

## CENTRAL SCHOOL DISTRICT

### District Progress At-A-Glance

Districts were asked to provide their **District Self Rating** as red, yellow, or green for each year's House Bill (HB) 3499 outcome report, the most current rating (2018-19) is below. The **Student Achievement** rating is based off the academic progress of English Learner (EL) students. Pacific Research & Evaluation (PRE) analyzed the district's progress towards their stated goals, the information from a district interview, and educator survey data to arrive at a **Progress Towards Goals** rating (definitions of red, yellow, and green ratings are included in the Appendices).

**Legend:** ● = Limited Progress      ● = Some Progress      ● = Notable Progress

**District Self  
Rating**



**Progress  
Towards Goals**



**Student  
Achievement**



### REPORT KEY FINDINGS



#### District Approach

- ◆ Purchased System 44 and READ 180 interventions to address student reading outcomes.
- ◆ Offered professional learning to educators focused on the System 44 and READ 180 interventions.
- ◆ Hired an instructional reading coach.
- ◆ Offered professional learning to educators in Project GLAD and AVID and implemented an AVID Excel program.



#### EL Service Capacity

- ◆ The focus of this grant was on the System 44 and READ 180; however, classroom teachers using these reading interventions did not participate in the survey, so it is unclear how these educators perceive this activity. Further, these are not EL specific interventions.
- ◆ Survey respondents' confidence in EL instruction was high as was their self-reported knowledge in EL proficiency standards and language acquisition.
- ◆ District leadership reported facing obstacles developing community partnerships, and survey respondents noted that EL family engagement needs to be enhanced.



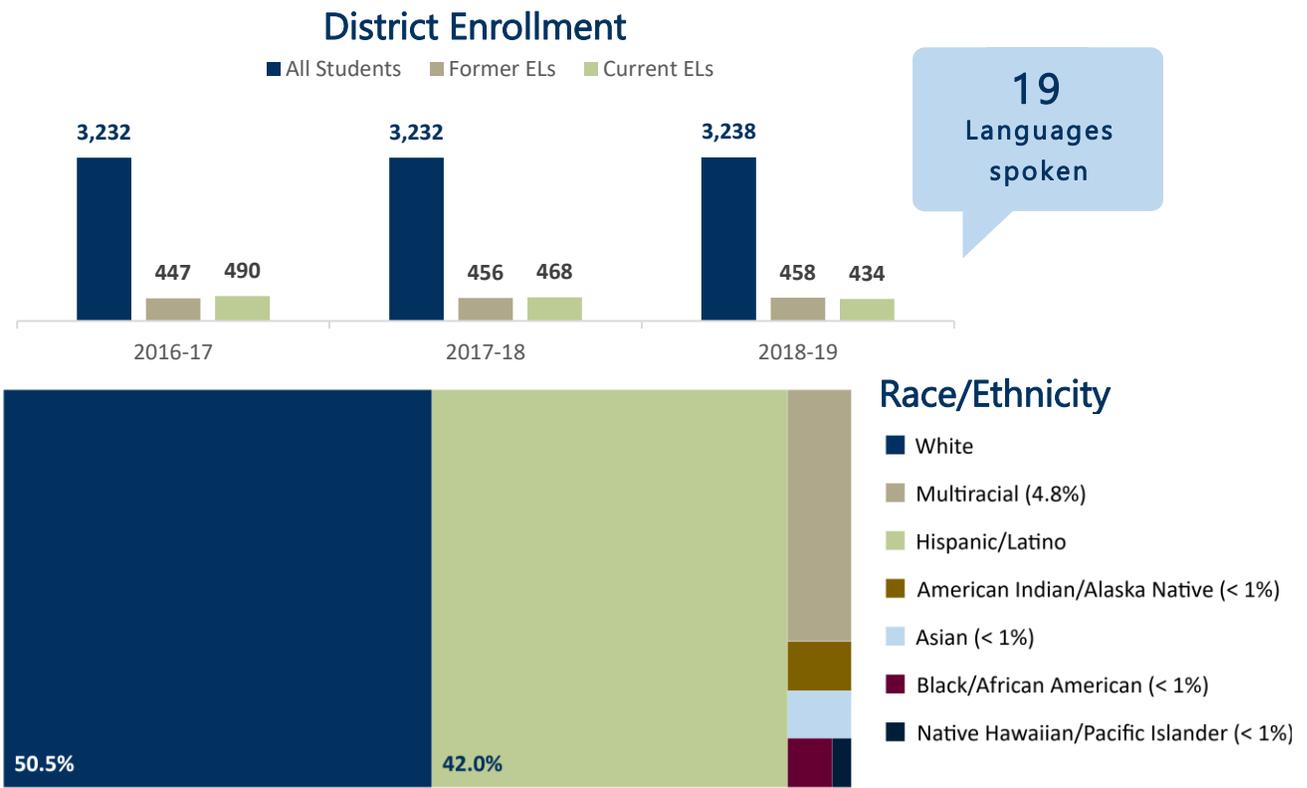
#### Academic Outcomes

- ◆ The percentage of Central EL students on track to English language proficiency increased from 16-17 to 18-19 for grade 6-12 EL students. However, there was a significantly lower probability of Central grade 6-12 EL students being on track than their comparison group.
- ◆ The percentage of students who achieved proficiency on the SBAC ELA and Math assessments was generally lower than that of their comparison group.

# PROJECT SUMMARY

In 2016-2017 Central School District (SD) was identified as a Transformation district by Oregon Department of Education (ODE) EL student performance data, graduation rates, and college enrollment. After reviewing student outcome data for the SBAC and ELPA21 assessments, Central identified improving student reading outcomes as their main priority of the grant. The activities implemented by the district to address these priorities included purchasing System 44 and READ 180 interventions, training educators in implementing these interventions, and hiring an instructional reading coach. The district also offered Project GLAD and AVID professional learning opportunities to educators and implemented AVID Excel at the middle school and aligned AVID strategies at the high school.

## DISTRICT CHARACTERISTICS



## FINDINGS



### What approaches did Central SD take to their HB 3499 work?

#### How were the HB 3499 district priorities defined?

Central identified priorities by reviewing EL students' SBAC and ELPA21 scores to determine where to focus their efforts. A principal, assistant principal, counselor, instructional coach, and director of curriculum and instruction have been involved with this decision-making. As the district moved forward, they have also been involving parents and students.

#### What goals and activities were supported by HB 3499 grant funding?

Central's main priority was to improve student reading outcomes. The district initially focused on supporting students at the middle school level but expanded to include students in elementary levels. Central addressed this priority by implementing reading interventions called System 44 and READ 180. Along with the purchase of this curriculum, the district also offered professional learning for these interventions and purchased related materials. Finally, the district hired an instructional reading coach. It is important to note that these interventions support all students, not just English Learners.

Central also implemented an AVID Excel program at the middle school, utilized AVID strategies at the high school, and offered AVID training for educators. Further, the district looked to improve classroom instruction by offering professional learning in Project GLAD.

According to educators who participated in the survey, the following programs for English Learners are offered in Central SD: ESOL push-in, ESOL pull-out, ELD class period, newcomer programs, and "other," which was not further described.

## METHODS

### Grant Director Interview

Four people participated in the interview including the superintendent, grant lead, a program assistant, and an instructional support staff member. This latter interviewee had been involved with the grant from the beginning, whereas the other three had not. The grant lead works on the project with a team that includes a principal, assistant principal, and EL committee.

### Document Review

Document review included action plans, outcome reports, and budget narratives for three years (2017-18, 2018-19, 2019-20).

### Teacher Survey

The teacher survey was administered in May 2020 and 9 surveys were completed. Approximately 66.7% of respondents have been teaching in the district for the last 3-4 years. Similarly, 66.7% of those who took the survey have an ESOL endorsement. Survey quotes and write-in responses were edited for grammar, brevity, and confidentiality. Characteristics of educators who took the survey are in the Appendices.

### Student Achievement Data

Two quasi-experimental impact studies were conducted using student achievement data obtained from ODE. Further details regarding study methodology are included in the Student Impact section.

## How many teachers/administrators participated in HB 3499-funded efforts?

The table below details the number of teachers and administrators involved in HB 3499 activities over the course of the grant. The following roles have been involved with the grant: classroom or core content area teacher, ELD or ESL teacher, administrator, special education, and instructional assistant/paraprofessional.

Table 1. HB 3499 staff involvement

Teachers 2016-17	Teachers 2017-18	Teachers 2018-19	Teachers 2019-20	Admin Total	TOSAs hired
1	8	8	"Unknown"	5	-

### Professional learning (PL)



**100.0%** (9) were involved in PL specific to ELs over last four years

- ◆ Of those, 5 participated in PL learning at their school, district, or ESD
- ◆ Educators spent between **16** and **200** hours in PL, **60.0** median hours



**0.0%** were involved in coursework specific to ELs over last four years



**88.9%** reported attending conferences over last four years

- ◆ Local conferences attended by educators included EL Alliance (6), COSA (4), Taking it up (1), Equity Convergence (1), and Why Try (1)
- ◆ National or out-of-state conferences attended by educators included TESOL (1), La Cosecha (2), AVID Excel Implementation (1)
- ◆ Educators spent between **1** and **15** days at conferences, **4.0** median days



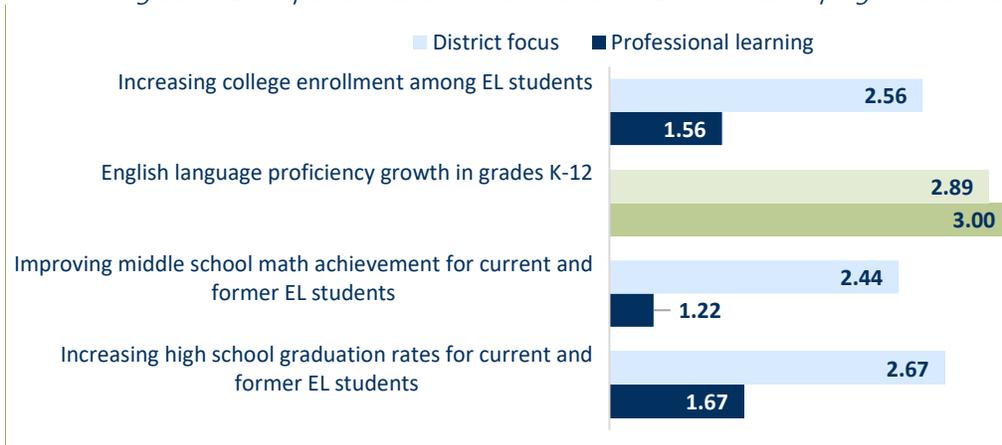
**22.2%** indicated that PL opportunities specific to ELs increased over last four years, while **11.1%** indicated it stayed the same and **11.1%** responded "I don't know"

Note: Survey results above include write-in responses as reported by survey participants.

Districts were identified as HB 3499 based on four student progress indicators: 1) Middle School Math Achievement for current/former EL students, 2) College enrollment of EL students, 3) High School graduation rates for current/former EL students, and 4) K-12 English language proficiency and growth.

On the survey, educators rated the extent to which they have observed their district focus on these indicators, and the extent to which they have participated in professional learning related to these indicators over the last four years (1 = Not at all, 4 = To a great extent). As displayed below, the student progress indicator with the greatest focus was **English language proficiency growth in grades K-12** (see Figure 1). This focus aligned with the type of professional learning educators received.

Figure 1. PL compared to district focus related to HB 3499 student progress indicators (n = 9)



The most common areas of professional learning specific to serving ELs included **teaching Language Arts (literacy) to ELs, teaching English Language Development, and culturally responsive instruction.**

Table 2. Areas received PL specific to serving EL students

	n (9)	%
Teaching English Language Development	5	55.6
Teaching Language Arts (literacy) to ELs	7	77.8
Culturally responsive instruction	5	55.6
Teaching Math to ELs	2	22.2
Analysis and use of assessment data for instruction	3	33.3
Bilingual instruction and or dual language immersion	2	22.2
Response to intervention (RTI) for ELs	3	33.3
Teaching Science Technology or Engineering subjects to ELs	2	22.2
ELs in special education	-	-
Supporting ELs to graduate and prepare for college	1	11.1
Family and community involvement	1	11.1
After school activities for students	-	-

Educators indicated which approaches/models they were trained in and rated the usefulness of that training in supporting instruction with EL students (1 = Not at all useful; 4 = Very useful). As shown below, most survey participants were involved **Project GLAD** and **AVID**, both of which educators described as useful for EL instruction.

Table 3. Approaches/models trained in that were useful for EL student instruction

	n (9)	%	Usefulness Rating
Constructing Meaning	3	33.3	3.67
EL Achieve	2	22.2	4.00
Project GLAD	7	77.8	3.00
Systematic ELD	3	33.3	3.67
SIOP	1	11.1	4.00
AVID	5	55.6	3.60
Other: received SIOP, Literacy Squared, and Project Glad training at a different district more than four years ago	1	11.1	-
Not selected: Literacy Squared, QTEL	-	-	-

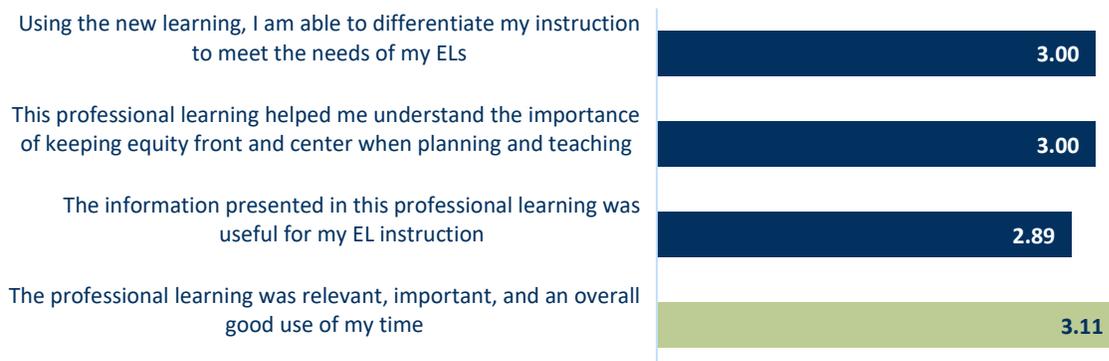
Educators (9) reported a mix of implementation supports for enhancing EL classroom instruction with 11.1% reporting no supports, 11.1% reporting one time, 55.6% reporting embedded, and 22.2% reported other. The most common support for implementing professional learning topics in the district included team collaboration through PLCs and instructional coaching/mentoring (Table 4).

Table 4. Structures to support implementation of PL

	n (9)	%
Instructional coaching/mentoring	7	77.8
Team collaboration through PLCs	9	100.0
Co-teaching models	4	44.4
Common planning time for content and ELD/ESL teachers	2	22.2
Additional release time	4	44.4
Peer observation and feedback	4	44.4
Self-observation and reflection	3	33.3
Other	-	-

Figure 2 displays feedback about professional learning received through the grant. Educators were most likely to agree that the professional learning was relevant, important, and an overall good use of time.

Figure 2. Agreement ratings on items related to PL experience related to EL students (n =9)  
(1 = Strongly Disagree; 4 = Strongly Agree)



Educators were asked to reflect on their professional learning experiences over the last four years and explain which they found most useful and why. Out of those who responded, most common responses were AVID (3), Project GLAD (2), the opportunity to collaborate with other educators (2), and Constructing Meaning (1). The full list of responses is in the Appendices.

In addition, some respondents suggested a need for additional professional learning opportunities such as training in literacy based and contextual (1), equity (1), academic discussions in content classes (1), ELPA standards (1), oracy (1), progress monitoring, and AVID at the high school level (1). One respondent also requested training opportunities for teachers new to the district. The full list of responses is in the Appendices.

### Sample Quotes

*AVID/AVID Excel. The focus on academic language and critical thinking has been so valuable since many of our EL students are long-term language learners.*

*The Project GLAD training we provided all teachers was very useful. This gave teachers specific strategies to use in their classroom to create visuals and supports for English language learners.*

### To what extent was the district successful in meeting their goals? What progress was made?

The primary goal described by interviewees was to improve reading and writing outcomes for EL students. Central addressed this by implementing System 44 and READ 180 in classrooms. As part of this implementation, Central also offered professional learning, materials, and supplies for the new curriculums, and has been using data to place students in classes. Further, the focus in implementing System 44 and READ 180 has been on the Tier 3 approach but there has also been some Tier 1 and Tier 2 interventions. As a result of the System 44 and READ 180 implementation, district leadership said they have seen some growth in student learning and a change in practice for educators across the district. Interviewees noted they are still focused on implementing System 44 and READ 180 with greater fidelity, which was another grant goal. Additionally, an instructional reading coach also provided support for educators at the middle school level. Although this goal was approved in the district's action plans, it is unclear what role the curriculum plays specifically in supporting EL students with language acquisition.

Central also successfully offered Project GLAD training as planned with the 2017 outcome report indicating that all classroom teachers received certification in this area; principals and administrators were also trained in Project GLAD instructional strategies. Related to this, English language development was embedded into a Literacy Framework that incorporated Project GLAD strategies. The district also implemented an AVID Excel program at the middle school and utilized AVID strategies at the high school. Both AVID and Project GLAD were rated by educators on the survey as useful for EL instruction. Further, the 2017 outcome report indicated that the district integrated SLOP strategies as well. Central also hired bilingual support staff at the middle school and high school, according to the 2017 outcome report.

While ODE also wanted districts to enhance engagement with families of EL students as part of the grant, this was not an area of focus for Central. Survey respondent feedback suggested this is an area for improvement for the district. Further, district outcome reports described a couple of family engagement

activities discussed later in this report, but it was unclear whether these specifically targeted families of EL students.

## English Learner Program Rubric

Central SD completed the EL program rubric in 2016 and 2020. The rubric was created by REL (Regional Educational Laboratory) Northwest and is organized into eight sections (A-H). The districts self-rated items within each section as High, Moderate, or Low. In Central, the individual completing the rubric in 2020 was not involved in completing it in 2016. For the purposes of this evaluation, the rubric was used to benchmark district progress over time. Detailed rubric responses can be found in the Appendices. The district rated **20** items as Low in 2016 and **18** of these items increased by 2020. These items are displayed in the figure below along with the 2020 rating (H = High, M = Moderate). Sections with no low ratings in 2016 were excluded from this figure.



### Section B: Instruction and instructional materials for ELs

- Developing a long-term strategy for the continuous improvement of curriculum and instruction of ELs (M)



### Section C: Developing systems to meet ELs' unique social and academic needs

- Establishing a district program for newcomer ELs (M)
- Supporting newcomers' mastery of both English and content (M)



### Section D: Recruiting, retaining, and monitoring teachers and administrators

- Recruiting administrators who are effective with ELs (M)
- Monitoring administrators' leadership of the school programs for ELs (M)



### Section E: Assessing, analyzing, and reporting implementation and outcomes

- Examining progress of subgroups of ELs (e.g. males and females, newcomers, students with interrupted formal education, long-term ELs dually identified students, and ELs grouped by home language (M)
- Evaluating fidelity of implementation of curriculum, instruction, and assessment for ELs (M)
- Evaluating and reporting implementation of curriculum instruction and assessment for ELs (M)
- Reporting reading and math achievement results for current, monitored (i.e. exited EL services within the previous 2 (4) years) and former ELs (H)
- Reporting course participation and completion data for current, monitored, and former ELs (M)
- Examining patterns of reclassification (H)
- Examining patterns of reclassification for subgroups of ELs (e.g. males and females, newcomers, students with interrupted formal education, long-term ELs, dually identified students, and ELs grouped by home language (M)



### Section F: Professional learning for improving outcomes for ELs

- Providing PD to ELD teachers in integrating content instruction into ELD instruction (M)
- Providing PD on collaboration between ELD teachers and classroom teachers (M)
- Providing PD for administrators on effective practices for newcomer ELs (M)
- Providing PD for administrators in identifying areas of the school program that need improvement (H)
- Providing coaches to administrators regarding monitoring instruction of ELs (M)



### Section H: Engaging parents of ELs

- Providing Professional Development for Admin on involving parents of ELs (M)

Educators were also asked to rate their level of agreement on several items regarding the school culture in supporting EL students. Survey respondents were most likely to agree that **administrators are knowledgeable about ELs’ instructional and social needs** (Table 5). There was some room for improvement related to supporting EL students, particularly with educators understanding the district’s vision/plan for educating ELs.

*Table 5. School culture for supporting EL students (1= Strongly disagree, 4 = Strongly agree)*

	Mean	n
My school actively supports the social-emotional needs of ELs.	3.00	6
Administrators at my school are knowledgeable about ELs’ instructional and social needs.	3.33	6
Administrators at my school receive training in English Learning Development.	3.00	4
Our school’s library has enough materials that reflect the cultures and heritages of the children who go here.	2.40	5
Overall, my school is doing a good job of teaching children who speak languages other than English.	2.67	6
I understand my district’s vision/plan for educating ELs.	2.17	6
I feel confident that there is someone I can call or email if I need additional support for my EL instruction.	2.40	5

## Obstacles

District leadership reported that the timeframe of the grant was not enough to build systems. They noted they are still looking at and working to build a better system, so that students can continue to be monitored and receive supports after they exit the EL program. Additionally, the district expressed concerns that the curriculum is not being implemented with fidelity. Any obstacles reported by districts that detail their experiences with ODE grant management will be reported thematically in the final evaluation summary report.

## Sustainability of efforts

The district reported that they plan to include System 44 and READ 180 in their budgeting process in order to sustain the interventions following the grant. Central also planned to continue to use the train the trainer model to build capacity. Further, they indicated that they plan to continue to offer coaching support, progress monitor students, and meet as PLCs.



## To what extent did school and district capacity to serve EL students and families improve?

### To what extent do educators report changes in their instruction to support language development?

Interviewees reported that educators are implementing Project GLAD and SIOP strategies in the classroom but did not specify further which strategies. Further, in implementing System 44 and READ 180, the

district is currently focused on Tier 3 interventions. Teachers self-reported confidence in EL instruction before and after the grant. One item showed a statistically significant increase in confidence levels as shown below. Confidence levels also started high in some areas. Due to small sample sizes, results should be interpreted with caution.

Table 6. Confidence in EL instruction before and after HB 3499 (1 = Not at all confident, 4 = Very confident)

	Before 2016	Now	n
Planning lessons with the language needs of my EL students in mind (using ELPA Standards as a guide).	3.29	3.43	7
Planning and implementing high-quality English language instruction tailored to students' needs.	3.00	3.43	7
Collaborating with colleagues to support culturally and linguistically diverse students' learning.	2.86	3.29	7
Using relevant resources, including appropriate technology to develop and implement instruction for my EL students.	2.57	3.29*	7
Implementing best practices for the assessment of culturally and linguistically diverse students.	2.71	2.86	7
Networking with other colleagues at my grade level(s) about effective practices for teaching ELs.	2.67	3.00	6
Utilizing all four literacy domains (Reading, Writing, Listening, Speaking) in my instruction with EL students.	3.57	3.71	7

\*indicates a statistically significant increase at the  $p < .05$  level

Educators were asked to self-rate themselves as Novice, Apprentice, Practitioner, or Advanced in areas of EL proficiency standard and language acquisition. The majority self-rated as **Advanced**; this high rating, while positive, could be attributed to the survey respondents' roles as EL staff, coaches, and administrators. (Table 7).

Table 7. Self-reported knowledge

	EL Proficiency Standards	Language Acquisition
Novice 	-	-
Apprentice 	-	11.1% (1)
Practitioner 	44.4% (4)	33.3% (3)
Advanced 	55.6% (5)	55.6% (5)

**To what extent do educators perceive improvements in their ability to provide content instruction to ELs?**

System 44 and READ 180 are both reading interventions designed to improve content instruction. AVID training offered to educators also enables educators to provide content instruction to ELs. Educators who took the survey rated their confidence in specific EL instructional strategies as summarized in Table 8. Confidence was high in all areas but particularly for **using sheltered instructional practices, engaging ELs in academic conversations, and dialoguing with EL students.**

Table 8. Confidence in EL instructional strategies (1 = Not at all confident; 4 = Very confident)

	Mean (9)
Assessing EL proficiency levels in order to guide my instruction	3.22
Using sheltered instructional practices such as building background, comprehensible input, practice and application	3.44
Engaging ELs in academic conversations	3.44
Dialogue with EL students (student talk time)	3.44

## How did districts improve their capacity to engage culturally and linguistically diverse families?

### Community Partnerships

Central started working with Western Oregon University during the final year of the grant on the Bilingual Scholar Program and teacher education program. Interviewees discussed plans for community partnerships in the future, which have been outlined in a strategic plan. District leadership indicated this grant work is setting the foundation for community partnerships. Prior to that, interviewees noted the district faced obstacles developing partnerships. One barrier Central faced was that grant funding and parameters were inconsistent and confusing, so they had to focus on those aspects of the grant. Another obstacle is that there are silos within the district, making it more difficult to pull in community groups.

As it pertains to engaging families of EL students, interviewees did not highlight this as a priority of the grant, but the 2017 outcome report indicated that a Parent Advisory Committee (PAC) meets monthly to address parent concerns and education needs of students. The 2018 outcome report noted that the district has seen an increase in student and parent engagement through access to an online portal. It is unclear whether these activities specifically target EL families.

On the educator survey, respondents were asked to rate the extent their district made changes in its effort to engage parents and families of EL students over the last four years (1 = Not at all, 4 = To a great extent). The average rating was **2.89** (n = 9) suggesting there is some room for improvement. Educators rated the extent to which family engagement supports are available at the district level (1 = Never, 4 = Always). **Making a dedicated effort to involve the parents of EL students in their child's education** was the highest rated supports by educators, but other areas demonstrated room for improvement.

Table 9. Availability of Family Engagement Supports (1 = Never; 4 = Always)

	Mean (9)
At my school, there are two-way communication strategies for engaging parents of EL students.	2.67
My school provides EL parents with information regarding the community resources available to help EL students.	2.78
Parents of EL students often participate in school activities.	2.22
I make a dedicated effort to involve the parents of my EL students in their child's education.	3.11
At this school, staff and parents are able to overcome cultural barriers.	2.44
This school provides opportunities to strengthen EL students' cultural identity.	2.56
EL students' home culture and home language are valued by the school.	2.78

Educators provided insights on how their district improved capacity to engage culturally and linguistically diverse families. On the survey, educators gave examples such as enhanced communication (2) and more awareness (1); however, three respondents indicated there is room for improvement in the area of family engagement. The full list of answers is in the Appendices.

Survey respondents provided their thoughts on how their school's instruction and support for ELs and their families has changed over the last four years. Generally, they spoke of AVID (2), enhanced knowledge for teaching ELs (2), a TOSA to provide additional EL support (1), and increased focus on building skills for EL students (1). In contrast, two respondents suggested there is still room for improvement, with one of them requesting SIOP training. The full list of answers is in the Appendices.

### Sample Quotes

*Much more communication in Spanish on district and school platforms.*

*More bilingual communication sent home. More bilingual instructional assistants. Culturally relevant teaching practices.*



## What were the academic outcomes for current and former EL students in HB 3499 districts?

To compare EL students from Central with students from non-HB 3499 districts, propensity score matching was conducted to find the best possible match for each Central student based on a variety of matching variables including gender, race/ethnicity, diversity of primary language within the district, access to free and reduced lunch program within the district, disability status, gifted and talented status, recent arriver status, migrant program participation, number of years as an EL, community setting, ELPA performance levels across all four domains (i.e., reading, writing, listening, and speaking), and EL status (when applicable). The resulting comparison group includes the optimal matches from all non-HB 3499 districts across Oregon. In other words, not all comparison group students come from the same district.

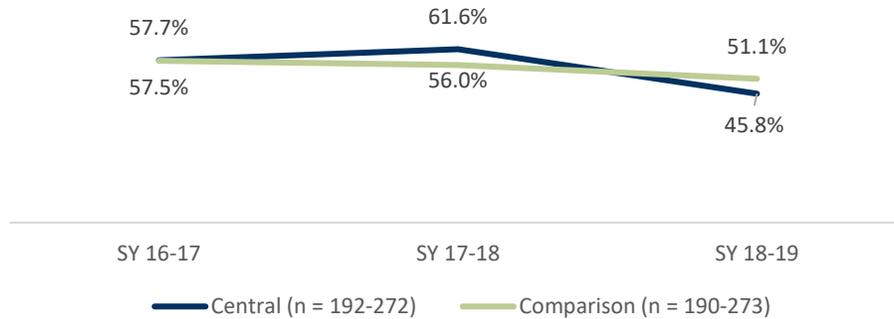
The academic outcome data described in this section is most easily viewed using the descriptive statistics depicted in the figures below. There may be times when the results of the predictive models do not seem to align with the data shown in the figures; this is due to the fact that the models account for the starting points and trajectories over time of each individual, while the descriptive statistics pictured in the figures below are a snapshot of each specific time point on its own, without consideration for individual students.

## What percent of EL students in HB 3499 districts are on track toward English language proficiency and how does it compare to non-HB 3499 districts?

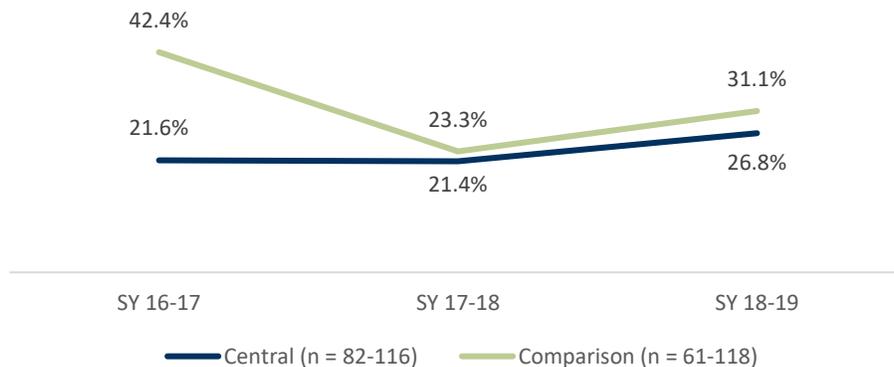
Treatment group students included in the analysis for the outcome of on track to English Language proficiency were enrolled in Central SD in SY 16-17 and received at least two years of 3499 exposure (in any 3499 district). Comparison group students were enrolled in a non-3499 district in SY 16-17 and did not receive any years of 3499 exposure.

Figures 3 and 4 display the percentage of EL students who were on track to English language proficiency across the three years of grant implementation and two grade bands (grades K-5 and grades 6-12). **The percentages of Central EL students on track to English language proficiency decreased from the first to third grant year for grade K-5 EL students but increased from the first to third grant year for grade 6-12 EL students.** The percentages of Central EL students on track to English language proficiency were generally lower than those of their comparison groups over time.

*Figure 3. Percentage of Grade K-5 EL Students on Track to EL Proficiency*



*Figure 4. Percentage of Grade 6-12 EL Students on Track to EL Proficiency*



***Does progress of HB 3499 districts outpace that of non-HB 3499 districts?***

To determine whether EL students from Central outpace matched comparison students from non-HB 3499 districts, two generalized linear mixed effects models were used. The first model, which focused on EL students in grades K-5, indicated no significant effect of grant status on EL students’ likelihood of being on track to English language proficiency over time. The second model, which focused on EL students in grades 6-12, indicated a significant negative effect of grant status on students’ likelihood of being on track to English language proficiency over time. **Grades 6-12 EL students in Central had a significantly lower probability of being on track over time than EL students in the matched comparison group.**

## What is the progress of current, former, and never EL students in HB 3499 districts on the SBAC ELA assessment and how does it compare to non-HB 3499 districts?

Treatment group students included in the analysis for the outcomes of SBAC ELA and Math proficiency were enrolled in Central SD in SY 16-17 and received at least two years of 3499 exposure (in any 3499 district), and had SBAC data for the two pre-treatment years and at least two years of the grant (5-7th graders in SY16-17). Comparison group students were enrolled in a non-3499 district in SY 16-17, did not receive any years of 3499 exposure and had SBAC data for the two pre-treatment years and at least two years of the grant (5-7<sup>th</sup> graders in SY 16-17).

Figures 5, 6, and 7 display the percentage of current-, former-, and never-EL students in Central and their matched comparison group who achieved proficiency (scores were proficient or advanced) on the SBAC ELA assessment. All figures include data across five years, including two pre-grant years (SY 14-15 and SY 15-16) and three years post identification (SY 16-17, SY 17-18, and SY 18-19).

**The percentages of Central students who achieved proficiency on the SBAC ELA assessment increased over time for current-, former-, and never-EL students.** The percentage of Central students who achieved proficiency on the SBAC ELA assessment was generally lower than that of their comparison group over time.

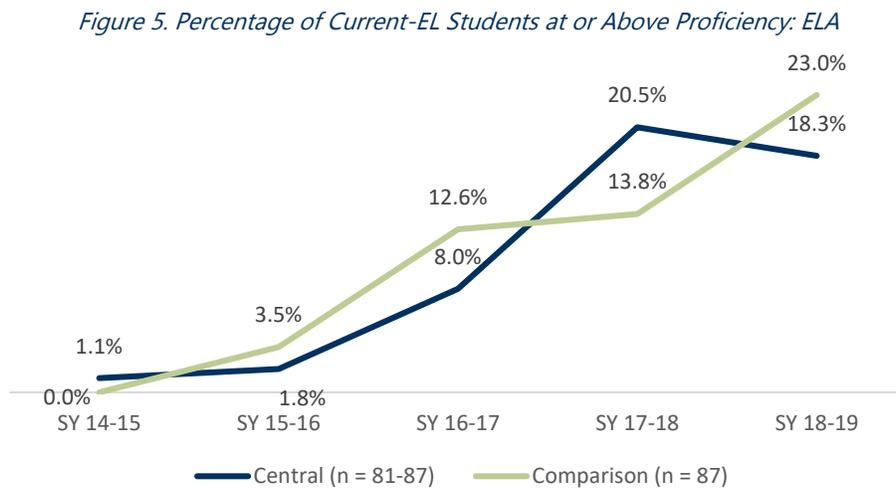


Figure 6. Percentage of Former-EL Students at or Above Proficiency: ELA

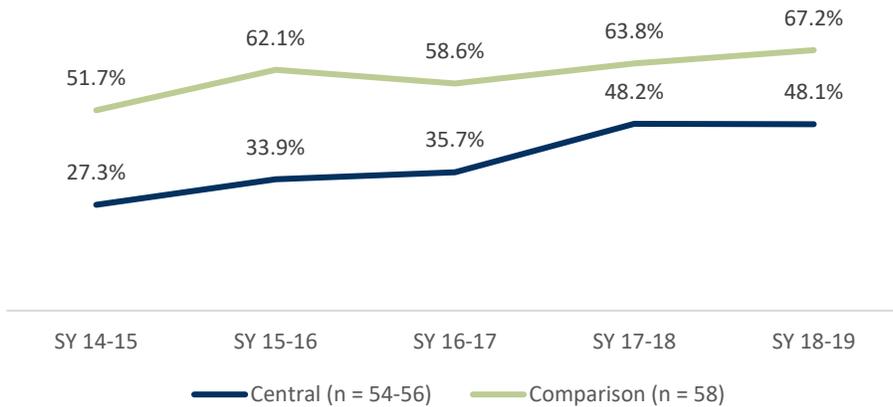
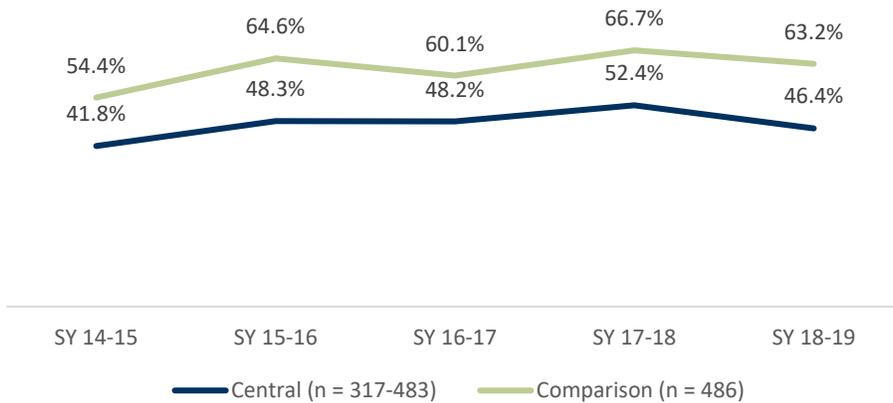


Figure 7. Percentage of Never-EL Students at or Above Proficiency: ELA



To further compare progress between Central students and their matched comparison group, a series of linear growth models was used. Results indicated a significant effect of grant status on former-EL students' SBAC ELA performance levels across time providing **evidence that the grant may have overall negatively impacted Central former-EL students' ELA performance levels over time**. There was no significant effect of grant status on current- or never-EL students' ELA performance levels.

### What is the progress of current, former, and never EL students in HB 3499 districts on the SBAC Math assessment and how does it compare to non-HB 3499 districts?

Figures 8, 9, and 10 display the percentages of current-, former-, and never-EL students in Central and their matched comparison group who achieved proficiency on the SBAC Math assessment (scores were proficient or advanced). **The percentages of Central students who achieved proficiency on the SBAC Math assessment were generally lower than those of their comparison groups over time.**

Figure 8. Percentage of Current-EL Students at or Above Proficiency: Math

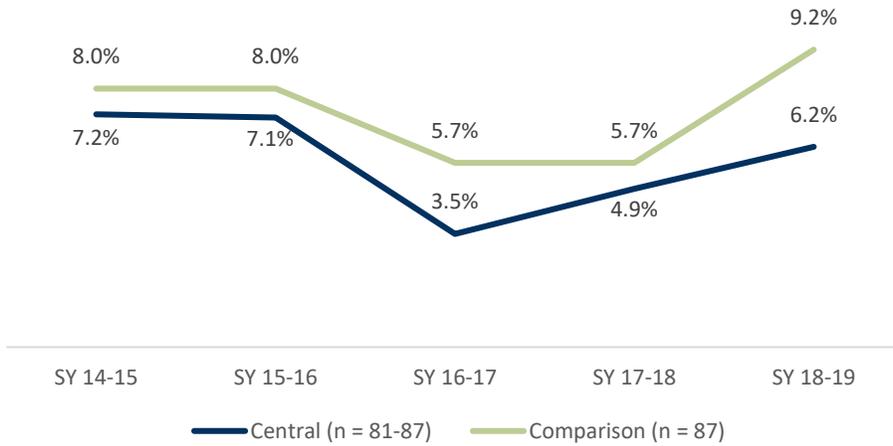


Figure 9. Percentage of Former-EL Students at or Above Proficiency: Math

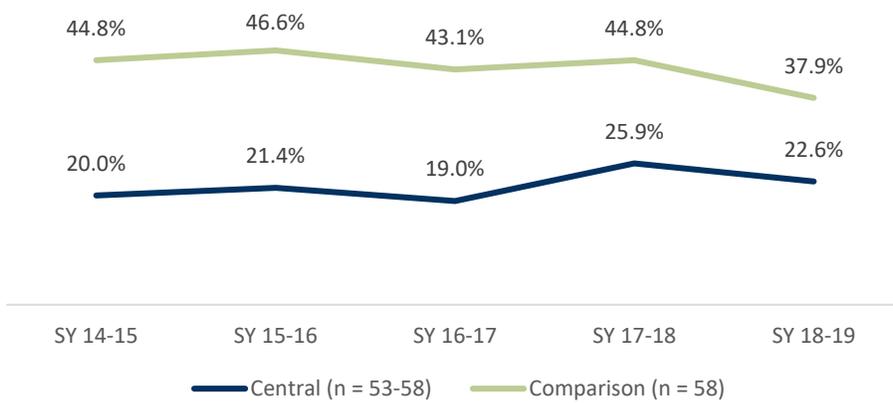
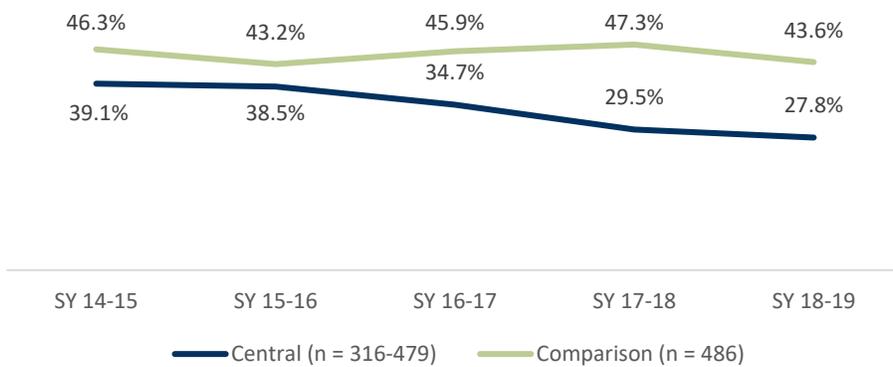


Figure 10. Percentage of Never-EL Students at or Above Proficiency: Math



To further compare progress between Central students and their matched comparison group, a series of linear growth models was used. Results indicated no significant effect of grant status on current- or former-EL students, but a significant and negative effect of grant status on never-EL students' SBAC Math performance levels across time. There was evidence that the grant may have negatively impacted Central never-EL students' Math performance levels over time.

# APPENDICES

## A. Rating Definitions

### ODE Outcome Report District Self-Rating

ODE provided Target and Transformation districts with the following rating scale in their 2017, 2018, and 2019 outcome reports. Districts self-rated whether they were on track to reaching their target goals and provided a brief explanation of whether there was a need to change or address parts of their action plan.

 <p><b>On track</b></p>	<ul style="list-style-type: none"> <li>◆ There is a plan (and it is followed) that makes clear how activities help achieve the goal.</li> <li>◆ Resource decisions are aligned with expected impact.</li> <li>◆ Plan’s milestones and measures provide a clear basis for monitoring and accountability.</li> <li>◆ Relevant evidence has been collected and reviewed as soon as it is available-this ranges from outcome metrics to early indicators and process measures.</li> <li>◆ Feedback loop result in project course corrections.</li> <li>◆ Data for process metrics, early indicators and/or outcomes are improving.</li> <li>◆ Systemic implementation is in place district wide.</li> </ul>
 <p><b>Somewhat on track</b></p>	<ul style="list-style-type: none"> <li>◆ Requires some attention, some aspects need urgent attention.</li> <li>◆ Some timelines or milestones on track.</li> <li>◆ Some consistent monitoring of progress on our strategies are occurring.</li> <li>◆ Some evidence of progress is being collected and reviewed as it is available requires refinement and systemic implementation.</li> </ul>
 <p><b>Not on track</b></p>	<ul style="list-style-type: none"> <li>◆ There is no clear accountability for the goal</li> <li>◆ Plan does not assign specific timelines or milestones</li> <li>◆ Consistent monitoring of progress on our goal or our strategies is not occurring</li> <li>◆ No evidence of progress is used, or our evidence is limited to the data on the goal</li> <li>◆ To the extent we have any kind of evidence, the data are stagnant or moving in the wrong direction</li> <li>◆ Systemic implementation is not evident throughout the district</li> </ul>

## PRE Progress Towards Goals and Student Achievement Ratings

PRE analyzed the district’s progress towards their stated goals as reported in ODE outcome reports, the information from a district interview, rubric data, and educator survey data to arrive at a **Progress Towards Goals** rating. The **Student Achievement** rating is based off the academic progress of English Learner (EL) students according to the two quasi-experimental impact studies done for this report.

 <p><b>Notable Progress</b></p>	 <p><b>District Approach:</b> The district met all their goals.</p>  <p><b>EL Service Capacity:</b> Evaluation findings suggest the district had clearly targeted strategies to increase capacity to serve EL students.</p>  <p><b>Student Achievement:</b> The treatment group is showing positive student achievement on two or more outcomes (e.g., ELA, Math, OTELP) in terms of growth over time AND significant progress over the comparison group on at least one outcome.</p>
 <p><b>Some Progress</b></p>	 <p><b>District Approach:</b> The district met some goals and made progress towards others, but additional efforts are required to meet all their goals.</p>  <p><b>EL Service Capacity:</b> Evaluation findings suggest that, while the district has made progress towards goals that improve outcomes for all students including ELs, the district may need more specific targeted strategies to deepen the impact for EL students.</p>  <p><b>Student Achievement:</b> The treatment group is showing growth over time OR significant progress over the comparison group on at least one outcome (e.g., ELA, Math, OTELP).</p>
 <p><b>Limited Progress</b></p>	 <p><b>District Approach:</b> The district has not met or made limited progress towards all of their goals.</p>  <p><b>EL Service Capacity:</b> Evaluation findings suggest that the district did not improve or made limited improvement in their capacity to serve ELs.</p>  <p><b>Student Achievement:</b> The treatment group is not showing positive student achievement on any outcome (e.g., ELA, Math, OTELP) in terms of growth over time or progress over the comparison group. This may be due to limited sample sizes.</p>

## B. Educator Survey Demographics

The characteristics of this sample are detailed in the tables below. Approximately **66.7%** of respondents have been teaching in the district for the last 3-4 years. Similarly, **66.7%** of those who took the survey have an ESOL endorsement. Educators were able to mark more than one option for grade level taught/supported and role.

*Table 10. Grade level taught/supported*

	n
K-5	5
6-8	3
9-12	1

*Table 11. Years at K-12 level*

	n	%
0-2 years	-	-
3-5 years	1	11.1
6-10 years	-	-
11-20 years	4	44.4
21-30+ years	4	44.4

*Table 12. Role*

	n
ELD or ESL Teacher	2
Site-based instructional coach or TOSA	4
Administrator	3

When asked to estimate the number of ELs they currently teach, responses ranged from **65** to **119** with a median response of **92.0**. A total of **77.8%** of educators reported that the number of ELs they teach has increased over the last four years and **22.2%** reported it had stayed the same (n = 9).

*Table 13. Educator estimates of current ELs in district*

	K-5 n (5)	6-8 n (3)	9-12 n (1)
0-10%	1	-	-
11-20%	1	2	1
21-30%	1	-	-
31-40%	1	1	-
41-50%	1	-	-
51-60%	-	-	-
61-70%	-	-	-
71-80%	-	-	-
81-90%	-	-	-
91-100%	-	-	-
Don't know	-	-	-

## C. Write-in Responses for Most Useful Professional Learning Experiences

Thinking about all of your professional learning experiences over the last four years, which did you find the most useful and why?

- *AVID Excel, specifically academic language.*
- *I found AVID to be the most useful, because of the various supports we can use to help ELs to access content through the four domains (Reading, Writing, Speaking and Listening). I found Project Glad helpful at first, but it really doesn't work as well with the Middle school standalone class model, due to the sheer number of posters we have to make for each period. AVID is much more conducive to the middle level model, and the supports can be adapted to EL level in order to better support students to succeed.*
- *Constructing Meaning, because it helps to weave in the specific language development within the literacy block and across content. It provides a gradual release.*
- *Having time to meet with teams to do PD and plan units. Going slow when rolling things out.*
- *The philosophy and strategies of Project GLAD have helped me. The strategies can be used in a variety of settings and used as a scaffold to help all levels of language learners. They are also good practice for all learners, whether or not they are bilingual.*
- *COSA conference, since it is the only time I am able to meet with other ELD secondary teachers and network. Also, it's a great chance to look at materials that may prove helpful in the classroom.*

## D. Write-in Responses for Additional Professional Learning Opportunities

In what areas of serving ELs would you like additional professional learning opportunities?

- *More literacy based and contextual.*
- *As we have staff turnover, we need to continue to have PD on how to best support students with overall low language skills. We also need to keep doing PD on equity, in order to create inclusive classrooms where all students feel they have voice and their culture matters.*
- *More work on ELP standards and how they fit in other content area standards. Collaboration ideas. How to encourage academic discussion for ELs in content classes. Math specific language supports.*
- *I believe that there needs to be continued work around oracy, structured student talk and oral language practice routines.*
- *Progress monitoring.*
- *I believe we are in support of having all our staff on board with appropriate accommodations for our ELs. The reason most of our ELs do poorly in most subjects is that teachers don't use the accommodations provided. We need a back-up plan. Also, we just talk about AVID, but the ELD teacher at the high school has had no training in AVID, so how is it possible to relate to what terminology the teachers are using for those strategies? The high school ELD staff is very isolated.*
- *I would like to explore the co-teaching model for ELs in middle school level social studies. ELs often, especially if they have a reading support class and ELD class, don't get to have social studies. I would like to be more supportive of ELs to receive instruction in Social Studies/non-fiction classes. While I believe it's important to support students in their ELA classes, I feel as though most of our reading in the real world is non-fiction. These are important areas where students need support and instruction. Learning how to find information, researching and reporting findings, and learning to be a citizen, part of a group, and integration into a new culture while also experiencing their own culture within family groups, etc. While ELA classes afford skills that are important, the literary analysis skills are less needed in today's information driven society.*

## E. Write-in Responses for Improved Capacity to Engage EL Families

Over the last four years, how has your district improved their capacity to engage culturally and linguistically diverse families?

- *Not really; it is an area of improvement.*
- *I don't believe we have. We still don't have a newcomer program. We have an EL committee in our district, but I believe we have spent a ton of time refining processes and not focusing on how we can better challenge and educate ELs and provide better instruction to parents and students alike.*
- *I can only speak to this school year and would say that there is room for growth. This is a priority and the district is addressing it.*
- *Increased awareness and proactive thinking and planning.*

## F. Write-in Responses for Change in School's Support for ELs and Families

Overall, how has your school's instruction and support for ELs and their families changed over the last 3-4 years?

- *It's an area of improvement.*
- *Teachers are more knowledgeable about EL instruction and what ELs need to be more successful in school.*
- *I think we have become more focused on building skills and helping kids learn strategies that will help them to be more academically successful, but not engaging them in social or community activities that help to engage their families in their academic growth. In my school, I know that AVID has been more actively seeking ways to do parent nights with ELs since implementing AVID Excel, and I believe that will grow.*
- *More literacy support through AVID school-wide strategies. More parent engagement with AVID Excel.*
- *I can speak to this school year. At my school, we have added in monthly PD for teachers in the area of supports and best practice for emergent bilingual students, provided coaching, co-teaching, planning support and feedback. We are on a growth trajectory.*
- *We now have a plan and a support person (TOSA) so that teachers aren't solely responsible.*
- *We went from a successful, contextual EL model to a less supportive model. We also are not offering SIOP classes, which, in my opinion, is not in the best interest of the students.*

## G. English Learner Program Rubric Ratings

EL program rubric ratings from 2016 and 2020 are presented below. Rows shaded in blue indicate a decreased rating and rows shaded in green correspond to an increased rating over time.

Program Rubric Indicator	2016	2020
A1 - Identifying needs of ELs and allocating resources to address those needs	H	H
A2 - Analyzing the district programs for continuous improvement	M	H
A3 - Analyzing school-level programs for continuous improvement	M	M
A4 - Obtaining input from teachers, admin, and other staff about standards of practice concerning instruction and assessment of ELs	M	M
A5 - Evaluating the quality of evidence concerning research that will be used to inform decisions about district EL programs	M	M
A6 - Including information and guidance from state agencies, universities, and other sources in planning the EL program	M	H
A7 - Encouraging and supporting cross-school networks of teachers and administrators focusing on ELs	H	H
A8 - Learning about EL issues, topics, and practices from other districts	M	H
A9 - Including the EL program administrator on the district management team	H	H
A10 - Ensuring that the EL program administrator has experience with instruction for ELs	M	M
B1 - Developing a long-term strategy for the continuous improvement of curriculum and instruction of ELs	L	M
B2 - Adopting instruction materials and instructional frameworks (i.e. GLAD or CM) for ELs	M	M
B3 - Providing ELs with grade appropriate instructional materials at their level of English proficiency	M	M
B4 - Providing ELs access to honors, TAG, or other advanced courses	M	M
B5 - Providing access to library materials that are culturally relevant and available in languages other than English	M	H
B6 - Providing access to computer resources, such as hardware (computers and tablets) and software (apps) specific to the needs of ELs	M	H
C1 - Identifying ELs for Special Education	M	H
C2 - Addressing socioeconomic factors that affect achievement of ELs (e.g. family income, immigration status, parent education, transportation, and mobility.)	M	M
C3 - Supporting subgroups of ELs (e.g. males and females, newcomers, Students with Interrupted Formal Education, long-term ELs, dually identified students, and ELs grouped by home language)	M	M
C4 - Establishing a district program for newcomer ELs	L	M
C5 - Evaluating students' foreign transcripts and using them in decisions about initial placement	M	M
C6 - Recognizing linguistic, social, and cultural assets of newcomers	M	M
C7 - Supporting newcomers' mastery of both English and content	L	M
C8 - Supporting literacy for ELs with limited or interrupted formal education	M	H
C9 - Supporting numeracy for ELs with limited or interrupted formal education	M	M
C10 - Supporting newcomer ELs through transitions	M	M
D1 - Recruiting teachers who are effective with ELs	M	M
D2 - Recruiting teachers with bilingual/ESOL endorsements	M	H
D3 - Monitoring teachers' effectiveness with ELs and using results in determining professional development	M	M
D4 - Retaining teachers with demonstrated effectiveness with ELs	M	M
D5 - Recruiting administrators who are effective with ELs	L	M
D6 - Monitoring administrators' leadership of the school programs for ELs	L	M

Program Rubric Indicator	2016	2020
D7 - Retaining administrators who demonstrated effective instructional leadership for teaching ELs	L	L
E1 - Assessing the English language proficiency of ELs	M	H
E2 - Providing ELs multiple opportunities to demonstrate growth in the ELP standards through a robust multiple measures system	M	M
E3 - Examining progress of subgroups of ELs (e.g. males and females, newcomers, students with interrupted formal education, long-term ELs dually identified students, and ELs grouped by home language)	L	M
E4 - Evaluating fidelity of implementation of curriculum, instruction, and assessment for ELs	L	M
E5 - Evaluating and reporting implementation of curriculum instruction and assessment for ELs	L	M
E6 - Reporting reading and math achievement results for current, monitored (i.e. exited EL services within the previous 2 (4) years) and former ELs	L	H
E7 - Reporting course participation and completion data for current, monitored, and former ELs	L	M
E8 - Examining patterns of reclassification	L	H
E9 - Examining patterns of reclassification for subgroups of ELs (e.g. males and females, newcomers, students with interrupted formal education, long-term ELs, dually identified students, and ELs grouped by home language)	L	M
E10 - Monitoring progress of former (exited) ELs	M	M
E11 - Reporting progress of former (exited) ELs	M	M
F1 - Identify priorities for PD related to instructing ELs	M	M
F2 - Providing continual professional development (PD) in teaching ELs to ELD teachers	M	M
F3 - Providing continual professional development in teaching ELs to classroom teachers	M	M
F4 - Training classroom teachers to use assessments to monitor ELs' English language skills	M	M
F5 - Training classroom teachers to use results of formative assessments of ELs' English language skills in lesson planning	M	M
F6 - Providing PD to ELD teachers in integrating content instruction into ELD instruction	L	M
F7 - Training ELD specialists and instructional assistants to use assessments to monitor ELs' English language skills	M	M
F8 - Providing PD on collaboration between ELD teachers and classroom teachers	L	M
F9 - Providing PD for administrators on acquiring another language	L	L
F10 - Providing PD for administrators on effective practices for newcomer ELs	L	M
F11 - Providing PD for administrators in identifying areas of the school program that need improvement	L	H
F12 - Providing teachers with coaches regarding teaching ELs	H	H
F13 - Providing coaches to administrators regarding monitoring instruction of ELs	L	M
F14 - Sharing learning about challenges and successes in teaching ELs	M	M
G1 - Piloting promising programs/practices for ELs	M	H
G2 - Adapting new programs and practices for ELs to the district context	M	M
G3 - Balancing district direction with input from school stakeholders adopting new programs/practices	M	H
G4 - Planning for scaling up effective programs/practices for ELs	M	M
H1 - Assigning staff responsible for engaging parents of ELs in supporting their children's learning at home	M	H
H2 - Providing materials and other resources to parents of ELs in supporting their children's learning at home	M	H
H3 - Supporting communication with Spanish-speaking parents	M	H
H4 - Supporting communication with parents speaking languages other than Spanish	M	M
H5 - Providing ops for parents of ELs to learn about and engage with the school system	M	H
H6 - Developing policy for involving parents of ELs	M	M
H7 - Providing Professional Development for Admin on involving parents of ELs	L	M