Rehabilitation Act of 1973 \(Section 504\)](#)
- A student with an IEP or 504 may be exempt from up to three domains of the ELPA and this decision must be made by the student’s IEP or 504 team. The team must include staff that understand second language acquisition.
- [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015
- [English Language Proficiency Assessment Guidance](#) – this web page includes guidance for the ELPA summative and Alt ELPA assessment.
- Districts offer early college high school, or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
- [ESSA Title III \(SEC. 3115. \[20 U.S.C. 6825\]\)](#)
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. [Oregon Multilingual Learners Strategic Plan](#) - Priority 2, Goal 4
- Newcomers and students with limited or interrupted formal education are welcomed and integrated into Oregon schools and provided with the academic and social and emotional learning support they need to succeed. [Oregon Multilingual Learner Strategic Plan](#) - Priority 2, Goal 5.

### District Plan

1. Use the table below to identify the proportion of never, former, current, and monitored EL students engaging with key programs.

Student Group	Proportion of students in Special Education	Proportion of students in TAG
<i>Never EL students:</i>	17.1%	0.2%
<i>Former EL students:</i>	7.7%	0%
<i>Current EL students:</i>	11.8%	0%
<i>Monitored EL students:</i>	25%	0%

	Proportion of students enrolling in AP/IB courses.	Proportion of students enrolling in college credits.	Proportion of students earning a diploma.		Proportion of students enrolling in CTE courses
			Regular	Modified	
<i>Never EL students:</i>	0%	7%	78%	2%	95%
<i>Former EL students:</i>	0%	0%	0%	33.3%	30%
<i>Current EL students:</i>	33.3%	0%	0%	0%	100%
<i>Monitored EL students:</i>	0%	0%	0%	0%	0%

	Proportion of students completing AP/IB courses. (district to pull this data)	Proportion of students completing college credits. (district to pull this data)	Proportion of students earning a Seal of Biliteracy/Multiliteracy (provided in data packet)	Proportion of students completing CTE courses (district to pull this data)
<i>Never EL students:</i>	100%	100%	0%	100%
<i>Former EL students:</i>	0%	0%	0%	100%
<i>Current EL students:</i>	33.3%	0%	0%	100%

- Describe the district’s process for identifying and serving multilingual students who are talented and gifted.

Procedures used to qualify students for the Talented and Gifted program are universal for students of all populations. EL students are included in all assessments like other students, including those of the TAG program. Characteristics of TAG students (learning things more quickly than is typical for the age, demonstrating high levels of perception and comprehension and demonstrating unique ability to retain and process information) may be reasons for either the classroom teacher or ELD Coordinator to refer an EL student for consideration into the TAG program.

The district uses a variety of tests—STAR Testing and OSAS standardized tests and classroom work samples, to screen students for TAG qualification. This ensures that our culturally and linguistically diverse students can be accurately assessed and identified as TAG. Our district’s TAG Eligibility Team also includes the ELD Coordinator whenever an ML/EL student is involved. The ELD Coordinator has the ability to provide unique insight

into an ML/EL student's abilities that other teachers may not yet be able to see for ML/EL students in their first years of learning English.

The TAG Coordinator notifies classroom teachers of any students who qualify for TAG. Due to the small size of our school district, most TAG programs K-12 take place during regular classes. Students who qualify for and elect to receive TAG services are provided opportunities within their regular classes on a student-by-student basis.

Options available to these students are whole grade acceleration, independent learning plans, subject acceleration, and differentiated instruction. At the high school level, ML/EL TAG students, like all other students, have access to AP and dual-enrollment courses. Additional opportunities to take college courses are also available through local and online colleges. Students also National Honor Society available to participate in, along with numerous other clubs that provide a variety of leadership experiences. Numerous CTE courses are available, and numerous colleges, technical and trade programs, and businesses visit annually to introduce students to the wide variety of post-secondary options available to them.

Our full TAG District Plan can be found on our district website [here](#).

3. Describe the district's process for serving students who are dually identified as English learners and for special education.

Students who are dually identified as English learners and for special education receive the same services and supports that all students on an IEP receive. The ELD teacher and/or coordinator are involved in all annual IEP meetings and provides insight and support to make sure that all IEPs, goals, placements, accommodations, and modifications are appreciate and accessible to ML/EL students.

For an ML/EL student who is on an IEP, the ELD teacher and/or coordinator are required to give quarterly progress reports towards IEP goals to the SPED teacher and/or coordinator. The SPED teacher and/or coordinator then passes this information on to the student's parents in a language they can understand. The ELD teacher and/or coordinator are also present at the annual IEP meeting, which is conducted in a language that the parents can understand. The ELD teacher and the SPED teacher and/or coordinators are in regular communication about MLs/ELs with IEPs, especially when any concerns arise.

The EL Coordinator and/or ELD teachers work directly with the SPED teacher to determine which ELSWDs need accessibility supports on the ELPA21 and ELA, Math, and Science OSAS state assessments. The team, including the ELD teacher and/or

coordinator, discusses each of the accommodations on the services page and whether any need to be added or deleted. It is explained to parents that the accommodations/accessibility supports are used with the student throughout the year to familiarize the student with that process prior to statewide testing. Evidence of the decision process is the IEP and meeting notes. If an accessibility support is listed in the ELSWD's IEP, then the support is provided on those assessments. The SPED teacher meets with the District Test Coordinator each year prior to state testing to go over supports for each student, and those supports are updated in TIDE by the DTC prior to testing.

Any ELSWD who has an intellectual disability and/or otherwise qualifies for extended assessments will be considered as a possible candidate for the Alt ELPA. The SPED team (including the ELD teacher and/or coordinator) will discuss whether the Alt ELPA would be appropriate for the ELSWD. If the determination is that it would, the DTC will then enter that information into OSAS and ensure that the ELSWD is set up to take the Alt ELPA instead of the regular ELPA Summative with all appropriate supports and accommodations. Like with all assessment determinations, the decision to have the ELSWD take the Alt ELPA will be revisited each time the IEP is reviewed.

For ELSWD and/or other students in unique scenarios, such as Recent Arriver students, that may cause them to need more than one ELD class period and/or an LRC class period, schedules are designed on a case-by-case basis to ensure that they can still meaningfully participate in special programs. Past schedule modifications include, but are not limited to:

- SPED push-in or consultation model rather than pull-out LRC, which allows for access to an additional elective
- Alternating days between LRC and ELD, which allows for access to an additional elective

4. Describe the district’s pre-referral SPED process for EL students, including:
- Assessment considerations
  - Parent/guardian interviews
  - Student educational history
  - MTSS/RTI process
  - Etc...

The district follows certain steps to recommend and refer students to the SPED program:

What step is taken?	What assessments are used?	When is it completed?	Who is responsible?
<p>General education teacher approaches the SST Team representative with concerns about a student (i.e. academic, attendance, behavior etc). General Education teachers also reach out to parents about said concerns in a language they can understand. Parents may provide insight on resourceful tools to try or give an explanation as to why the child is having difficulty. After the general education teacher reaches out to parents and continues to find that the child is having a difficult time with academic or functional settings the child can be brought to the SST Team. If the student is an ML/EL, the ELD teacher is brought in to consult. Staff and SST rep meet to discuss concerns.</p>	<p>Anecdotal evidence from referring teachers, parents, student grades, district assessments student work samples</p>	<p>At any time when a student is referred to the SST Team</p>	<p>The referring teacher, ELD teacher, and SST Team rep</p>
<p>The teacher and SST rep conduct a student CUM file review. SST rep observes student in the classroom and provides feedback to the teacher. More discussion takes place between SST rep, teachers, and ELD teacher as necessary. Staff</p>	<p>Observation notes, intervention strategies available from the SST</p>	<p>After a student has been referred to the SST Team and the SST Team has</p>	<p>SST Team rep, classroom teachers, ELD teacher</p>

<p>and SST rep brainstorm intervention strategies and implement strategies. We conduct intervention strategies in the SST Team meeting and at the MTSS meetings. These interventions are conducted in both Tier 1 (general education classroom) and Tier 2 (additional support from the reading or math specialists). Interventions are 6-9 weeks of data collection and trial/error. Interventions are continuously ongoing. At the 6-8 week marker, the academic team will discuss findings and be given different interventions, as needed to support the child.</p>	<p>Team, CUM file review</p>	<p>met (usually monthly) and devised intervention strategies</p>	
<p>If the interventions are not successful by the end of the 9th week, the parent is notified in a language they can understand of the results of the file review, observations, and interventions, and a parent permission form for testing is sent in a language that the parents can understand. A pre-referral meeting is scheduled with the academic team and parents to determine if the child has a suspected disability. In said meeting, the team (general education teacher, specialist(s), parents, direct representative, ELD teacher) will discuss strengths and concerns related to reading, writing, math, communication, behavior, and others. Parent permission for consent for testing will occur at or after the pre-referral meeting</p>	<p>Letter to parents in a language they can understand</p>	<p>After at least three weeks of interventions have been implemented and it is determined that further testing is necessary</p>	<p>SST Team rep, SPED teacher/coordinator, translator and interpreter if necessary</p>

<p>Once this permission form is signed and returned, testing can be performed. Whenever possible, qualified staff members and/or purchased services through Willamette Educational Service District (WESD) use tests and assessment materials that take into account ML/EL students' linguistic and academic needs when determining eligibility for special programs. Spanish assessments are also used when necessary and available. The psychologist has up to 45 days to test and submit the report to the special education teacher/case manager. The team must meet within 60 days of the day the consent for testing was signed to determine eligibility.</p>	<p>A variety of assessments are available from the SPED coordinator and other specialists, including the BASC in English and Spanish</p>	<p>After parent permission has been received</p>	<p>Willamette Educational Service District (WESD) counselors or other persons licensed to administer these assessments</p>
<p>After testing, if a student is found eligible for special programs, a team meeting is held with the SPED teacher/coordinator, the ELD teacher and/or coordinator, an interpreter if needed, the parents, the student (when appropriate), general education teacher(s), and district representative (principal). Other persons are invited to participate depending on the needs of the student or parental invitations or parental advocates. The student's IEP is reviewed with the parents and the program is described. After receiving the information, parents are able to make an informed decision regarding their child's education.</p>	<p>IEP and any other supporting documents deemed necessary by the SPED teacher/coordinator and/or team</p>	<p>After testing is completed and the SPED teacher/coordinator has written an IEP</p>	<p>SPED teacher/coordinator ELD teacher and/or coordinator, interpreter if needed, parents, student (when appropriate), and any other persons that may be required to attend, such as general education teachers or administrators</p>

If a student is identified for pre-referral or any other step of the IEP process and that student is an ML/EL student, the ELD teacher and/or coordinator is invited to meet with

the referring teachers to discuss the student, including at SST Team meetings. The ELD teacher/coordinator shares EL data with the other teachers and discusses the student's language proficiency and any other difficulties the student is showing. The ELD teacher/coordinator is also involved in helping to design interventions to be tried by the general education teachers. If the identification process goes beyond the SST Team, the ELD teacher/coordinator continues to give input in team meetings and is a part of the team making the final decision regarding creating an IEP for the student.

5. Describe the district's process for access to IB/AP/dual enrollment courses as related to EL students.

ELL students have the same access to advanced high school courses as their peers. To promote these opportunities, counselors and teachers actively inform ELLs in grades 9–12 about the benefits of taking advanced placement classes, available supports, and enrollment options based on student interest.

6. Describe the district's process for access to CTE courses as related to EL students.

ELL students have the same access to CTE programs as their peers. To promote these opportunities, counselors and teachers actively inform ELLs in grades 7–12 about the benefits of CTE, available supports, and enrollment options based on student interest.

7. Describe the district's process for ensuring that middle and high school EL students receive meaningful access to courses needed to graduate on time. Include the practices specific to ensuring that recently arrived students receive course credit for prior educational experiences along with the district's implementation of Access to Linguistic Inclusion, HB2056.

The district supports ELL student progress toward graduation in several ways. Beginning in 7th grade and continuing through their high school journey, staff collaborate with EL students and their parents/guardians to explain course offerings, pathways, and together they create a 4-year graduation plan.

ELL students are given one class period of ELL in their schedule in middle and high school. This allows them to get the language support needed as well as another set of eyes on their courses, grades, and academic success. The district ELL teacher pulls grades on a regular basis to help students stay on track and offers time in class for students to do make-up work when needed.

When new students enroll, counselors review all new student transcripts, including those from out of the country, to grant credit for past coursework.

8. Describe the process employed to analyze scheduling decisions to ensure that students who are engaged with EL programming have equitable access to extracurricular and enrichment opportunities. (**\*districts with fewer than 20 enrolled ELs may enter N/A**)

N/A

9. Describe the support provided to newcomers and students with limited or interrupted formal education. What is the district's process for evaluating the prior schooling experiences of students with non-U.S. schooling experiences?

When a newcomer starts at Sheridan, we want to give them a soft landing. We place them in our ELL program right away, where they they work in a sheltered setting, often one on one or in a very small group of two or three. This gives them a chance to catch their breath and learn foundational English without the pressure of being in a full classroom all day. It also helps them build a strong relationship with a designated staff member, so they have a person they feel comfortable going to for support or to ask questions they might be nervous or unsure of how to ask other teachers.

To figure out where a student is at, we look at more than just transcripts. We talk with the families to learn about their history and any gaps in their education. We try to get a clear picture of their literacy in their home language and their math skills so we aren't just guessing their level based on their age. This helps us place them where they can actually succeed.

Beyond that, we are working hard on in house support for the rest of their day. We are training our teachers on how to use visuals and hands on tools so newcomers can participate in subjects like science or math while they are still learning the language. Most importantly, we focus on belonging. We want them to feel like their culture and identity are valued and that they are a welcome part of our community from day one.

10. Describe the district's process for engaging EL students in earning the Oregon State Seal of Biliteracy/Multiliteracy. Of the district's EL student population, what percentage rate of graduating seniors earn the Seal of Biliteracy/Multiliteracy?

Zero percentage rate of graduating seniors earn their Seal of Biliteracy/Multiliteracy. We are reviewing plans to implement this program.

11. Identify potential barriers that EL students may experience to language development, content learning, and/or socio-emotional development because of the policies and practices in place. (**\*districts with fewer than 20 enrolled ELs may enter N/A**)

N/A

12. Identify policies and practices that can dismantle oppression, marginalization, and harm that currently exists. (**\*districts with fewer than 20 enrolled ELs may enter N/A**)

N/A

13. What obstacles have you encountered that have prevented the implementation of successful policies and practices? What resources are needed to overcome these barriers? Are these resources available to you? (**\*districts with fewer than 20 enrolled ELs may enter N/A**)

N/A

### Resources for Equitable Program Access

- See [OELA EL Toolkit, Chapter 6](#)
- IES (Institute of Education Sciences) Regional Education Labs, [Identifying and Supporting English Learner Students with Learning Disabilities: Key Issues in the Literature and State Practice](#)
- [MTSS \(Multi-Tiered Systems of Support\) for English Learners](#)
- [English Learners With Significant Learning Difficulties or Disabilities: Recommendations for Practice](#)
- MTSS4ELs [Core and Supplemental English as a Second Language Literacy Instruction for English Learners](#)
- [MTSS4ELs Professional Development to Support a Multitiered Instructional Framework](#)

## SECTION 6. FAMILY ENGAGEMENT AND COMMUNICATION

### Legal Requirements and Guidance for Family Engagement and Communication

- Districts are required to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners ([ESSA Sec. 3113\(b\)\(2\)](#))

- Parents/guardians must be notified within 30 calendar days of their student being identified as EL by communication in a language parents/guardians can understand ([ESSA Title I, Section 1112\(e\)\(3\)\(A\)](#))
- Parents/guardians must be informed annually of their child’s progress ([ESEA/ESSA Title I, Section 1112\(e\)\(2\)\(A\)](#), [DCL Fact Sheet](#))
- Multilingual learners are authentic partners in state and local decision-making that directly impacts them and their communities. [Oregon Multilingual Learner Strategic Plan](#) - Priority 1, Goal 1
- Families, caregivers, and communities are engaged as authentic partners in informed decision-making and advocacy to ensure the success of multilingual learners. [Oregon Multilingual Learner Strategic Plan](#) - Priority 1, Goal 2

### **District Plan for Family Engagement and Communication**

1. Provide a brief narrative description of district strategies and opportunities for engaging ML/EL families and communities as authentic partners.

All parent communications are provided in both English and Spanish (the only two languages currently spoken by families in our district), whether via mail, email, telephone, our website, or in person. For parents without internet access, mailings and in-person meetings are offered to provide information. Both buildings have staff qualified to provide on-site translation of documents related to school communication.

Additionally, the district has an interpreter to contact every Spanish-speaking parent to schedule parent-teacher conferences. The district carefully schedules and provides interpreters at conferences and other meetings for all parents who need them.

2. Describe what engagement opportunities the district provides for EL students to inform program decisions, curriculum adoptions or funding decisions. (**\*districts with fewer than 20 enrolled ELs may enter N/A**)

N/A

3. Describe how the district provides parents/guardians with access to their student’s academic progress and educational information in their home language. What training does the district provide to students’ parents/guardians school to family communication platforms such as ParentVUE, Parent Square, Remind, Canvas?

Information is provided annually through the daily announcements at the beginning of the school year on how to access student grades 24/7 through ParentPortal on PowerSchool. Information is also provided in the same way regarding accessing our district apps. The district also sends home state testing reports after all state tests in a

language that parents can understand. Additionally, information about these tests and reports is shared at parent meetings, where parents have a forum to ask questions. Opportunities are provided during conferences, where each family has a one-on-one interpreter provided, in the lobbies and/or offices of each building, allowing parents to learn how to access these resources as well.

4. Describe how the district provides translation and interpretation services. Include details on services provided in-house and outsourced. List languages among district staff members who provide interpretation and translation services.

The district has approximately two bilingual staff members in any given year. Several of these staff members are bilingual instructional assistants, where part of their daily work is translation and/or interpreting. Services such as IEP meeting interpretation, written translation of newsletters and announcements, and parent/guardian phone calls are handled by our in-house staff. For presentations on post-high school and other outside opportunities, such as FAFSA nights and college visitations, if a bilingual presenter from those organizations is available, we bring them in; if not, we use in-house interpreters. Sheridan School District has three languages currently spoken by our district families all of our interpreters and translators, both in-house and outsourced, are bilingual. If we were to get a family that speaks another language, we would bring in outside translators and interpreters as needed in order to serve that family.

5. Describe how the district informs parents/guardians about the availability of free language assistance services, including qualified interpreters and translators. (**\*districts with fewer than 20 enrolled ELs may enter N/A**)

N/A

6. Describe the district's procedures that ensure that interpreters and translators have knowledge of all specialized educational terms and concepts.

Our interpreters and translators are provided with the opportunity to attend interpreter training, certification courses, and conferences. They are also provided with documents for meetings, such as IEPs, prior to the meetings, so that they can look up or confirm with the experts any specialized terms or concepts that may be new to them. If a specialized educational term or concept arises during a meeting, the experts in the room are asked to clarify or define those terms so that the interpreters can ensure they are translating them accurately. They may look up the new word or term in their bilingual

dictionaries in order to confirm accuracy before providing the translation. The new terms and concepts are then added to their personal dictionaries for future reference.

7. Describe the district's process to report this plan, information about programs, services, and activities available to everyone, and student progress to the community meaningfully and transparently.

The district reports plans, programs information, and services annually. Information occurs in August and September, at the start of each school year. In addition the EL Legislative Report is shared along side this information each year. Updates are sent out once a trimester. Activity information occurs regularly and frequently as activities occur. Outreach in a family's native language is prioritized in all communication.

8. Describe how the district differentiates community engagement support and strategies for various EL communities served. (**\*districts with fewer than 20 enrolled ELs may enter N/A**)

N/A

## Resources for Family Engagement and Communication

- [ODE Community Engagement Toolkit](#)
- [OELA \(Office of English Language Acquisition\) Family Toolkit](#)
- Regional Education Laboratory [Toolkit of Resources for Engaging Families and the Community as Partners in Education. Part 1: Building an Understanding of Family and Community Engagement](#)
- MTSS4ELS Fostering [Collaborative Partnerships With Families of English Learners Within a Multitiered System of Supports](#)

## SECTION 7. PROGRAM EVALUATION

### Legal Requirements and Guidance for Program Evaluation

- Districts must engage in a self-evaluation every two years and provide that evaluation to the state. [Castañeda, 648 F.2d at 1014-15; 1991 OCR Guidance; 20 U.S.C. § 6841\(b\)\(2\)](#)
- Districts must engage in an ongoing evaluation in accordance with [OAR \(Oregon Administrative Rules\) 581-023-0100 \(4\)\(f\)](#) Evaluation of program effectiveness in preparing EL students for academic success in the mainstream curriculum.
- Title III requires LEAs (Local Education Agencies) to provide SEAs (State Education Agencies) with an evaluation including, among other things, the number and percentage of children in programs and activities attaining English proficiency at the end of each school year; and SEAs to use. 20 U.S.C. § 6841

- School districts are required to evaluate their LIEPs for effectiveness and modify programs that prove to be unsuccessful as outlined in the [OCR Memorandum: Developing Programs for English Learners](#).

## District Plan

1. Describe the district's process for evaluating the effectiveness of the district's services to Multilingual English learners. What methods and/or tools do you use to evaluate ELD programming?

The district uses multiple data sources and ongoing monitoring to evaluate the effectiveness of services for Multilingual English Learners (ELs) and the district's English Language Development (ELD) program.

The primary measures used to evaluate program effectiveness include On-Track to English Proficiency (OTEP) data, ELPA21 growth and exit rates, and the academic progress of current, monitored, and former English learners through graduation. These indicators allow the district to monitor both English language development and long-term academic success.

As part of the district's annual observation and evaluation cycle, the Title III Coordinator meets with staff to review EL data, discuss trends, and identify areas for improvement or additional supports. These conversations ensure that instructional practices, program structures, and supports are continually aligned to student needs.

The district also evaluates effectiveness through graduation and long-term success data for Ever-EL students. Because of the district's small size, staff are able to identify concerns early and respond quickly. At the elementary level, for example, 100% and 20% meetings include "Students of Concern" as a standing agenda item. Any Ever-EL student showing academic, attendance, or behavioral concerns is reviewed by administrators, counselors, teachers, and office staff. Immediate supports are put in place and progress is monitored regularly until the student is back on track.

By combining language-proficiency data, classroom performance, long-term academic outcomes, and structured team review processes, the district ensures that ELD services are continuously evaluated and improved to support multilingual learners' success.

2. Describe who participates in evaluation of services for multilingual learners, including engagement of multilingual students and families in data collection, analysis, and interpretation.

The district's ML/EL Coordinator leads the evaluation of services for multilingual learners, with support from district and building administrators. Administrators ensure alignment with district goals, provide oversight, and communicate outcomes to the school board, families, and the community.

Multiple sources of data are used to evaluate program effectiveness, including ELPA21 results, classroom performance data, and teacher input. ELPA21 results are reviewed annually once scores are released in the spring and again during fall conferences.

Families are actively engaged in the evaluation process through regular communication and data sharing. Parents of multilingual learners receive their child's ELPA21 results in the spring and again during November conferences, which have nearly 100% participation. These meetings provide opportunities for families to review progress, ask questions, and give input regarding the effectiveness of EL services. Multilingual learners are also directly involved in evaluating services. At the middle and high school levels, students review their ELPA21 data alongside classroom work samples each fall and participate in goal-setting meetings. Students identify priority language domains and learning needs, which informs instructional planning and service delivery.

When new ELPA21 results are released in the spring, staff and students analyze growth, celebrate proficiency gains, and identify areas requiring additional support. This cycle of data review, student input, and instructional adjustment ensures continuous program improvement.

3. Briefly summarize any areas of concern or priority that have emerged because of program evaluation and share how they are being addressed.

The program evaluation identified communication and coordination between the elementary and middle/high school ELD programs as an area for improvement. This change occurred because our ELD teacher retired, so we went to sheltered instruction.

While districtwide EL data continue to show positive trends in On-Track to English Proficiency and exit rates, the ML/EL Coordinator recognized that some elementary-level program details were not being communicated. This highlighted a need for stronger systems to ensure alignment and shared understanding across schools.

To address this, the ML/EL Coordinator will implement more regular and structured communication with elementary staff and administrators, including scheduled check-ins

and shared updates on program changes, instructional practices, and student progress. This will ensure that any changes at the elementary level are well understood, fully supported, and aligned with districtwide EL goals, allowing the district to continue building on its positive student outcomes.

### Resources for Program Evaluation

- [Oregon Accelerated Learning Dashboard](#)
- [Education Northwest District EL Program Rubric](#)
- See OELA [EL Toolkit, Chapter 9](#) for guidance on evaluating the effectiveness of a district's EL program
- [Regional Educational Laboratory \(REL\) Program Evaluation Toolkit](#)
- IES (Institute of Education Sciences) What Works, "[Using Student Achievement Data to Support Instructional Decision Making](#)"
- [Office for Civil Rights Program Evaluation](#)

## RESOURCES/REFERENCES

### Guidance for all sections

- [Dear Colleague Letter – January 2015](#) – this document includes several chapters addressing requirements for supporting English Learners.
- Title III – Non-Regulatory Guidance ([2016](#) & [2019](#)) – these documents address the federal requirements under ESSA. This guidance is separated by topic.
- [ESSA Title I and Title III](#) – this is the link to the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA)
- [OELA \(Office of English Language Acquisition\) Toolkit](#). This toolkit provides support for each chapter included in the Dear Colleague Letter.
- [Office for Civil Rights – Parent Language Rights](#) This document provides information on the documents a parent has the right to receive in languages they can understand. This document aligns with the Dear Colleague Letter.
- [Oregon Multilingual Learner Strategic Plan](#) .