

EAGLE POINT 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

- ◆ At the elementary and middle schools, the district focused on academic language in multiple subjects. An external consultant was hired to provide training and follow up coaching supports to both general education and EL staff.
- ◆ The high school focused on expanding prior implementation of Constructing Meaning (CM) by offering boosters and coaching support from the external consultant. A peer tutoring program for ELs was established.
- ◆ The district convened a group focused on overall systems of support for EL students.



EL Service Capacity

- ◆ Educators rated the CM training and the systematic ELD training as highly useful for their EL instruction with average ratings of 3.3 out of 4.
- ◆ Educators reported increased confidence in EL instructional strategies compared to the beginning of the grant.
- ◆ The district has made efforts to engage parents of EL students through increased family nights but this is still an area of improvement for the district.
- ◆ The EL program rubric showed increased ratings on 45/69 of the rubric indicators.



Academic Outcomes

- ◆ A lower percentage of EL students were on track to English Language proficiency in Eagle Point than their comparison group over time.
- ◆ The percentage of students who achieved proficiency on the SBAC ELA and Math assessments increased over the course of the grant period for current-, former-, and never-EL students.
- ◆ There was no significant effect of grant status on Eagle Point current-EL students' ELA or Math proficiency levels.

PROJECT SUMMARY

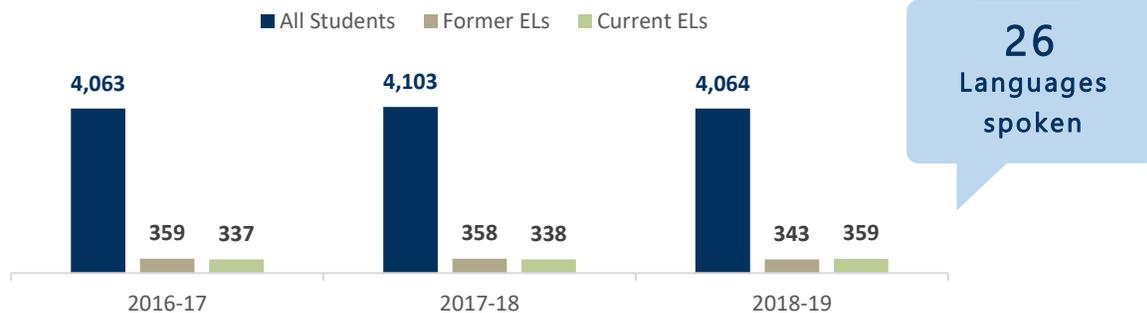
In 2016-17 the Eagle Point School District was identified as an HB 3499 Target district by Oregon Department of Education (ODE). Based on a comprehensive needs assessment in 2016-17 and a rubric generated by Regional Educational Laboratory (REL) of Education Northwest, the district identified the following factors in need of improvement:

- Providing opportunities for parents of ELs to learn about and engage with the school system
- Planning for scaling up effective programs / practices for ELs
- Evaluating and reporting implementation of curriculum, addressing instruction and assessment for ELs, and using assessment results in determining professional development
- Training classroom teachers to use results of formative assessments of ELs' English language skills in lesson planning
- Providing teachers with coaches for supporting EL instruction

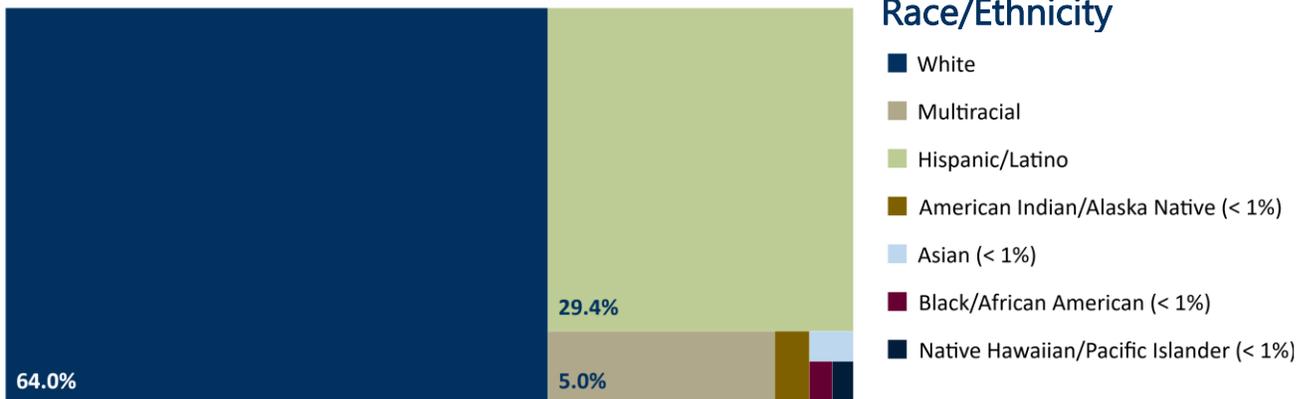
Three schools with high EL attendance were selected as Target schools for the grant work, including Table Rock Elementary, White Mountain Middle School, and Eagle Point High School. The district hired various consultants to work with each of these schools in order to address the district's overall goal of, "Improving LEP student math achievement in all tested grade levels as measured by the Smarter Balanced Math assessment (grades 3-8), Math Inventory (formerly SMI) (grades 9-12), and the EasyCBM Math benchmark assessments (grades K-8)."

DISTRICT CHARACTERISTICS

District Enrollment



Race/Ethnicity



FINDINGS



What approaches did Eagle Point School District take to their HB 3499 work?

How were the HB 3499 district priorities defined?

District needs were identified using the EL program rubric as a tool. The root cause analysis revealed a need for an admin team that was more knowledgeable about the EL program, particularly in high attendance schools.

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

The district's approach focused on upgrading all of the systems within their district level EL plan and increasing capacity for their EL program leadership. The goals and activities supported by the grant were unique at each of the target schools.

At the elementary school, the plan supported general education instruction focusing on academic language in multiple subjects. A consultant was hired to work with a team of general education teachers on good strategies for language supporting classrooms.

The middle school's plan also supported academic language in multiple subjects and a consultant has provided sheltered EL instructional coaching focused on Math.

The High School (HS) offered Constructing Meaning (CM) boosters to support implementation for teachers who had previously completed the training. A consultant conducted walk throughs and collected data to see where teachers were prior to developing the booster training. Finally, the HS previously had a three-year effort to train math teachers in instructional strategies around differentiation and reaching students less proficient in English. The consultant has been working with math teachers for about two years, which rolled into a summer academy during the grant.

METHODS

Grant Director Interview

Four individuals from Eagle Point School District participated in one interview including the Federal Programs Coordinator, the Director of Secondary Education, the Principal at Table Rock Elementary school and the High School Principal. The Federal Programs Coordinator has been the grant facilitator and has been involved all four years.

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 March 2020 to a group of approximately **60** educators and **44** surveys were completed. Approximately **79.5%** of respondents have been teaching in the district for the last 3-4 years. Thirty percent (**29.5%**) 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.

According to educators who participated in the survey, the following programs for English Learners are offered in Eagle Point School District: Transitional Bilingual, Two-way Immersion, ESOL push-in, ESOL pull-out, ELD class period, and Newcomer programs (secondary). Three educators reported that they did not know.

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, site-based instructional coach or TOSA, district-based instructional coach or TOSA, administrator, counselor, special education, instructional assistant/paraprofessional, graduation coaches, and front office staff.

Table 1. HB 3499 staff involvement

Teachers 2016-17	Teachers 2017-18	Teachers 2018-19	Teachers 2019-20	Admin Total	TOSAs hired
22	35	43	58	8	0

Professional learning (PL)



88.6% (39) were involved in PL specific to ELs over last four years
 ♦ Of those, **39** participated in PL learning at their school, district, or ESD
 ♦ Educators spent between **2** and **500** hours in PL, **100.0** median hours



2.6% were involved in coursework specific to ELs over last four years
 ♦ 1 educator worked toward their ESOL endorsement
 ♦ The educator spent **300** hours in PL coursework



41.0% reported attending conferences over last four years
 ♦ Local conferences attended by educators included EL Alliance (**6**), OABE (**2**), COSA (**8**), ALIM (**2**), Constructing Meaning (**2**), CFEE Coaching for Educational Equity via Ed Equity Oregon (**1**), SELD (**1**), and EL Achieve Symposium (**1**)
 ♦ National or out-of-state conferences attended by educators included NABE (**1**), La Cosecha (**3**), AVID (**2**), SXSW Edu (**1**), and McGraw Hill Bilingual/Dual Language Conference (**1**)
 ♦ Educators spent between **1** and **25** days at conferences, **8.0** median days



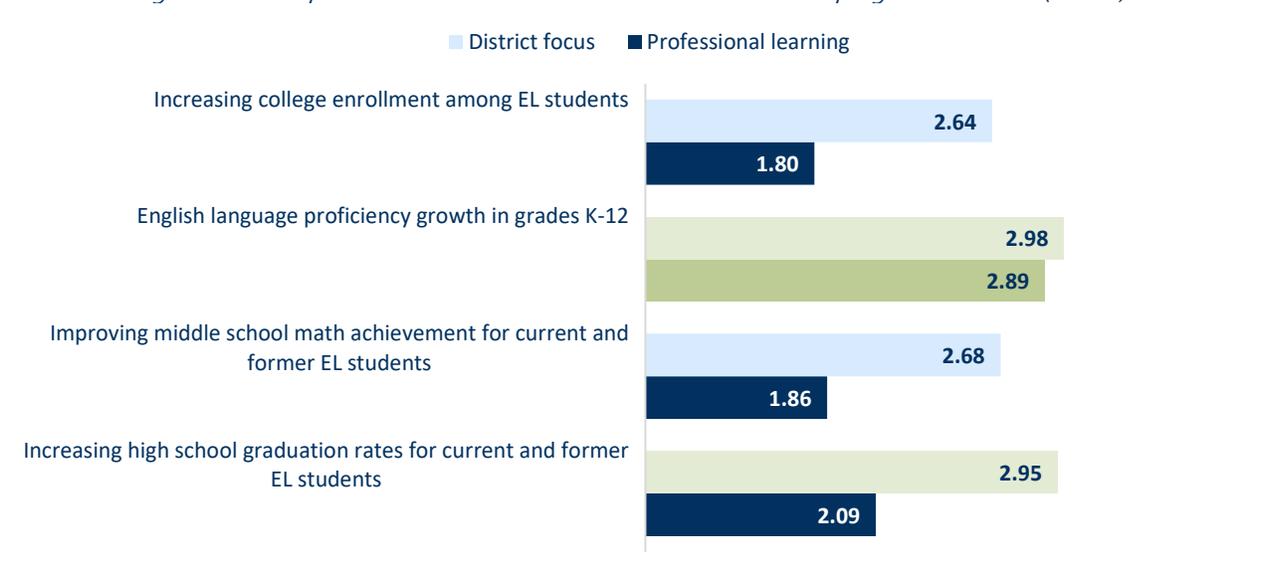
66.7% indicated that PL opportunities specific to ELs increased over last four years, while **23.1%** indicated it stayed the same and **2.6%** responded "I don't know"

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 indicators with the greatest focus were **English language proficiency growth and increasing high school graduation rates for EL students**. (see Figure 1). Professional learning mostly focused on English language proficiency growth.

Figure 1. PL compared to district focus related to HB 3499 student progress indicators (n = 44)



The most common areas of professional learning specific to serving ELs included **teaching English Language Development and teaching math to ELs**.

Table 2. Areas received PL specific to serving EL students

	n (39)	%
Teaching English Language Development	28	71.8
Teaching Language Arts (literacy) to ELs	19	48.7
Culturally responsive instruction	13	33.3
Teaching Math to ELs	26	66.7
Analysis and use of assessment data for instruction	14	35.9
Bilingual instruction and or dual language immersion	8	20.5
Response to intervention (RTI) for ELs	8	20.5
Teaching Science Technology or Engineering subjects to ELs	2	5.1
ELs in special education	4	10.3
Supporting ELs to graduate and prepare for college	10	25.6
Family and community involvement	11	28.2
After school activities for students	6	15.4

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 in **Constructing Meaning and AVID training**. CM was rated as more useful in supporting EL student instruction.

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

	n (39)	%	Usefulness Rating
Constructing Meaning	30	76.9	3.33
EL Achieve	17	43.6	3.24
Project GLAD	7	17.9	3.14
Systematic ELD	13	33.3	3.31
SIOP	8	20.5	2.63
AVID	27	69.2	2.96
Other: ALIM	3	7.7	-
Not selected: Literacy Squared, QTEL	-	-	-

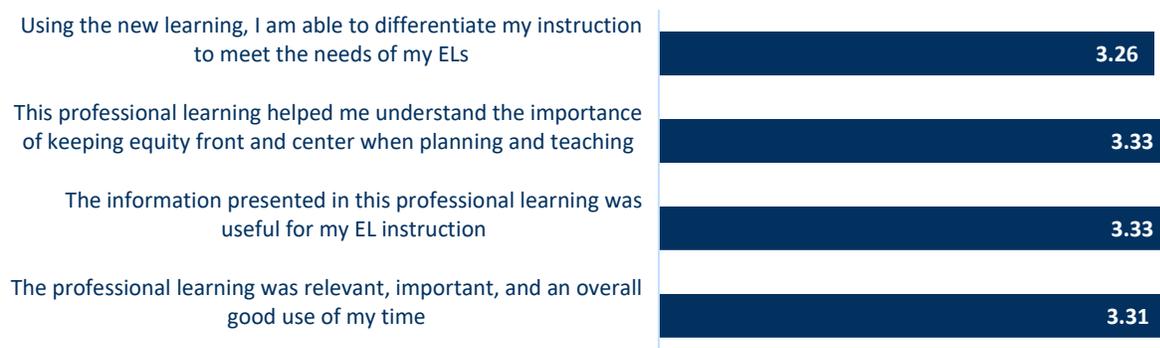
Educators (39) reported a mix of implementation supports for enhancing EL classroom instruction with 12.8% reporting no supports, 7.7% reporting one time, and 66.7% reporting embedded. The most common support for implementing professional learning topics in the district included **instructional coaching/mentoring** and **team collaboration through PLCs** (Table 4).

Table 4. Structures to support implementation of PL

	n (39)	%
Instructional coaching/mentoring	37	94.9
Team collaboration through PLCs	34	87.2
Co-teaching models	9	23.1
Common planning time for content and ELD/ESL teachers	12	30.8
Additional release time	11	28.2
Peer observation and feedback	25	64.1
Self-observation and reflection	17	43.6
Other: Academic Language in Multiple Subjects team assembled; ALIM; Hosting CM training; Observations by PD trainer; SELD Training/coaching; Video feedback session		

Figure 2 displays feedback about professional learning received through the grant. Educators have positive ratings about all items related to professional learning.

Figure 2. Agreement ratings on items related to PL experience related to EL students (n = 39)
(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, common responses included Constructing Meaning (10), Academic Language in Multiple Subjects (9), and working with the consultant or instructional coach (8). The full list of responses is in the Appendices.

Areas for additional professional learning opportunities focused on continued support in certain areas

including Constructing Meaning, academic language supports, and PLC time. The full list of responses is in the Appendices.

Sample Quotes

ALIM has been the most useful, because our consultant is extremely knowledgeable, helpful, and has assisted us in ways that have helped improve our instruction within the classroom. The time with my grade level team members has also been extremely valuable as we actually had time to meet, plan, discuss, and review data to help us in our planning.

The most valuable supports have been the once a month cohort meetings with a consultant. It has helped me to hone my practice and have conversations that most support my students.

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

Overall, Eagle Point was successful in meeting their goals with some room for improvement in family engagement activities. To support the goal of providing opportunities for parents of ELs to learn about and engage with the school system, the district organized dual language family nights which emphasize the culture of EL students. Additionally, they increased communication through translation and interpretation services. Although events are offered, one survey respondent noted that, “the same families come every time. Some families do not feel welcome at are school.” Further, when educators were asked to rate how often parents of ELs participate in school activities, the aggregate rating was **2.34** which leaves room for improvement in this goal.

The district was successful with the goal of using assessment results in determining professional learning needs. In the interview, district leadership described how the consultants observed classroom instruction and created follow-up professional learning based on need. For example, at the HS a consultant conducted walk throughs and collected data to see where teachers were prior to developing the CM booster training.

The goal of providing teachers with coaches regarding teaching ELs was met at all three schools. The coaches addressed the other goals related to the use for scaling up effective instructional practices for ELs and the use of formative assessment for lesson planning. At the elementary school, a consultant was hired to work with a team of general education teachers on good strategies for language supporting classrooms. The teams work together to implement lessons and the coach provides observation and follow up professional learning. In addition, consultants have been working with five ELD teachers on curriculum delivery, observing lessons, and designing PL based on need. Specific to formative assessment, the HS previously had a three-year effort to train math teachers in instructional strategies around differentiation and reaching students less proficient in English. The consultant has been working with math teachers for about two years on this, which rolled into a summer academy through the grant.

English Learner Program Rubric

Eagle Point 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 Eagle Point, the individual completing the rubric in 2020 was also 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 **19** items as Low in 2016 and all **19** items increased by 2020. These items are displayed in the figure below along with the 2020 rating (H = High, M = Moderate). Areas with no low ratings in 2016 are excluded from this figure. The district made notable progress in sections E and F on the rubric which directly correspond to grant goals.



Section B: Instruction and instructional materials for ELs

- Providing ELs with grade appropriate instructional materials at their level of English proficiency (H)
- Providing ELs access to honors, TAG, or other advanced courses (M)



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

- Addressing socioeconomic factors that affect achievement of ELs (e.g. family income, immigration status, parent education, transportation, and mobility.) (H)
- Establishing a district program for newcomer ELs (M)
- Evaluating students' foreign transcripts and using them in decisions about initial placement (M)
- Supporting newcomer ELs through transitions (M)



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

- Monitoring teachers' effectiveness with ELs and using results in determining professional development (H)
- Retaining teachers with demonstrated effectiveness with ELs (H)
- Retaining administrators who demonstrated effective instructional leadership for teaching ELs (H)



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

- Evaluating fidelity of implementation of curriculum, instruction, and assessment for ELs (H)
- Evaluating and reporting implementation of curriculum instruction and assessment for ELs (H)
- Reporting progress of former (exited) ELs (H)



Section F: Professional learning for improving outcomes for ELs

- Training classroom teachers to use assessments to monitor ELs' English language skills (H)
- Training classroom teachers to use results of formative assessments of ELs' English language skills in lesson planning (H)
- Providing PD on collaboration between ELD teachers and classroom teachers (H)
- Providing PD for administrators on effective practices for newcomer ELs (M)
- Providing teachers with coaches regarding teaching ELs (H)
- Providing coaches to administrators regarding monitoring instruction of ELs (H)



Section G: Adapting and scaling up programs and practices for ELs

- Planning for scaling up effective programs/practices for ELs (H)

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 receiving training in English Language Development** and **that there is someone they can reach out to for support with EL instruction** (Table 5).

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.	2.78	36
Administrators at my school are knowledgeable about ELs’ instructional and social needs.	2.92	39
Administrators at my school receive training in English Learning Development.	3.27	30
Our school’s library has enough materials that reflect the cultures and heritages of the children who go here.	2.85	27
Overall, my school is doing a good job of teaching children who speak languages other than English.	3.00	38
I understand my district’s vision/plan for educating ELs.	2.84	38
I feel confident that there is someone I can call or email if I need additional support for my EL instruction.	3.26	39

Obstacles

The district reported turnover as an issue that requires them to be in continuous training mode. They view this as a small barrier that allows them to revisit content and refresh. At the high school, they have struggled with the number of people who need to be involved in the process, which results in difficult communication. For example, they are working on a newcomer handbook for the entire districts, which requires many voices to be heard. 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

District leaders expressed satisfaction with their implementation of the planned activities and feel that they have, “followed through with their plan with 95% fidelity.” They have been able to model strategies from other districts, which has contributed to this success. In terms of sustainability, the Elementary School Principal and her Assistant Principal have been involved in all grant activities and plan to carry on the leadership piece as instructional coaches along with the school’s instructional coach. The consultant has worked with the instructional coach who will carry on the coaching once the consultant is finished. At the high school, they noted the successful pairing of AVID and Constructing Meaning and how this will be business as usual for them moving forward.



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

According to the grant team, “100% of students have been impacted by the grant.” At the elementary and middle schools, the efforts to improve ELD instruction and core content are school wide. Efforts at the high school are focused on active ELs as well as monitored and ever ELs. In terms of district improvement in serving ELs, at the end of year three, the district leadership described how they convened a panel to hear directly from EL students and shared that these students “recognized and praised changes in the instruction they have been receiving.”

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

At the elementary school, the Principal reported changes in instructional strategies implemented in the classroom through a combination of AVID, Constructing Meaning, and other supports provided through the grant. She noted, “We have a lot going on with AVID and Constructing Meaning. The team that comes together is working on best practices in classroom instruction, and I’m seeing CM, AVID and everything come together to create teachers as language supports.” At the high school they have seen teachers start to understand how the AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies overlap with Constructing Meaning and noted “If they are doing one they are doing both and becoming more fluid and familiar.”

Teachers self-reported confidence in EL instruction before and after HB 3499. All items showed a statistically significant increase in confidence levels as shown below. These are very noteworthy confidence gains.

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).	2.21	3.38*	29
Planning and implementing high-quality English language instruction tailored to students’ needs.	2.07	3.17*	29
Collaborating with colleagues to support culturally and linguistically diverse students’ learning.	2.34	3.38*	29
Using relevant resources, including appropriate technology to develop and implement instruction for my EL students.	2.14	3.10*	29
Implementing best practices for the assessment of culturally and linguistically diverse students.	2.00	3.23*	30
Networking with other colleagues at my grade level(s) about effective practices for teaching ELs.	2.20	3.17*	30
Utilizing all four literacy domains (Reading, Writing, Listening, Speaking) in my instruction with EL students.	2.07	3.21	29

*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. A majority rated themselves as either practitioner or apprentice. Only a few rated themselves as novice, with slightly more in **EL proficiency standards** versus **language acquisition**. (Table 7).

Table 7. Self-reported knowledge

	EL Proficiency Standards	Language Acquisition
Novice 	15.9% (7)	9.1% (4)
Apprentice 	31.8% (14)	36.4% (16)
Practitioner 	43.2% (19)	40.9% (18)
Advanced 	9.1% (4)	13.6% (6)

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

The consultant has also been working with peer tutors to ensure newcomers and ELD 1 students are acquiring all the academics in their content classes. The hope is that these students who are receiving the tutoring will support newer EL students as tutors in the future.

The grant activities have been relatively stable over time. The district reported going deeper each year of the grant with the same activities. For example, they have been able to add more teachers each year and at different grade levels as well as academic language in multiple subjects.

Those who took the survey rated their confidence in specific EL instructional strategies as summarized in Table 8.

Educators feel most confident in **engaging ELs in academic conversations and dialogue with EL students**. There is room for improvement in assessing EL proficiency to guide instruction.

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

	Mean (44)
Assessing EL proficiency levels in order to guide my instruction	2.41
Using sheltered instructional practices such as building background, comprehensible input, practice and application	2.73
Engaging ELs in academic conversations	3.02
Dialogue with EL students (student talk time)	3.23

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

Community Partnerships

The district has worked with the local health organizations to help fund a grant, which allowed them to partner with the Oregon Center for Educational Equity in Year 1. They sent a large team to receive equity training, with a focus on race issues. In addition, the district has partnered with Southern Oregon ESD on a Diversity, Equity and Inclusion (DEI) work group focused on hiring practices. This is a Meyer grant and includes partnerships with Rogue Community College, Southern Oregon University and human resources directors throughout the southern Oregon area.

On the educator survey, respondents were asked to rate the extent to which 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 **3.11** (n = 44).

Educators rated the extent to which family engagement supports are available (1 = Never, 4 = Always).

Making a dedicated effort to involve parents of EL students and **valuing student home culture** were the highest rated items by educators. With all averages falling below 3.0, family engagement remains an opportunity area for the district, particularly involving parents of EL students in school activities.

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

	Mean (44)
At my school, there are two-way communication strategies for engaging parents of EL students.	2.84
My school provides EL parents with information regarding the community resources available to help EL students.	2.82
Parents of EL students often participate in school activities.	2.34
I make a dedicated effort to involve the parents of my EL students in their child's education.	2.91
At this school, staff and parents are able to overcome cultural barriers.	2.64
This school provides opportunities to strengthen EL students' cultural identity.	2.66
EL students' home culture and home language are valued by the school.	2.91

Educators provided insights on how their district improved capacity to engage culturally and linguistically diverse families. On the survey, educators gave examples including: Dual Language family nights (14), communication strategies (3), and a dedicated district team (2). The full list of answers is in the Appendices.

Survey respondents also provided their thoughts on how their school's instruction and support for ELs and their families has changed over the last four years. The majority of staff who answered this question referenced how EL instruction has improved through training, coaching, AVID, and Constructing Meaning strategies. Others referenced how communication with parents has improved through hiring of bilingual staff and increased efforts to communicate in home languages. The full list of answers is in the Appendices.

Sample Quotes

We have provided family nights that include the cultures of our EL students. We have after school programs for students to express their cultures.

Through the ongoing focus on academic language development through content coursework, educators are able to allow more students to access rigorous content.

The district has supported families with the implementation of the two-way immersion program and hiring more bilingual staff members.



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

To compare EL students from Eagle Point with students from non-HB 3499 districts, propensity score matching was conducted to find the best possible match for each Eagle Point 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 Eagle Point 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 percentage of Eagle Point EL students on track to English language proficiency stayed relatively level over time and remained lower than that of their comparison group.**

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

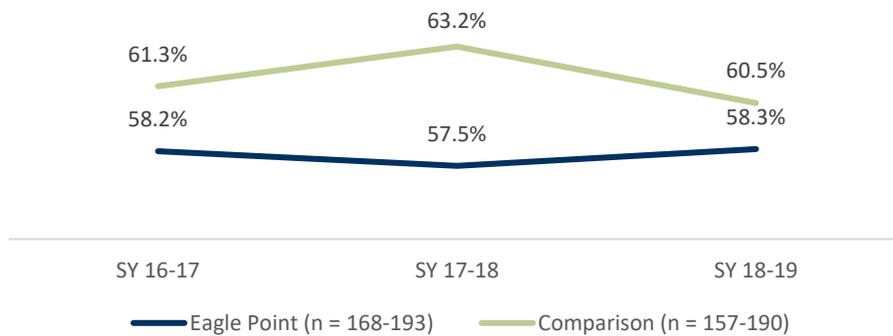
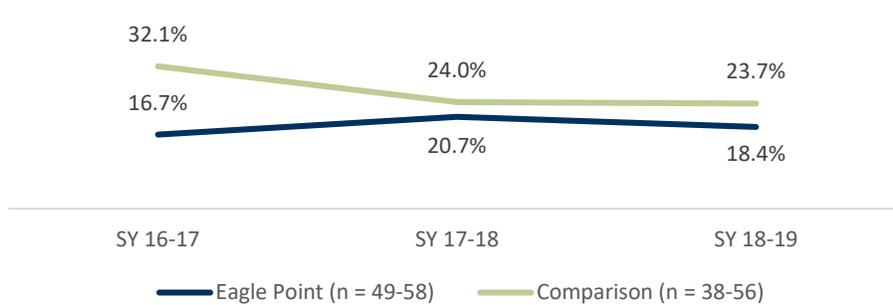


Figure 4. Percentage of Grade 6-12 EL Students on Track to EL Proficiency



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

To determine whether EL students from Eagle Point outpace matched comparison students from non-HB 3499 districts, two generalized linear mixed effects models were used. Both models, which focused on EL students in grades K-5 and grades 6-12, indicated no significant effects of grant status on students’ likelihood of being on track to English language proficiency over time.

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 Eagle Point 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 SY 16-17). 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 (5-7th graders in SY 16-17).

Figures 5, 6, and 7 display the percentage of current-, former-, and never-EL students in Eagle Point 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 percentage of students who achieved proficiency on the SBAC ELA assessment increased over time for current-, former-, and never-EL students.** By the third grant year, the percentage of students from Eagle Point who had achieved SBAC ELA proficiency nearly met or exceeded that of their comparison groups.

Figure 5. Percentage of Current-EL Students at or Above Proficiency: ELA

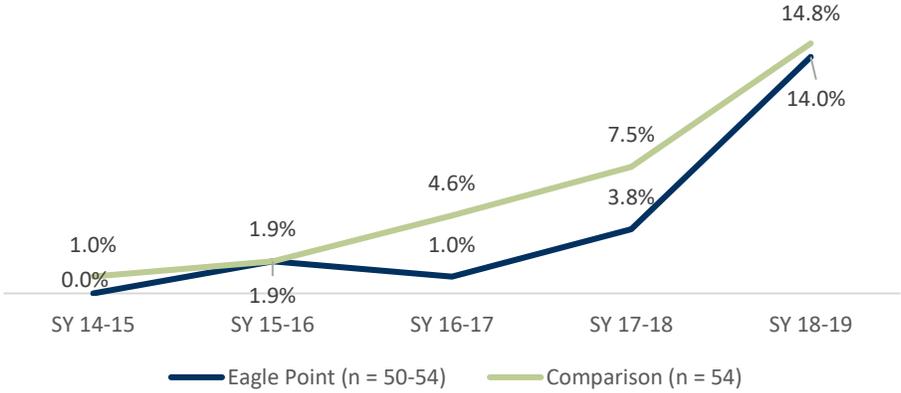


Figure 6. Percentage of Former-EL Students at or Above Proficiency: ELA

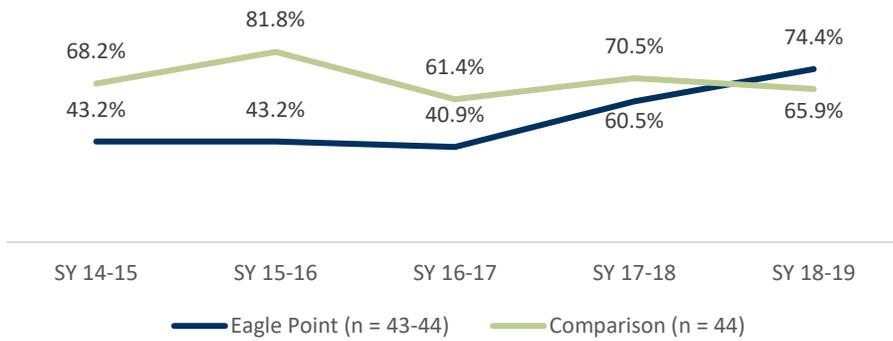
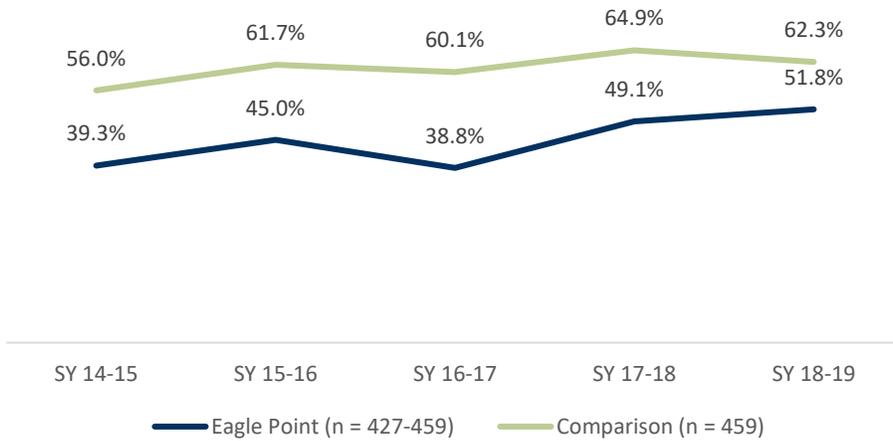


Figure 7. Percentage of Never-EL Students at or Above Proficiency: ELA



To further compare progress between Eagle Point students and their matched comparison group, a series of linear growth models was used. Results indicated no significant effect of grant status on current-EL students' SBAC ELA proficiency levels across time. However, results also indicated a significant effect of grant status on former- and never-EL students' SBAC ELA proficiency levels across time. **For former-EL students, performance levels were generally lower than their comparison group but on average increased by the third grant year enough to surpass the comparison group.** For never-EL students, performance levels remained lower on average than comparison group students.

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 Eagle Point and their matched comparison group who achieved proficiency on the SBAC Math assessment (scores were proficient or advanced). **The percentage of Eagle Point students achieving SBAC Math proficiency increased across the three grant years for current-, former-, and never-EL students but remained lower than their comparison groups.**

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

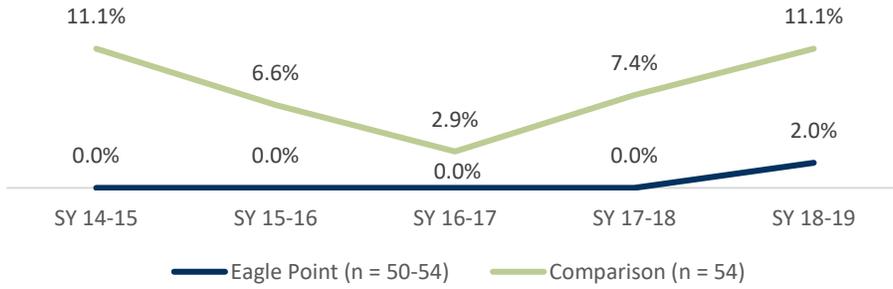


Figure 9. Percentage of Former-EL Students at or Above Proficiency: Math

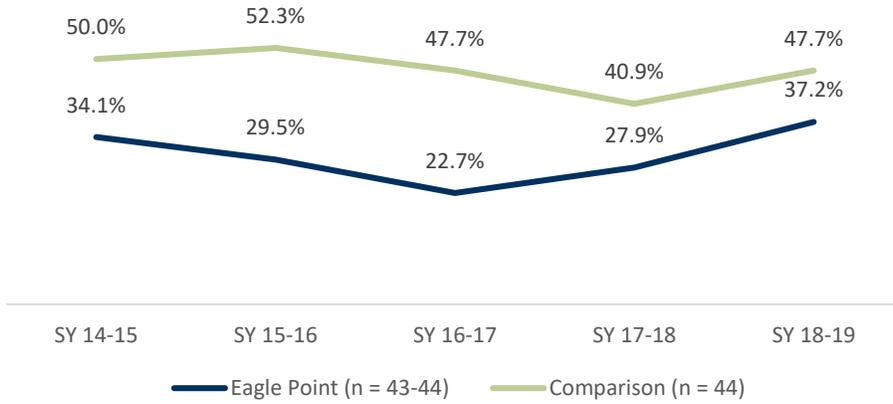
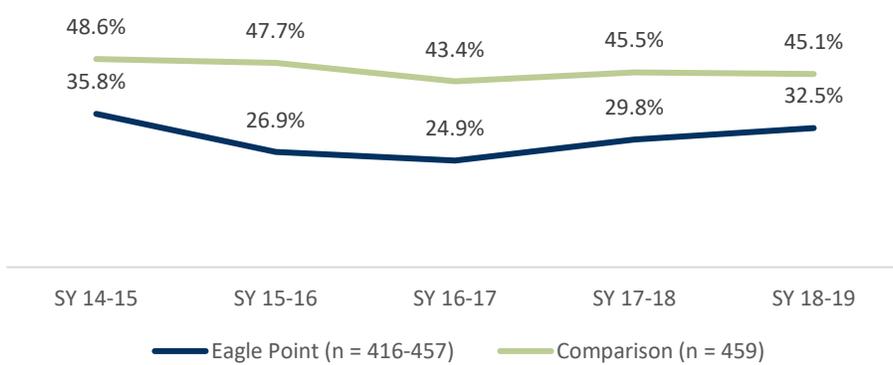


Figure 10. Percentage of Never-EL Students at or Above Proficiency: Math



To further compare progress between Eagle Point students and their matched comparison group, a series of linear growth models was used. Results indicated no significant effect of grant status on current-, former-, and never-EL students' SBAC Math proficiency levels across 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>On track</p>	<ul style="list-style-type: none"> ◆ There is a plan (and it is followed) that makes clear how activities help achieve the goal. ◆ Resource decisions are aligned with expected impact. ◆ Plan’s milestones and measures provide a clear basis for monitoring and accountability. ◆ Relevant evidence has been collected and reviewed as soon as it is available-this ranges from outcome metrics to early indicators and process measures. ◆ Feedback loop result in project course corrections. ◆ Data for process metrics, early indicators and/or outcomes are improving. ◆ Systemic implementation is in place district wide.
 <p>Somewhat on track</p>	<ul style="list-style-type: none"> ◆ Requires some attention, some aspects need urgent attention. ◆ Some timelines or milestones on track. ◆ Some consistent monitoring of progress on our strategies are occurring. ◆ Some evidence of progress is being collected and reviewed as it is available requires refinement and systemic implementation.
 <p>Not on track</p>	<ul style="list-style-type: none"> ◆ There is no clear accountability for the goal ◆ Plan does not assign specific timelines or milestones ◆ Consistent monitoring of progress on our goal or our strategies is not occurring ◆ No evidence of progress is used, or our evidence is limited to the data on the goal ◆ To the extent we have any kind of evidence, the data are stagnant or moving in the wrong direction ◆ Systemic implementation is not evident throughout the district

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>Notable Progress</p>	 <p>District Approach: The district met all their goals.</p>  <p>EL Service Capacity: Evaluation findings suggest the district had clearly targeted strategies to increase capacity to serve EL students.</p>  <p>Student Achievement: 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>Some Progress</p>	 <p>District Approach: The district met some goals and made progress towards others, but additional efforts are required to meet all their goals.</p>  <p>EL Service Capacity: 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>Student Achievement: 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>Limited Progress</p>	 <p>District Approach: The district has not met or made limited progress towards all of their goals.</p>  <p>EL Service Capacity: Evaluation findings suggest that the district did not improve or made limited improvement in their capacity to serve ELs.</p>  <p>Student Achievement: 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 **79.5%** of respondents have been teaching in the district for the last 3-4 years. Thirty percent (**29.5%**) 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	18
6-8	6
9-12	23

Table 11. Years at K-12 level

	n	%
0-2 years	1	2.3
3-5 years	10	22.7
6-10 years	17	38.6
11-20 years	11	25.0
21-30+ years	5	11.4

Table 12. Role

	n
Classroom or core content area teacher	24
ELD or ESL Teacher	6
Site-based instructional coach or TOSA	3
Administrator	5
Counselor	2
Special education	1
Instructional assistant/paraprofessional	2
Education Consultant	1

When asked to estimate the number of ELs they currently teach, responses ranged from **2** to **100** with a median response of **18.0**. A total of **48.6%** of educators reported that the number of ELs they teach has increased over the last four years and **43.2%** reported it had stayed the same (n = 37).

Table 13. Educator estimates of current ELs in district

	K-5 n (18)	6-8 n (6)	9-12 n (23)
0-10%	-	1	13
11-20%	-	2	3
21-30%	4	3	5
31-40%	5	-	-
41-50%	1	-	-
51-60%	3	-	-
61-70%	-	-	-
71-80%	2	-	-
81-90%	-	-	-
91-100%	1	-	1
Don't know	2	-	1

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?

- *Academic Language in Math instruction*
- *ALIM and AVID, was giving many different strategies to not only teach ELs but all my students.*
- *ALIM and GLAD*
- *Alim because there is time to collaborate with other teachers.*
- *ALIM has been the most useful because our consultant is extremely knowledgeable, helpful, and has assisted us in ways that have helped improve our instruction within the classroom. The time with my grade level team members has also been extremely valuable as we actually had time to meet, plan, discuss, and review data to help us in our planning.*
- *ALIM has helped me focus my teaching to engage more of my students each and every day. Students are more engaged in learning.*
- *As an instructional coach, I have found my work with our ELD consultants & teachers extremely valuable to help increase my understanding of EL's in the classroom. I have also found attending Constructing Meaning PD has helps with an understanding of supports that teachers can implement within the classroom to support EL's with their learning. Also I will be attending the English Language Alliance conference in Eugene in a few days as well, I am excited to add to my tool box of supports to help support teachers.*
- *AVID- it truly acts as the "plate" for all the other PDs available and helps identify strategies that are extremely useful*
- *AVID. Because it can be used for all of my students, not just ELs*
- *CM*
- *CM Booster Trainings*
- *CM--language supports for new content-specific language and vocabulary along with the language to express understanding (Bricks and Mortar); incorporating Structured Student talk including sentence frames and starters to create access for all students, not just language learners*
- *Co-teaching core subjects with EL instructor/coach Getting regular feedback from trainers and coaches Instructional Coaches in buildings are learning how to support specific EL instructional strategies in the classroom and how to analyze student data to support the instructional changes*
- *Constructing Meaning*
- *Hands on training (working directly with the students or watching others work directly with students), because seeing how the students respond and having the training modeled for me most closely matches my learning style.*
- *I found the peer observations, coaching, and P.D on techniques to be very helpful.*
- *I have found that the mixture of CM and AVID were great for all students for increasing academic language in Math with language support. However, having consistent training with ALIM was the most useful due to the ability to get help with implementing new strategies and receive the post-support to fine-tune it.*
- *In-person summer class.*
- *Language access tools*
- *My work with the consultant has been the most helpful for all student types, ELs included.*
- *Patterns Physics training and Oregon Writer's Project. Because they were instantly applicable and interactive*
- *Peer observation and feedback--it was great to see other teachers using strategies in real lessons.*
- *Planning time and collaboration with peers.*
- *SIOP and SELD*
- *SIOP, Constructing Meaning, and ALIM*
- *Systematic ELD provided the backbone that is needed at a minimum to teach ELD instruction. It was the most useful.*
- *Taking college classes was the most beneficial. It had the most current and relevant information for teaching EL's.*
- *The most valuable supports have been the one a month cohort meeting with a consultant. It has helped me to hone my practice and have conversations that most support my students.*

- *The only ones that are useful is when I meet with my team and talk about are EL students and make plans and move thing around so we can serve are students. Like Schedule, and were we are placed in classes*
- *The time with the educational consultant was for the purpose of taking content learning and blending it with our other language learning initiatives such as the academic language development of AVID and the Constructing Meaning work. To better blend the development of language and content goals, the team worked on development of academic language through the content of middle school math.*
- *Using the student structured talks activities and practicing them was most beneficial because I found ways in my classroom to implement specific strategies around Constructing meaning principles.*
- *Working with a mentor teacher over the summer to implement CM strategies into unit plans. Monthly observations/feedback from peer teacher*

D. Write-in Responses for Additional Professional Learning Opportunities

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

- *Academic Language Support for all staff*
- *CM*
- *College prep*
- *Community outreach and my role in this.*
- *Continued support in Math, Science, and Social studies*
- *continuing vocabulary work*
- *ELD reading and math instruction as well as writing!!!!*
- *English Language Arts, and Reading strategies*
- *Examples of math incorporation*
- *How to help ELs who also have learning disabilities. This adds an additional challenge they face.*
- *I really like that in ALIM we have cross grade, small group collaboration. I would like to do more of that.*
- *I think just a continued support around supports and strategies that can be implemented alongside classroom instruction will be helpful.*
- *I would like to continue my education on reading and writing instruction with ELs. I would also like to continue to have release time for peer observations.*
- *I would like to continue to receive additional time with my team to be able to effectively plan, evaluate my practices, and instruct my EL's.*
- *I would like to see the site build capacity with their existing staff to continue the small group PLC and continue to embed language learning with content learning*
- *I would love more professional development on teaching biliteracy and supporting reading comprehension for students who are struggling.*
- *I'd like to learn Spanish*
- *It takes a lot of time to embed the professional training, so I would say more time to build systems (daily/weekly/monthly) outside of the school year.*
- *Learning more tricks of the trade for working with EL students*
- *More cross grade planning and collaboration with curriculum and expectations.*
- *More opportunities to plan together in our PLC's Layering in language scaffolding supports into lesson plans is time consuming and intricate*
- *More time to create unit plans with our PLC - to troubleshoot/find out what works and what does not work*
- *Observing what high achieving school districts are practicing and implementing would be helpful for professional learning opportunities.*
- *Support for ELs in the community and extracurricular activities*
- *System/school-wide monitoring strategies and measures of effectiveness*
- *Teaching literacy and reading.*
- *The role of neuroeducation in ELD*
- *Transition support*

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?

- *Clubs and academic supports offered*
- *Dedicated sessions for EL parents/families: (Juntos parent classes at middle school level, NAFTA night, Visits to local colleges, participation in youth programs at local universities, Spanish Listening sessions, AVID Excel for 7th/8th grade parents during summer bridge Technology improvements for translation and interpretations (website, school to home communications, number of bi-lingual or tri-lingual staff employed at sites has increased) Technology improvements for instructional supports in many languages Increased invitations for parent leadership participation in Migrant Ed, Latino Parent Groups, Site Council, Juntos parent classes for college preparation, Dual Language program leadership in parent group*
- *Dual Immersion family nights and after school events.*
- *Dual language family night*
- *family nights with translators, trainings*
- *I am not exactly sure except for the training in CM which has been encouraged specifically in my classroom.*
- *I have only been in the district for 2 years, so I cannot adequately answer this questions.*
- *I have worked in the EL department for the past three years. Other than directly through our department, I have not seen any attempt at this.*
- *I really do not know as I have not observed this.*
- *Intentional hiring of employees with diverse backgrounds and who have language proficiency in other languages Latino Parent and Migrant Family feedback sessions Interpreters and translators present at school events*
- *Many parent events for those populations.*
- *Offering training like ALIM, AVID, and CM.*
- *Provide family nights at various building sites to engage our culturally and linguistically families.*
- *Slight improvements.*
- *The district has improved its capacity to engage families with the implementation of the Two-Way Immersion program.*
- *They have more EL geared family nights*
- *This is my third year in this district. I believe that they still struggle to involve families.*
- *Through the development of language goals and content goals the teachers are better able to bridge gaps in access to academics and further engage their students in the work of learning by developing both language and content knowledge.*
- *We always send fliers home in multiple languages, we have established a PTO, and we regularly hold EL family nights within the district.*
- *We have a team working specifically on this and other things that has been doing so for the past 2 years.*
- *We have an EL systems committee that includes administration, ELD teachers, core class teachers, and a SPED teacher, who meets at least twice a year to look at data, discuss opportunities for our Hispanic population, and determine ways to improved EL graduation and success rates. Multiple teachers have been trained in AVID and Constructing Meaning and more will be trained in the future.*
- *We have both dual language and ELD friends and family nights that include information for language learners.*
- *We have family nights, but the same families come every time. Some families do not feel welcome at are school*
- *We have provided family nights that include the cultures of our EL students. We have after school programs for students to express their cultures.*
- *We have several nights during the year that are targeted at the parents.*
- *We hold an EL Friends and Family night twice a year.*

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?

- *Administrative and Instructional Coach support and knowledge base has increased 100% Goal is for all Admins & Coaches to receive both SELD training and Sheltered/Integrated English throughout district The EL subgroup has been lifted up across the board, including Monitored and Former ELs Sustainability of EL supports/ focusing on building capacity within the building has grown substantially since 2016 Systems improvement for all aspects of entry to the EL program and participation in the EL program has become a focus - many more staff members involved than prior to 2016. This includes a focus on Active, Monitored and Former ELs and families Creation of a Newcomer Handbook at secondary level with welcoming strategies and practices has been completed and improved over the past 4 years Instructional practices have changed to support language acquisition in core classes as well as ELD (dedicated English instruction) and Coaches are taking on the role of support and delivery of PD Implementation expectations have increased 100% since 2016 - staff are expected to implement instructional strategies to support EL's and given booster training sessions, implementation guides and feedback on a regular basis. Observational tools have been incorporated into teacher evaluation systems Student feedback has been solicited and shared with staff regarding instructional strategies.*
- *Again, I think there is always PD around ELs and diverse learning, so I would say we have implemented both AVID and CM to help encourage and support ELs in our district.*
- *ALIM and Dual program and bilingual teachers*
- *Dual-language classrooms have increased and communication between home and school have improved.*
- *Focus on language acquisition.*
- *I believe that it is improving.*
- *I believe that our teachers are more informed on how to instruct ELs through various PDs and collaborations between staff. It seems as though our gen. ed. teachers are more connected to the ELD staff and implement more techniques for differentiation and EL instruction.*
- *I got here 4 years ago... I know my peers are aware of inequity and we are working hard to do what we can in our classes. I don't feel we get a lot of support from the EL department. I think the administration is working to make things better, but it is slow going.*
- *I have been here two years and have not seen any changes. I know I have an instructional assistant that specifically helps my students when she is available.*
- *I have only been here for two years, so I am not sure.*
- *I have only been in the district for 2 years, so I cannot adequately answer this question.*
- *I think it has improved a lot, overall, and awareness of and focus on this has increased dramatically.*
- *Improving*
- *In are classroom the support it there for students and families, but as much in the school as we should have with the number of students we have*
- *Infusing instruction with more CM strategies at a wider range Intentional focus on WICOR strategies in AVID and CM strategies that overlap (we are an AVID school) Hiring grad coaches who have culturally diverse backgrounds and providing cultural fluency training*
- *Many more teachers are trained in Constructing Meaning than 3-4 years ago. I also hear more about community or school events that are geared towards the Hispanic community. Also, our EL students are passing more classes this year and last year our state testing scores for ELs went up as well.*
- *More specific to AVID and its mission*
- *Professional Development for more teachers*
- *SEI implementation Parent Meetings EL Systems*

- *Teachers have increased their knowledge, awareness, skill, and application of effective instructional strategies to improve learning of ELs.*
- *The district has supported families with the implementation of the Two-Way Immersion program and hiring more bilingual staff members.*
- *The school's instruction and support for ELs and their families has improved.*
- *This is my first year with the district and at this school*
- *Through the ongoing focus on academic language development through content coursework, educators are able to allow more students to access rigorous content.*
- *Very little to none. Our department is the resource to our EL families.*
- *We have added more after school programs as well as improved our summer school programs for migrant families. We have added more PD opportunities in mathematics and created common vocabulary structures in ALL classes as a part of AVID.*
- *We have been more focused and implementing our two-way immersion instruction.*
- *We have hired more dual language and ESOL certified staff to help support our students and families.*
- *We have more opportunities as teachers to learn to support our EL's. Communication home has improved.*

G. English Learner Program Rubric Ratings

EL program rubric ratings from 2016 and 2020 are presented below. Rows shaded in green correspond to an increased rating over time. There were no decreased ratings 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	H	H
A3 - Analyzing school-level programs for continuous improvement	M	H
A4 - Obtaining input from teachers, admin, and other staff about standards of practice concerning instruction and assessment of ELs	M	H
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	M	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	H	H
B2 - Adopting instruction materials and instructional frameworks (i.e. GLAD or CM) for ELs	H	H
B3 - Providing ELs with grade appropriate instructional materials at their level of English proficiency	L	H
B4 - Providing ELs access to honors, TAG, or other advanced courses	L	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	H	H
C2 - Addressing socioeconomic factors that affect achievement of ELs (e.g. family income, immigration status, parent education, transportation, and mobility.)	L	H
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	H
C4 - Establishing a district program for newcomer ELs	L	M
C5 - Evaluating students' foreign transcripts and using them in decisions about initial placement	L	M
C6 - Recognizing linguistic, social, and cultural assets of newcomers	M	M
C7 - Supporting newcomers' mastery of both English and content	M	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	H
C10 - Supporting newcomer ELs through transitions	L	M
D1 - Recruiting teachers who are effective with ELs	M	H
D2 - Recruiting teachers with bilingual/ESOL endorsements	M	H
D3 - Monitoring teachers' effectiveness with ELs and using results in determining professional development	L	H
D4 - Retaining teachers with demonstrated effectiveness with ELs	L	H
D5 - Recruiting administrators who are effective with ELs	M	H
D6 - Monitoring administrators' leadership of the school programs for ELs	H	H

Program Rubric Indicator	2016	2020
D7 - Retaining administrators who demonstrated effective instructional leadership for teaching ELs	L	H
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)	M	H
E4 - Evaluating fidelity of implementation of curriculum, instruction, and assessment for ELs	L	H
E5 - Evaluating and reporting implementation of curriculum instruction and assessment for ELs	L	H
E6 - Reporting reading and math achievement results for current, monitored (i.e. exited EL services within the previous 2 (4) years) and former ELs	H	H
E7 - Reporting course participation and completion data for current, monitored, and former ELs	H	H
E8 - Examining patterns of reclassification	H	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)	M	H
E10 - Monitoring progress of former (exited) ELs	M	H
E11 - Reporting progress of former (exited) ELs	L	H
F1 - Identify priorities for PD related to instructing ELs	M	H
F2 - Providing continual professional development (PD) in teaching ELs to ELD teachers	H	H
F3 - Providing continual professional development in teaching ELs to classroom teachers	M	H
F4 - Training classroom teachers to use assessments to monitor ELs' English language skills	L	H
F5 - Training classroom teachers to use results of formative assessments of ELs' English language skills in lesson planning	L	H
F6 - Providing PD to ELD teachers in integrating content instruction into ELD instruction	M	M
F7 - Training ELD specialists and instructional assistants to use assessments to monitor ELs' English language skills	M	H
F8 - Providing PD on collaboration between ELD teachers and classroom teachers	L	H
F9 - Providing PD for administrators on acquiring another language	M	M
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	H	H
F12 - Providing teachers with coaches regarding teaching ELs	L	H
F13 - Providing coaches to administrators regarding monitoring instruction of ELs	L	H
F14 - Sharing learning about challenges and successes in teaching ELs	M	H
G1 - Piloting promising programs/practices for ELs	M	H
G2 - Adapting new programs and practices for ELs to the district context	M	H
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	L	H
H1 - Assigning staff responsible for engaging parents of ELs in supporting their children's learning at home	M	M
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	H	H
H4 - Supporting communication with parents speaking languages other than Spanish	H	H
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	M	M