



# ML/EL DISTRICT PLAN

## CRESWELL SCHOOL DISTRICT



# PREPARING STUDENTS FOR SUCCESS

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## 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.	Yes	
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.	Yes	
Parent Notification letters are provided to students’ families within 30 calendar days of enrollment.	Yes	
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> )	Yes	

**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 service</u> model.	Yes	
The language proficiency of each student is considered when determining which language service model the <u>district will</u> provide the student.	Yes	
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).	Yes	

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.	Yes	
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.	Yes	

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

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

#### 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.	Yes	
Students that score proficient on ELPA (English Language Proficiency Assessment) summative are exited from the EL instructional program.	Yes	
District staff monitor the implementation of the district monitoring processes (exited and waiver students) to ensure that student progress is routinely reviewed.	Yes	
District provides instructional interventions for monitored ELs and ELs with parent/guardian waivers if needed	Yes	

#### 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.	Yes	
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.	Yes	
The evaluation uses appropriate methods to measure the student's abilities and not the student's English language proficiency.	Yes	
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.	Yes	
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	Yes	

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.	Yes	
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.	Yes	
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.	Yes	
There is a formal plan to monitor the progress of ELs with disabilities regarding language and disability-based goals.	Yes	
The student’s general education teachers and related service providers have been made aware of the IEP or Section 504 services for the EL.	Yes	
All students with EL status have equitable access to CTE (Career and Technical Education)/ advanced coursework (including but not limited to IB/AP).	Yes	
All students with EL status have equitable access to TAG/ Title I-A/Magnet schools/bilingual programs as available in district schools.	Yes	

**SECTION 6. FAMILY ENGAGEMENT AND COMMUNICATION**

<b>District Assurances required, check all that apply</b>	<b>Yes</b>	<b>ODE Support Requested</b>
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.	<b>Yes</b>	
The district has a process for determining, (1) if parents and guardians need language assistance and (2) the primary language of parents/guardians.	<b>Yes</b>	

The district provides language assistance to parents/guardians with appropriate, competent staff or appropriate and competent outside resources.	Yes	
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>	Yes	
The district provides the <a href="#">Oregon Language Use</a> survey in languages parents/guardians can understand.	Yes	

**SECTION 7. PROGRAM EVALUATION**

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

<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>	YES	
<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>	Yes	
<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>	YES- working on addressing needs	
<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>	Yes	
<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>	Yes	

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.	Yes	
The district annually reviews the outcome data (OTELP) of ELs progress in learning English.	Yes	
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.	Yes	
The district annually compares attendance rates for ELs and compares these rates to Never ELs.	Yes	
The district annually compares discipline data for ELs and Never ELs.	Yes	
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.	Yes	

# 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.

[District Response- Families who use the online enrollment system through the Creswell School District website are prompted with a language preference. Through the online registration process they respond to the Oregon Language Use Survey questions, whether their student has been enrolled in a language development program and their use of any other language at home. If families enroll in person, the Oregon Language Use Survey is included in the enrollment documents. Families who indicate another language in the home or a prior enrollment in a language development program will be forwarded to the ML/EL Coordinator for follow up. The EL Coordinator, along with interpreters, or ELD Teachers, will either ask the family to fill out the Oregon Language Use Survey paper form, or assist the family with the enrollment process and help fill it out, or the questions will be done in a short interview/phone call format. The EL Coordinator will then use the rubric to determine whether to administer the ELPA Screener.]

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.

[District Response- The Language Use Survey is reviewed by the EL Coordinator within 5 days of a parent/guardian returning it. The LUS is reviewed using the rubric to

determine whether further questions need to be investigated, or whether a Screener will then be administered. The screener is administered by the EL/ML Coordinator within 2 weeks of enrollment in order to create an appropriate schedule for the student.]

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

[District Response-The EL Coordinator will administer the ELPA21 Screener to all students in the District who need screening for EL services. Once the results become available, the Score Report, along with the proper notification letter are created, copied and sent home to the parent/guardians. These are provided in English and the home language, if available. The District will also use interpreters, when necessary, to explain the PNL and what services, if any, the student qualifies for. The copies are placed in the ELD CUM. Student information systems will reflect the coding for a student entering the ELD program, Continuing in the ELD program, or Testing and did not qualify. This data is also kept on a separate spreadsheet by the EL Coordinator in order to perform the required data collections annually. ]

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]

[District Response-The EL Coordinator provides an explanation to the Administrative Team about the purpose of the LUS and ELPA21 Screener. The EL Coordinator provides examples the paper forms and an explanation of the purpose of the LUS, as well as training front office staff at each school site on procedures necessary to forward any language use information provided in student records, or during enrollment to the ELD teacher at each school site for follow up. ]

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.

[District Response-No]

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)

[District Response- A Potential EL is a student who upon enrollment has:  
o A disability or suspected disability, and

- o A Language Use Survey that would lead the district to administer the ELPA screener; but
- o The ELPA screener is not accessible to the student with any of the accessibility supports or domain exemptions,
- o The IEP team determines the student is a Potential EL,
- o Potential EL is noted on the IEP.
- The accessibility of the ELPA screener is reviewed regularly to determine if the assessment is accessible to the student, if so the student is administered the ELPA screener.

The LUS would indicate that the student should be administered the ELPA Screener. If the perceived or actual disability prevents participation on the Screener without available accessibility supports or domain exemptions, the student will enter the program as a 2-J Potential EL and start receiving services. Once the IEP/504 or CUM records arrive and a CUM review is complete, or an IEP or 504 is established and accessibility supports and/or domain exemptions and accommodations are added, they will be added to the IEP. It will be noted that the student is a Potential EL on the IEP. The ELPA Screener accessibility will be reviewed often, and the Screener will be administered once it is accessible to the student with necessary and documented supports or domain exemptions. The results of the ELPA screener will determine whether the student remains a 1-A, 1-B and continues services, or is determined not eligible to receive services.]

### **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).

**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.)
Current: 44.4% Goal: By June 2028 48 % of Multilingual students are On Track to ELP.	80% of Multilingual students are at or above the 30th Percentile on iReady Benchmark.

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

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
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Current: 28.6% Goal: By June 2028 32% of Multilingual students are On Track to ELP.	80% of Multilingual students are at or above the 30th Percentile on iReady Benchmark.
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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
Current: 28.6% Goal: By June 2028 32% of Multilingual students are On Track to ELP.	80% of Multilingual students will score above a 2 on SBAC or an equivalent measure for graduation requirements.	Maintain our 100% graduation rate

Newcomer 6-8 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
Current: N/A Goal: N/A	Current: N/A Goal: N/A

Newcomer 9-12 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
Current: N/A Goal: N/A	Current: N/A Goal: N/A	100%

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

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
<p>22.5% of EL students are on an IEP, compared to 17.7% of the Never EL population.</p> <p>Current: 25% OTELP Goal: By June 2028 27% of Multilingual students with an IEP are On Track to ELP.</p>	<p>Current: Goal:</p>	<p>Current: 100% Goal: Maintain 100%</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.

*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
<p>Some Progress</p> <p>On Track to ELP-44.4 % Regular Attender-53.6% Exclusionary Discipline-&gt;95% ELA Achievement-% Math Achievement-%</p>	<p>Limited Progress</p> <p>On Track to ELP-28.6% Regular Attender-71% Exclusionary Discipline-&gt;84.8% ELA Achievement-% too small Math Achievement-% too small 9th Grade On Track- too small 5-Year Graduation Rate-100% Post Secondary-too small</p>

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>	<p>(Identify the partner language)</p> <p>No</p>
<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>	<p>No</p>
<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>Yes-Core instruction is presented using SIOP strategies.</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>No-Newcomers are provided individual plans based on need.</p> <p>Options: Rosetta Stone, 1:1 tutoring for a semester to work on survival language, or educational assistant support during core content classes for interpreting and class support.</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 (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>	Designated ELD Pull Out-In the ELD classroom during a daily 40 minute grade level WIN (What I Need) on M, T, TH, F, and 30 minutes on Weds-a time when all students are re-grouping at the grade level, differentiation is classroom based through the use of scaffolding, strategies and groupings within each grade level, and/or the use of an educational assistant.	Designated ELD Pull Out-In the ELD classroom during a daily 40 minute grade level WIN (What I Need) on M, T, TH, F, and 30 minutes on Weds-a time when all students are re-grouping at the grade level, differentiation is classroom based through the use of scaffolding, strategies and groupings within each grade level, and/or the use of an educational assistant.	Designated ELD Pull Out-In the ELD classroom during a daily 40 minute grade level WIN (What I Need) on M, T, TH, F, and 30 minutes on Weds-a time when all students are re-grouping at the grade level, differentiation is classroom based through the use of scaffolding, strategies and groupings within each grade level, and/or the use of an educational assistant.
<b>Core ELD Instructional Materials</b>	Reach For The Stars, Reach Higher	Reach Higher	Reach Higher

<b>Supplemental ELD Instructional Materials</b>	Moby Max, Flashlight 360	Moby Max, Flashlight 360	Moby Max, Flashlight 360
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**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>Designated ELD Class Period-ELD class period takes place daily during the school day in the ELD teacher’s classroom. All grade levels attend the same class period, with further differentiation based on utilization of an educational assistant, and scaffolding strategies. *Newcomer students are also provided a tutorial class period, based on need and proficiency, and Rosetta Stone English, and other</p>	<p>Designated ELD Class Period-ELD class period takes place daily during the school day in the ELD teacher’s classroom. All grade levels attend the same class period, with further differentiation based on utilization of an educational assistant, and scaffolding strategies. *</p>	<p>Designated ELD Class Period-ELD class period takes place daily during the school day in the ELD teacher’s classroom. All grade levels attend the same class period, with further differentiation based on utilization of an educational assistant, and scaffolding strategies. *(All ELD Students still have access to one elective and all core coursework, as well as potential interventions.)</p>

	needs based tutoring under the direction of the ELD teacher.		
<b>Core ELD Instructional Materials</b>	English 3D	English 3D	English 3D
<b>Supplemental ELD Instructional Materials</b>	Rosetta Stone	Rosetta Stone	Rosetta Stone

## 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>	Designated ELD Class Period- ELD class period takes place daily during the school wide WIN Time (What I Need) in the ELD teacher’s classroom (30 minutes-3X per week with the option for all 5 days). All grade levels attend the same class period, with further differentiation based on utilization of an educational assistant, and scaffolding strategies.* Newcomer students	Designated ELD Class Period- ELD class period takes place daily during the school wide WIN Time (What I Need) in the ELD teacher’s classroom (30 minutes-3X per week with the option for all 5 days). All grade levels attend the same class period, with further differentiation based on utilization of an educational assistant, and scaffolding strategies.*	Designated ELD Class Period- ELD class period takes place daily during the school wide WIN Time (What I Need) in the ELD teacher’s classroom (30 minutes-3X per week with the option for all 5 days). All grade levels attend the same class period, with further differentiation based on utilization of an educational assistant, and scaffolding strategies. *(All ELD Students still have

	are also provided a tutorial class period, based on need and proficiency, and Rosetta Stone English, and other needs based tutoring under the direction of the ELD teacher.	and scaffolding strategies.*	access to core coursework, including electives.)
<b>Core ELD Instructional Materials</b>	English 3D	English 3D	English 3D
<b>Supplemental ELD Instructional Materials</b>	Rosetta Stone	Rosetta Stone	Rosetta Stone

- 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.)

[Creswell School District does not have any charter schools. Greenways Academy Virtual Online provides alternative education options for Creswell students that are virtual. Students choosing virtual can still receive any specialized educational services in person by attending classes on campus. This includes ELD, Special Education services, and Speech/Language services. A planning meeting to go over student services/needs takes place for every family that chooses Greenways Academy. Each student’s plan would determine the level of virtual/in person coursework, as well as interventions, supports, electives and extra-curricular activities they would participate in. If students and their families elect not to attend ELD services during the designated ELD Class period, they would then sign the waiver of ELD services form. ]

- 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.

[Creswell SD utilizes English 3D and Cengage Reach Higher/Reach for The Stars, which are all racially, ethnically and culturally affirming in their reading selections, as well as in

the photographs and illustrations. Teachers utilize the adopted curriculum as well as other materials and/or methods to enhance the lessons in order to affirm student identity. One example would be utilizing cognates from students' native languages in language lessons to show the correlation between languages, or language structures. Another example would be to encourage students to share and participate in culturally relevant traditions, and share them with their school community and/or classmates whenever possible. Students are encouraged to use their native language in order to clarify meaning/concepts, or ask questions.]

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

[Creswell School District has embraced The Science of Reading in all grades for reading instruction and integration of reading into all core subjects. Teachers are continually trained and updated through Title 1 Plan. Creswell School District is participating in the OR RTI project and has sent many teachers/staff to training. Our District Implementation Leadership Team is in the process of writing our RTI Handbook. Students are monitored for academic progress in math and reading for K-8th graders 3 times per year using iReady Diagnostic. Grades 9-12 are monitored using SBAC, or a variety of formative measures in math and language arts. K-5 students who are struggling in academic progress are placed in WIN groups and provided interventions, which are progress monitored every 3 weeks. 6-8th grade students are placed in WIN groups and provided intervention. 9-12 grade students are also placed in WIN groups as an intervention.]

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)
Elementary School(s)	1-ESOL Certified, Bilingual Spanish Literate	1-Bilingual Spanish literate	1 Bilingual Spanish Educational Assistant, 20 Certified Teachers, at least 1 at each grade level who have ELD students in their class are ESOL Certified, or equivalent
Middle School(s)	1-Language Arts/ELD Certified Teacher (ESOL coursework)	1-Bilingual Spanish speaking	Certified Teachers are trained in SIOP strategies, utilize SIOP in content
High School(s)	1-ESOL Certified Bilingual Spanish Literate	1-Bilingual Spanish speaking	Certified Teachers are trained in SIOP strategies, utilize SIOP in content
Charter School(s)	N/A	N/A	N/A
Alternate Program/ School(s)	Online/Virtual-Greenway Academy 0-ESOL Certified	2-Spanish Bilingual, 2-French Bilingual	1-Certified Spanish, 2-Certified French

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?

[Ethnicities of Staff/Student population:

School Name	Ethnicity	Staff	Student
Creslane Elementary School	American Indian/Alaska Native	0	2
Creslane Elementary School	Asian	0	1
Creslane Elementary School	Black/African American	0	0

Creslane Elementary School	Hispanic/Latino	6	18
Creslane Elementary School	Multi-Racial	3	6
Creslane Elementary School	Native Hawaiian/Pacific Islander	0	<1%
Creslane Elementary School	White	91	74

School Name	Ethnicity	Staff	Student
Creswell Middle School	American Indian/Alaska Native	0	1
Creswell Middle School	Asian	0	1
Creswell Middle School	Black/African American	0	2
Creswell Middle School	Hispanic/Latino	0	18
Creswell Middle School	Multi-Racial	5	8
Creswell Middle School	Native Hawaiian/Pacific Islander	0	<1%
Creswell Middle School	White	95	70

School Name	Ethnicity	Staff	Student
Creswell High School	American Indian/Alaska Native	0	3
Creswell High School	Asian	0	1
Creswell High School	Black/African American	0	1
Creswell High School	Hispanic/Latino	0	14
Creswell High School	Multi-Racial	0	6
Creswell High School	Native Hawaiian/Pacific Islander	0	<1%
Creswell High School	White	100	74

Systems of Support for bilingual staff: Bilingual staff are provided ongoing training in working with diverse populations of students and families. Educational assistants are provided various types of training in order to provide instructional support from the Title 3 Coordinator, Title 1 Coordinator as well as Special Education Teachers. Interpreters are also offered opportunities to attend workshops to enhance their professional skills in interpreting, as well as in utilizing various programs with the district (such as Google for Translation request tickets, and Tienet for IEP's.) Some interpreters have also been trained through our Title 3 Consortium and Migrant Education Program for providing special services to families, such as courses to advance salary, courses to become a Notary Public, and how to access local resources and make referrals to outside agencies.]

- 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>
<i>PLC time 3X monthly on Early Release Day, SST, content team meetings, IEP/504 meetings, consultation as needed or requested.</i>	<i>PLC Time on Early Release Day, SST, content team meetings, IEP/504 meetings, consultation as needed or requested.</i>

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.

[District Response-ML/EL Coordinator has provided PD for staff about the following topics:

ELPA21 Testing-Examples of questions from the practice items for each domain and grade band, with scoring rubric-What does a score of 1, 2, 3, 4, 5 mean at each grade band within a domain?

SIOP Strategies-overview of several strategies throughout the year demonstrated and practiced with all staff, ELD teacher and team that attended SIOP at Lane ESD presented several strategies-multiple training opportunities.

High quality vocabulary development strategies for core instruction-presented with Title 1 coordinator to certified staff-From Teacher Leadership for School-Wide English Learning (PLARGS-Page 104-105, Building Language Objectives-Page 101, Content Area Language Challenge-Vitamin D passage and Vocabulary instruction Page 74-75)

Presented in 3 parts during the school year to each building.

What it's like to be a language learner-presented to all staff and volunteers-From Teacher Leadership for School-Wide English Learning (Communication simulation, Page 63).

Teaching ECRI/phonics-Includes special notes for ML students-emphasis on cognates and pronunciation using mouth motions, etc

SPED/IEP process checklist training for Tienet and IEP/504 procedures-specifically for Case Managers and CM Assistants, to review student enrollment, procedures for requesting translation services, and reviewing our checklist for dually identified students-this is reviewed twice per year at the start of the school year, and then again in Spring.]

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> ELP Progress monitoring/Data analysis	ML/EL Coord.	High	Certified
2 <sup>nd</sup> Culturally and linguistically Responsiveness	ELD Teachers	High	All Staff
3 <sup>rd</sup> Language acquisition strategies	ELD Teachers/Content teachers	High	Certified
4 <sup>th</sup> ML Family Engagement/Communication	Lane ESD/Consortium/ML Coordinator team	High	Admin/Certified

ELD Professional Development Priorities:

1: ELP Progress Monitoring/Data Analysis-Analyze the ELPA21 scores for our students and grade bands. Analyze how to effectively utilize SIOP and other language acquisition strategies to target specific domains at each level and grade band during core instruction.

2: ML Family Engagement and Communication-How do we engage our ML families in the school community? Specific strategies for teachers, communication partners and district wide responses.

### 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.

The CSD District Test Coordinator (DTC) completes all required personal training and the state-mandated Fact Finder Quiz, followed by the required Zoom meeting reviewing the Fact Finder. All required DTC training is completed by November of each new school year.

By December, the DTC updates all training materials for School Test Coordinators (STCs) at each school site, incorporating new guidance, Test Administration Manuals (TAMs), Oregon Accessibility Manuals (OAMs), and other annually updated materials. The DTC also meets with the administrative team to review new updates and training requirements. STCs view all ODE-provided required module videos, readings, and complete the STC Test Assurance Form, and submit the completed form to the DTC. In some years, the DTC may require additional assessments or targeted training focused on areas related to test improprieties.

In January, STCs facilitate in-person training sessions for staff members who will serve as Test Administrators (TAs). During these sessions, STCs review all required modules and provide opportunities for questions and discussion. In some years, the DTC may require additional assessments or targeted training focused on areas related to test improprieties. Following completion of training, and prior to being added to TIDE, TAs submit a signed Test Assurance Form to their STC.

If a staff member is unable to attend the live training session, the individual is required to independently review all required training videos and complete the Test Assurance Form. All Test Assurance Forms are kept in a file, and a list is provided to all TA's of who has completed training in order to maintain Test Assurance during testing.

### **Accommodations**

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

Testing accommodations, including any ELPA domain exemptions, are determined by 504 and IEP teams in all schools within the district. Once accommodations are established, each case manager completes the TIDE upload sheet, including the student's SSID and all predetermined embedded testing accommodations. The completed file is submitted to the District Test Coordinator (DTC) for upload into TIDE. Any error reports generated during the upload process are reviewed, corrected, and resubmitted as needed.

After all uploads are finalized, the DTC notifies School Test Coordinators (STCs) to direct case managers to verify that accommodations are accurately reflected in TIDE. Additionally, under the guidance of STCs, case managers maintain a school-based system to track students requiring testing accommodations. Test Administrators (TAs) review these accommodations prior to initiating each student’s testing session to ensure proper implementation.

School-based student support teams also meet to review students who do not have a 504 Plan or IEP to determine whether designated supports are appropriate for assessments. Once identified, designated supports follow the same review, documentation, and verification process as testing accommodations. The DTC, STCs, and TAs collaborate to ensure designated supports are accurately entered, verified, and implemented during testing.

**Progress Monitoring**

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

	Academic Assessments	Language Assessments
Elementary:	iReady Benchmark, Curriculum based assessments	ADEPT, Flashlight360, GAP Finder, Curriculum based assessments
Middle School:	iReady Benchmark, Curriculum based assessments	ADEPT, GAP Finder, Curriculum based assessments
High School:	Formative Assessments, Curriculum based assessments, iReady	GAP Finder, Curriculum based assessments

- 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 -Parent/Family input
  
8. Describe the routine employed to monitor students' progress towards demonstrating language proficiency and students' progress towards demonstrating proficiency of content standards.

Students in grades K–8 complete the i-Ready Diagnostic assessment three times per year. School-based teams review benchmark data to identify instructional needs, determine interventions and supports, and establish student groupings. Based on results, students are placed on individualized learning paths targeting specific skill gaps or growth areas and engage in these lessons for approximately 30–45 minutes per week in reading and mathematics.

Students receiving intervention services participate in regular progress monitoring between benchmark windows using research-based, curriculum-embedded measures. School teams review this data to evaluate intervention effectiveness, adjust supports, and determine when students are ready to exit interventions. Student Support Teams meet weekly to review students not making adequate progress toward goals and to adjust or intensify interventions as needed.

In addition to districtwide benchmarks and intervention progress monitoring, teachers administer common formative assessments and review results during Professional Learning Community (PLC) meetings to inform instruction and ensure alignment to grade-level

standards. Ongoing classroom formative assessments support timely instructional adjustments at the classroom level.

School specialists participate in benchmark and mid-cycle data reviews and collaborate with grade-level teams at least monthly during PLCs to support coordinated instructional planning and targeted student support.

Creswell High School uses a collaborative approach to monitor students' progress in both language proficiency and content mastery. Progress monitoring is embedded in daily instruction and supported through coordination among general education teachers, the ELD teacher, counselors, and Educational Assistants.

In general education classrooms, teachers regularly use formative assessments, such as checks for understanding, exit tickets, academic discussions, writing samples, and scaffolded performance tasks to gauge students' progress in content knowledge and academic language. These measures are built into instruction, allowing teachers to adjust teaching and provide targeted feedback. The ELD teacher collaborates closely with general education staff to align language and content objectives and ensure instruction is accessible and challenging for multilingual students.

Summative assessments, including unit exams, projects, presentations, and performance-based tasks, are intentionally designed to measure both content mastery and language development. Results are reviewed collaboratively to identify needs, celebrate growth, and determine next steps for instruction or intervention. Students also participate in regular check-ins with teachers to review results, and reflect on their learning.

Schoolwide, formative and summative data are reviewed during collaborative planning meetings to inform instruction and ensure alignment with proficiency standards, maintaining high expectations and a strong focus on student growth.

Language proficiency is monitored through ELD classwork, formative assessments, Curriculum Based assessments, supplemental programs (Flashlight360, Rosetta Stone)/language assessments (GAP Finder, ADEPT, ELPA21) to monitor progression of language development over time.

### **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.

[To consider a student for re-entry into the ELD class:

A school-level team must review the student's Oregon ELP Assessment results and additional evidence of the student's language proficiency and academic performance as well as informed parental consent. [This evaluation must indicate that the student needs additional instruction in English language development, and this instruction can only be provided within the context of the district's ELD program.](#) The student must also be given the ELPA21 Screener, and the results of that screener will be part of the decision.

a. The school team conducting the meeting must, at a minimum, include:

1. A content-area teacher;
2. An English language development teacher familiar with the student's language ability;

3. A school-level administrator;
  4. Parent/guardian consent is required:
    - a. If the parent/guardian cannot attend the meeting, their consent must be obtained prior to any decision on the student's ELD program being made. This may be done through the use of interpreters in a language parents can understand over the phone or at a separate meeting.
    - b. The parental input and consent must be included in any meeting notes.
  5. If the student has an IEP, a special education teacher is required.
  6. Use the Form "ELD Student Transition Form" to take notes and ensure all parties involved sign the form. Parent signatures must be included. If interpreting is required, the interpreter must sign the form as well.]
2. Describe the district's process for monitoring students who have scored proficient on ELPA for four years.

[District Response Students who have scored Proficient on the ELPA21 are monitored for academic progress for 4 years. EL teachers send out Monitoring Surveys to content and SPED teachers at the grading period in order to communicate any concerns about a student in the areas of language, effort, grades and behavior. Teachers are also able to communicate concerns during regular team meetings at any point during the school year, as well as fill out concern forms to bring the student to student study team meetings.

Students are also included in any interventions that are available to all students when Benchmarks, or other assessments show that they need an intervention. These interventions occur during the daily WIN (What I Need) time at each school.]

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 -Parent Input
  
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.

[District Responsel students fall below the 30<sup>th</sup> percentile on Benchmark assessments, they will be placed on the RTI list again, and given the appropriate small group intervention to target the skills needed, until they are again 2 data points above 30<sup>th</sup> percentile. This will be communicated by the Title 1 specialist to the parents through the use of district interpreters, in a language the parents can understand. MTSS/RTI meetings happen with grade level/content teams 1 time each month and include the ELD specialists. Students who are given an intervention are also progress monitored using iReady Growth Monitoring, and/or other applicable measures to determine progress in the intervention. ]

#### **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).

[Should parents decline ELD services for their child, the ELD teacher asks the parents to attend a team meeting with the ELD teacher, classroom teachers and an administrator to discuss the *Request for English Language Development Program Withdrawal/Denial of Enrollment* form. If the parent signs the form, it is then placed in the student's cumulative file with the understanding that it is valid for the current school year only. The student will still take the ELPA 21 until deemed proficient. Students who waive ELD services will continue to be monitored using the *Monitoring Survey*, as well as through the MTSS/RTI process, and their progress will be reported as though they were receiving services, but they will not be receiving any direct ELD services.]

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

[District Response Students who have waived direct ELD services are monitored for academic progress until they exit as proficient from the EL class. EL teachers send out Monitoring Surveys to content and SPED teachers at the grading period in order to communicate any concerns about a student in the areas of language, effort, grades and behavior. Teachers are also able to communicate concerns during regular team meetings at any point during the school year, as well as fill out concern forms to bring the student to student study team meetings.

Students are also included in any interventions that are available to all students when Benchmarks, or other assessments show that they need an intervention. These interventions occur during the daily WIN (What I Need) time at each school.]

### **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>	155	30
<i>Former EL students:</i>	0	0
<i>Current EL students:</i>	5/34	0
<i>Monitored EL students:</i>	0/12	0

- 2.

	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>	5.6		97%	3%	27.1
<i>Former EL students:</i>	17.6		100%	0%	58.8

<i>Current EL students:</i>	0		50%	50%	15
<i>Monitored EL students:</i>	7.7		N/A	N/A	30.8

3.

	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>	5.6%		0	27.2%
<i>Former EL students:</i>	17.6%		33.3%	58.8%
<i>Current EL students:</i>	0%		50%	15%

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

[

CSD will Use methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:

- (A) Students who are racially/ethnically diverse;
- (B) Students experiencing disability;
- (C) Students who are culturally and/or linguistically diverse;
- (D) Students experiencing poverty; and
- (E) Students experiencing high mobility.

\* *Gathering a preponderance of evidence*  
 \* *Speaking with all staff involved with the students*  
 \* *Communication with our ELD teacher and family services to refer any student they feel is progressing at an advanced level*  
 \* *Underrepresented and twice exceptional checklists*

Staff PD available through the following:

- Western Regional Education Network (WREN) and
- Lane Education Service District
- Oregon Department of Education

\* *Woodcock-Muñoz Bateria, Wechsler Nonverbal Scale of Ability (WNV)*  
 \* *Underrepresented student characteristics list sent to staff before referral*  
 \* *Underrepresented population checklist for staff and families*

- \* ELPA growth data compared to peers*
- \* Language growth compared to peers/district*
- \* Meet all requirements on the IEP or 504 plan*
- \* Extended testing time*
- \* Testing in smaller groups or smaller chunks of time spread out over several days*

]

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

[Students who have an IEP and are assessed using the ELPA21 Summative with accommodations or domain exemptions, as specified in the IEP. Students who have significant cognitive impairment are tested on the ALT-ELPA instead of the ELPA21 Summative, as specified on the IEP, in the annual testing process. Dual identified students are served by both their SPED case manager and ELD teacher during their designated class period/WIN time. Both experts work collaboratively to plan for the instructional program for students.

Students who are dually identified as English Learners (ELs) and eligible for special education receive coordinated services that address both their language development and their IEP goals. These services are delivered in the Least Restrictive Environment (LRE) to the maximum extent appropriate, with access to general education curriculum alongside their peers.

Specially Designed Instruction (SDI) is provided based on the student's individual needs and IEP goals. This may include support in language, literacy, behavior, or academic areas and is delivered through push-in, pull-out, or co-taught models, depending on the student's placement and programming.

Both the special education case manager and ELD teacher collaborate closely, often through a consultation model, to align instructional strategies and ensure the student is progressing in both language acquisition and access to core content. The team meets regularly to plan, monitor progress, and adjust instruction based on data and student needs.

For statewide assessments, students receive accommodations outlined in their IEPs. Those with significant cognitive disabilities participate in the Alternate English Language Proficiency Assessment (ALT-ELPA) rather than the standard ELPA.

This dual-service approach ensures students receive linguistically and culturally responsive instruction that honors their full educational profile.]

6. Describe the district's pre-referral SPED process for EL students:

[At the elementary and middle school, most referrals for potential SPED identification begin with grade level teams, specialists (including the EL specialists) who meet regularly. These teams review student progress including a history, iReady, grades, attendance and behavior. Prior to being considered for a SPED evaluation, students typically receive 2-3 six week academic interventions (i.e. Tier 2 interventions) for reading and/or math with little to no progress. Once entering into these interventions, particular attention is given to progress data over time.

When a grade level team believes that there is adequate data to support a potential referral for SPED, one of the special education teachers, the school psychologist and/or the speech pathologist is consulted. If educational staff conclude that there is evidence to suspect a potential disability, a referral meeting is held that includes school staff and parents. If that group determines that an evaluation is warranted, parental consent for evaluation is signed and an evaluation is planned and conducted. Following the evaluation, an IEP team convenes to determine whether the student meets eligibility criteria; if so, eligibility is established and an IEP is written.

At the high school, a similar process is followed. Rather than grade level teams, the school student study team (SST) is the body that discusses student needs and challenges that are referred to them by staff. Again, if the team concludes that there is reason to suspect a disability, parents and special education staff are brought into the conversation and decisions about whether to evaluate are made and followed through in the same process.

At either the middle or high school level, another pathway to referral for SPED evaluation can come through parents. If parents request an evaluation for special education eligibility, the grade level or student study team, along with special education representatives, will gather information including information from the parent, and make a decision about whether to proceed with an evaluation.

Testing & Identification of Potential EL's based on the fact the student has an IEP/504 or suspected disability and the identification process.

The district EL Coordinator would make accommodations based on the IEP/504 Plan for the student as per the "Testing" section of the Plan.

IE: a potential EL is identified in kindergarten roundup through parents, indicating another language in the home on the LUS. The student is assessed with the ELPA Screener by the EL Coordinator to see if they are eligible for services. The EL Coordinator would follow the requirements for testing per the IEP for this assessment.

If the student is an EL, the IEP will be followed, and the student is eligible for services according to the plan. The student will be assessed annually with the ELPA 21 Summative with the IEP Plan as well.]

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

[All students have access to dual enrollment in IB/AP courses, including students identified as multilingual learners, as long as they have completed the pre-requisites for the courses, and are in good standing.]

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

[During Spring forecasting, all students complete surveys in order to help create their course needs and wants for the following school year. Preference is given to students who have credit recovery needs as well as graduation requirements, and seniors. EL status does not affect a student's ability to access CTE courses during the school day.]

9. 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 historically achieves high EL graduation rates. Due to our small grade-level populations, we can provide customized and personalized support to keep all EL's on track starting in 9th grade. All EL's are given a full class schedule, with tiered support depending on language needs.

Some supports may be: Study Skills/tutoring with a bilingual educational assistant to help with work completion, opportunities to repeat failed classes, credit recovery options with a bilingual educational assistant, tiered intervention supports, alternative pathways to a diploma, opportunities for earning a diploma beyond 4 years. We plan to continue this model to maintain our high graduation rates for all EL groups. Significant effort is made to evaluate prior coursework/education, in order to give credit towards graduation and help EL's finish partially completed courses in other districts. The district may use partner districts, Lane ESD, and other resources in order to award credit.]

In response to HB2056, CSD established the Creswell World Language by Proficiency Policy in 2024. Creswell believes in honoring the bilingualism of our students as an asset they bring to their education, their future careers, and our community. Students in

grades 9-12 may therefore earn credit for demonstrated levels of proficiency in a language other than English as assessed by a district-approved, proficiency-based standardized assessment such as STAMP.

Students earning proficiency credits shall have an A transcribed for the level they attain on the assessment and for every level below (retrocrediting).

Example: A student takes the STAMP test and demonstrates proficiency at Intermediate Low. The student earns an A in Language III (1.0 Credit), Language II (1.0 Credit), and Language I (1.0 Credit).

Students may also qualify for the Seal of Biliteracy through this proficiency testing by attaining a score of 6 or above in all domains (reading, writing, speaking, and listening). If they qualify they may also receive one Language Arts Credit.

10. 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.

[ELD students in grades K-5 can still receive specialized interventions during an agreed upon time that does not impact the Core instructional day, enrichments, recess, PE or Music. ELD students in grades 6-8 can still have one elective class, and the ELD class does not prohibit them from having similar scheduling options as their peers, as well as access to WIN time interventions. ELD students in grades 9-12 can still have access to a full course schedule, electives, and core coursework that leads to a diploma, as well as 2 days per week of WIN time, or intervention choices, based on interests. All students have equitable access to extracurricular activities, such as clubs, and sports.]

11. 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 student with interrupted formal education, or a newcomer enters our schools, the ELD identification process happens as required. A team may meet to discuss options to give extra support for the student. Support options are based on the individual needs of the student, as well as school history, time in public schools, and language proficiency. Options could be a bilingual educational assistant pushing into core content classes/time periods to help translate directions and materials for a short amount of time, tutoring in survival language for one or two semesters, Rosetta Stone support to acquire basic English language skills. Significant effort is made by the high school team

to evaluate any transcripts from prior schools in order to give appropriate credit towards graduation requirements. The team members may utilize Lane ESD, and partnering districts to help with evaluating transcripts.]

12. 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?

[The district promotes access to the Oregon State Seal of Biliteracy/Multiliteracy for English learner students by informing students and families as early as elementary school, providing access to approved proficiency assessments, and integrating language development into coursework. Coordination among counselors, language specialists, and instructional staff ensures students are supported in meeting graduation and proficiency requirements. Students who earn the OSSB are celebrated as a graduating senior during the Senior Awards Night when they are presented with a special medal, which also serves to make the community and younger students aware of the opportunity to earn the seal. In 2025, the district had 33% of the total EL graduating population (Current, Monitored, Former) earn the Seal of Biliteracy. In 2024, the district had 25% of the total EL graduating population earn the Seal of Biliteracy.]

13. 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.

[Potential barriers to language development due to practices in place include fewer minutes devoted to specialized instruction in English at the high school level. Currently students receive instruction 3-4 times per week during WIN time (30 minutes). This could potentially have a negative effect on achievement of English proficiency and graduation, especially newcomer students, and students with interrupted formal education. With the implementation of a 4X4 schedule, this choice was a useful alternative in order to allow students to have access to the full course catalog.

A potential barrier to content learning is that there is a lack of translated materials, or access to materials in language that are a very small percentage of the ML population in Oregon. Teachers often need to use web tools and spend a great deal of time seeking out these resources for a small population of students.

A social-emotional barrier of current practices is a general lack of males and in particular, latino educators, or educational assistants in the district. This does not give students the opportunity to see themselves in the people they work with daily. This is

not necessarily a policy or practice, but it is an issue that has to be purposefully addressed during recruitment, hiring, and retention of future employees.]

14. Identify policies and practices that can dismantle oppression, marginalization, and harm that currently exists.

#### [Ensuring Equitable Access to All Programs

- EL students are guaranteed access to core instruction, CTE pathways, AP/dual credit courses, and enrichment opportunities.
- Scheduling practices are intentionally designed so ELD services do not replace or restrict access to electives, advanced coursework, or extracurricular activities.
- Counselors and ELD teachers collaborate to ensure EL students are not tracked into lower-rigor courses based on English proficiency.

#### Providing Culturally and Linguistically Responsive Instruction

- All teachers receive training in sheltered instructional strategies to ensure EL students can access grade-level content without being excluded or isolated.
- Instructional materials and classroom practices are selected to reflect students' cultural and linguistic identities, reducing assimilation pressures and affirming students' backgrounds.
- ELD instruction is aligned to ELP Standards and delivered through research-based approaches that honor students' linguistic assets.

#### Strengthening Family Engagement Through Language Access

- The district provides interpreters and translated materials so families receive information in a language they understand, reducing barriers to participation and preventing exclusion from decision-making.
- Families are included in placement, scheduling, and program decisions, ensuring that EL students' needs are not determined without their input.

#### Eliminating Bias in Assessment and Placement

- The district uses linguistically appropriate assessments and considers language acquisition when interpreting academic or behavioral data.
- For students with non-U.S. schooling, the district evaluates prior educational experiences through transcript review, interviews, and alternative evidence to prevent misplacement or credit loss.

- MTSS and pre-referral processes are designed to prevent inappropriate special education referrals based on language difference rather than disability.

#### Supporting Newcomers and SLIFE Students With Trauma-Informed Practices

- Newcomers and students with limited or interrupted formal education receive targeted supports that address academic gaps, acculturation stress, and socio-emotional needs.
- Staff use trauma-informed approaches to reduce harm and support students who may have experienced displacement, instability, or trauma prior to arrival.

#### Promoting Identity Affirmation and Belonging

- Schools intentionally create environments where multilingualism is viewed as an asset, not a deficit.
- The district promotes programs such as the Seal of Biliteracy/Multiliteracy, which publicly recognizes and celebrates students' linguistic strengths.

#### Continuous Monitoring for Equity

- The district regularly reviews EL student data—including course access, discipline patterns, academic progress, and graduation pathways—to identify inequities and adjust practices.

ELD teachers, counselors, and administrators collaborate to ensure that EL students' needs are met and that policies do not unintentionally create barriers.]

15. 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?

[Staffing Limitations and Recruitment Challenges-Limited availability of bilingual staff and interpreters affects timely communication with families and the ability to support students in their home languages. We currently have a Spanish speaker available at each school, but only 2 staff members who can handle the written and more linguistically demanding translation/interpretation tasks, such as IEP's and disciplinary matters. We do not have access to interpreters within the district for other languages, other than Spanish. Maintaining funding at current levels in order to ensure continued levels of accessibility, as well as allocating additional funding, and having access to a pool of translators/interpreters who can provide services in languages other than Spanish, is a continued need.

Continued Professional Development in sheltered instruction strategies, as well as coaching-While many teachers have received SIOP/sheltered instruction training, not all staff have been fully trained or had opportunities for ongoing coaching. Funding for refreshers, coaching and implementation, as well as to train new teachers in the future, is a significant barrier.]

## 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.

[District Response- The District provides interpretation and translation services for district and school communications, including newsletters, report cards, and family notices, ensuring all families have equitable access to information in their preferred language. We aim to provide personal outreach with bilingual staff and liaisons to assist families with enrollment, conferences, and ongoing communication between home and school. We work with regional experts, such as the Migrant Education Program and Lane Education Service District, to strengthen instructional support and layer in engagement and culturally responsive practices. ]

2. Describe what engagement opportunities the district provides for EL students to inform program decisions, curriculum adoptions or funding decisions.

[District Response- The District invites family and student participation during curriculum review nights, which are part of the adoption process. The District does not have any EL/ML family participation on the District budget committee, School Board, nor any of the school Site Councils at this time. The District has actively and personally invited families of ML/EL's to participate with translated newsletters and current events, personal phone calls, as well as translated written invitations. The District has created electronic and printed surveys (in the language of preference) in lieu of in person participation, and has received more participation through this method. ]

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?

[District Response-Parents who are identified as needing languages other than English are trained by District interpreters on how to access Parent Square/ParentVUE, and how to change language settings. The District also provides visual instructions in a Spanish handout at each orientation night. District interpreters are available to provide 1:1 assistance to families by appointment at any point during the school year. The District provides state testing reports (OSAS), report cards at CES, and progress reports in Spanish, for families that have identified this language preference. ]

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.

[District Response-The district has 4 designated interpreters/translators. The languages of our interpreting staff are Spanish, as this is 85% of the languages other than English in The District. Our highly trained interpreters are housed at the elementary school, which is also where the District Office and Family Resource Center are housed. These interpreters have their own phone line that all Spanish speaking parents have access to. We have Spanish speakers who serve as Educational Assistants at our other two school sites as well, ensuring Spanish speakers at all 3 school sites. We have an internal process for staff to request translation/interpreting services for parent meetings, documents and any other time outside of the school day when interpreting would be necessary. Staff follows a link from the website, and fills out a request. This sends a notification to all of our interpreters, and the administration, with information about what is needed. Interpreting staff respond to the requests directly, but administration have access to the request to follow up, if necessary. ]

5. Describe how the district informs parents/guardians about the availability of free language assistance services, including qualified interpreters and translators.

[District Response-The District utilizes the online enrollment system as the first method to identify families who may need language assistance. The District provides language choices on their website. The registrars at each school site provide family information at the front office of each school, as well as forwarding family language needs to the District interpreters, ELD Teachers, and Title 3 Coordinator. The District follows up with outreach by interpreters, ELD Teachers, or the Title 3 Coordinator, to offer any home language assistance and to then also establish the need for assistance with school to home communications in any language other than English.]

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

[District Response-District interpreters who translate IEP/504 documents are highly trained by the SPED teachers, as well as the Title 3 Coordinator to maintain knowledge of specialized terms and concepts. They are provided a copy of the IEP/504 draft ahead of meetings in order to familiarize themselves with the student and the terminology, and are often able to translate these draft documents for Guardians prior to the meeting. This allows any confusion or questions to be cleared up. The District has a protocol for how to conduct an IEP/504 meeting with the help of an interpreter, which includes providing a draft, allowing the draft to be translated, and maintaining a flow that allows time for interpreting during the meeting. This also allows for clarification of unclear concepts and terms for parents and interpreters during meetings. ]

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.

[District Response-The District publishes completed and approved Plans on the District Website under the appropriate department. Student achievement is reported on the District Report Card, which is linked and available on the District web site. All available programs are highlighted on the District web site, as well as contact information for the department or person in charge of the program. The District web site can be translated into any language of the viewer's preference. ]

8. Describe how the district differentiates community engagement support and strategies for various EL communities served.

[District Response-The District has moved from a traditional back to school night at each school site, to a more inclusive and student based approach to engagement and participation. Each school holds various types of "showcases" throughout the school year, which are opportunities for students to show learning and share this learning with the community. Some examples of this would be at Creswell High School, in the Spring the agriculture/horticulture classes held plant sales, the CTE program held a Makers Market to show and sell goods that were produced in CTE coursework, by students. At Creswell Middle School, students share their learning of STEAM during an annual Pumpkin Drop contest, where students team up to create the best method of protecting a pumpkin from dropping to the ground with the least damage. At Creslane families are invited to several showcases such as the 5th Grade Science Fair, 4th Grade Wax Museum, a Math Games night (Themed), a Family Literacy Night (Themed), as well as the District sporting and Choir and Band program events that occur during the school year. These Showcase opportunities are well advertised and well attended by the community and our EL/ML families. Interpreters are utilized heavily in the advertisement of these engagement activities by translating flyers and reminders, as well as the use of ParentSquare, Monthly and Weekly printed and E-Newsletters, and the District Website Calendar of Events, which are all available to read in languages other than English electronically. Targeted back to school night events, such as 6th grade orientation, Kindergarten Round up, and 9th grade Orientation are communicated using the same methods, but the District provides Spanish language interpreters at these events to help families with technical assistance, any forms that need to be filled out as well as navigating a new school, new procedures and expectations for their student. Parent teacher conferences are set up with interpreting needs of the family in mind. District interpreters, under the direction of the EL Coordinator, ELD Teacher or

building administrator, contact families and set up a mutually convenient schedule in order to make sure guardians have opportunities to participate in conferences. District interpreters attend conferences as requested or needed by families.]

## 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?

[Creswell School District utilizes our achievement data each year to provide information for our Title 3 Grant to the Lane ESD Title 3 Consortium. This data is also used to evaluate the effectiveness of our ML student achievement. Effectiveness is also evaluated by looking at local and state performance data, iReady Benchmark data, in-class assessments, student grades, ELPA, progress monitoring through RTI, and our Annual District Climate Survey that is sent out to families, students and Staff.]

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 Leadership Team, EL Coordinator and teachers analyze achievement data annually. This is done in various ways such as weekly PLC's where staff and teachers, including our ML EA's, and ELD teachers, participate in team meetings and staff meetings to analyze student achievement, targeted support options or program needs. District leadership team members analyze effectiveness through informal and formal walk-throughs, and staff observations. School Site Councils, including ML parents, also participate in analyzing achievement data, and interpreting it. The Strategic Planning Committee involving a community wide needs assessment process is also a way for parents, students and staff to participate in evaluating needs and interpreting results. Families are notified of District progress each year through ParentSquare communications, and posting of information on the District Web Site, as well as the State Report Card.]

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

[District Response] ML Family Engagement & participation has been a concern. The District has continued to invite parents personally and through multiple means such as bilingual phone calls, and personal communications. Academic achievement of ML's in core content classes has been a concern. The District continues to provide specialized intervention for ML students and targeted ELD instruction. The District purchased new curriculum for ELD, Language Arts and Math, that included training and materials to support ML students in core coursework. That, along with training for teachers in SIOP strategies, as a District Wide initiative has been implemented in order to bridge the achievement gap between our Never EL's and our ML population. The District is adding a District Equitable Outcomes Committee (reviewing performance data and identifying barriers that prevent students from being successful). The District has also included our community partners (Family Resource Center, Family Relief Nursery, etc.) in analyzing our district needs and being part of our solutions to educational barriers.

### **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](#)