



**Washington Unified School District**  
**English Learner Program Annual Evaluation 2017-18**

*\*Aligned with the 2017-18 Title III ESSA Transition Plan and 2018-19 Annual Title III Local Plan Update*

<i>Area for Evaluation</i>	<i>Data Used for Evaluation</i>	<i>2017-18</i>	<i>Next Steps/Changes for 2018-19</i>
<b>English Learner Professional Development</b>	<ul style="list-style-type: none"> <li>● SBAC Scores</li> <li>● Course Grades</li> <li>● Celdt and ELPAC Scores</li> <li>● Reclassification Rates</li> <li>● Walk-through data</li> <li>● Coaching Observations</li> </ul>	<p><b>Findings: Strengths</b></p> <ul style="list-style-type: none"> <li>● T4 Learning Consultant Training               <ul style="list-style-type: none"> <li>○ Lesson Design and Delivery to include targeted strategies for ELs and RFEPs</li> <li>○ Coaching designated teachers</li> </ul> </li> <li>● FCSS ELD Training/Coaching               <ul style="list-style-type: none"> <li>○ Guided Reading</li> <li>○ ELD strategies</li> </ul> </li> <li>● Academic Coaches               <ul style="list-style-type: none"> <li>○ Lesson Design and Delivery</li> <li>○ Kagan</li> <li>○ Disaggregated student performance data analysis for ELs</li> </ul> </li> <li>● ELD Google Classrooms</li> <li>● ELPAC Training: Increased awareness of transition from CELT to ELPAC</li> </ul> <p><b>Findings: Weaknesses</b></p> <ul style="list-style-type: none"> <li>● Targeted training on curriculum embedded ELD</li> </ul>	<ul style="list-style-type: none"> <li>● <b>FCSS:</b> The district will continue to contract with Fresno County Superintendent of Schools (FCSS) for professional development focused on ELA/ELD training designed to enhance the instructional practices used for English Learners. Professional development will be focused to meet the needs of the following grade spans: K-2, 3-5, and 6-12.</li> <li>● <b>Reach for Reading:</b> The district will contract with National Geographic’s Reach for Reading for professional development focused on ELA/ELD training designed to prepare teachers to use instructional strategies for English Learners built into the Reach for Reading Curriculum. Professional development will be focused to meet the needs of grades K-5.</li> <li>● <b>Academic Coaches:</b> 3 District Academic Coaches will continue to provide on-going professional development and support for teachers to ensure use of the following programs and activities designed to enhance instructional practices for English Learners: Guided Reading, T4 Learning reading and writing strategies, Kagan Cooperative Learning Strategies, monitoring LTELs, Integrated and Designated ELD, CA ELA/ELD Framework, building the capacity of students to read and learn using complex texts, effective lesson design</li> </ul>



		<p>supports in Reach for Reading for K-5 teachers</p> <ul style="list-style-type: none"> <li>● Consistent use of EL Google classrooms with staff</li> </ul>	<p>and delivery, and analysis of student performance data using the WUSD Data Analysis Protocol.</p> <ul style="list-style-type: none"> <li>● <b>HMH English 3D:</b> The district will contract with Houghton Mifflin Harcourt for professional development in using English 3D, HMH’s English language development program, to build instructional practices used for English Learners. Professional development will be focused on American Union Elementary teachers, grades 4-8.</li> </ul>
<p><b>English Learner Program and Enhanced Opportunities</b></p>	<ul style="list-style-type: none"> <li>● <b>SBAC Scores</b></li> <li>● <b>Course Grades</b></li> <li>● <b>Celdt and ELPAC Scores</b></li> <li>● <b>Reclassification Rates</b></li> <li>● <b>Walk-through data</b></li> <li>● <b>Coaching Observations</b></li> </ul>	<p><b>Findings: Strengths</b></p> <ul style="list-style-type: none"> <li>● AU piloted Individualized Learning Plans for RFEPs with strong results</li> <li>● Guided Reading</li> <li>● Curriculum embedded supports are being used in core courses</li> <li>● Increased number of reclassified students</li> </ul> <p><b>Findings: Weaknesses</b></p> <ul style="list-style-type: none"> <li>● Need for district-wide student data analysis tool to ensure EL subgroup data is analyzed regularly by teachers and site leadership (currently using AEIRES, Illuminate and Calpads for data)- creating an internal database or spreadsheet that pulls data and tracks monitoring in one place</li> <li>● Consistent use of Reach for Readings curriculum embedded strategies</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Data Analysis:</b> <ul style="list-style-type: none"> <li>○ Washington Unified teachers will regularly analyze student performance data using the WUSD Data Analysis Protocol. The WUSD DAP ensures that sub group analysis, including English Learners, is performed so that necessary changes can be made to instruction that will increase learning for English Learners.</li> <li>○ Washington Unified administrators will regularly observe classroom instruction and provide related feedback to teachers to ensure best practices are being used to ensure English proficiency and academic achievement.</li> <li>○ Academic Coaches will be assigned to provide targeted support to designated teachers.</li> </ul> </li> <li>● <b>High Quality Instruction:</b> <ul style="list-style-type: none"> <li>○ Washington Unified teachers will be trained in and will implement the research based practices and instructional strategies for English Learners; including, but not limited to: connecting prior knowledge, communication frames, academic vocabulary, non-linguistic representations to</li> </ul> </li> </ul>



		<ul style="list-style-type: none"><li>● AU Staff expressed a desire to pilot HMH English 3D in grades 4-8</li><li>● Keeping teachers accountable for EL data analysis using a common evaluation process</li><li>● District level review and coordination of EL progress</li><li>● Staff is requesting to add back Rosetta Stone as an intervention tool for students</li><li>● School sites are using different intervention programs making it hard to do comparative data analysis to see what is working</li><li>● District level coordination of EL program, monitoring and services</li></ul>	<ul style="list-style-type: none"><li>○ support learning, and. Scaffolding.</li><li>○ Washington Unified teachers will be trained to implement curriculum embedded ELD components in core subjects</li><li>○ District elementary schools will use Integrated ELD in all core subjects and curriculum embedded ELD components.</li><li>○ District elementary schools will use Guided Reading in grades K-3 to increase English language proficiency of English Learners.</li><li>○ District elementary schools will use Designated ELD to increase English language proficiency of English Learners.</li><li>○ American Union Elementary School grades 4-8 will use English 3D to increase English language proficiency of English Learners.</li><li>○ West Fresno Middle School will use Reading Plus to increase English language proficiency of English Learners.</li><li>○ Washington Union High School and Washington Unified Alternative Education teachers (grades 9-12) will use curriculum embedded ELD components in all core subjects.</li><li>● <b>Intervention</b><ul style="list-style-type: none"><li>○ The district will pilot Individualized Learning Plans to measure this tool for effectiveness in helping students meet their academic goals.</li><li>○ The district will offer the following individualized supports to English Learners who have been identified as needing additional support: individual classroom support from instructional aides, Lexia,</li></ul></li></ul>
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			<p>Reading Plus, Rosetta Stone, and Ticket to Read.</p> <ul style="list-style-type: none"> <li>● <b>Progress Monitoring:</b> <ul style="list-style-type: none"> <li>○ Create plan to expand use of ILPs as a method to monitor student progress</li> <li>○ English Learner progress will be monitored at each site by teachers, administrators, and other designated personnel, such as reading intervention teachers (K-5) and intervention specialists (6-8). Students will be provided with additional supports to meet academic achievement goals based on data analysis.</li> <li>○ English Learner Progress will be monitored at the district by Academic Coaches and the Superintendent in order to identify and meet site-specific needs.</li> <li>○ Academic Coaches will conduct monthly PLC Facilitator training to ensure accurate and on-going analysis of student performance data using the WUSD Data Analysis Protocol which includes English Learner sub-group analysis.</li> </ul> </li> </ul>
<p><b>Family Engagement</b></p>	<ul style="list-style-type: none"> <li>● Parent and Family Engagement Google Reporting Form</li> </ul>	<p><b>Findings: Strengths</b></p> <ul style="list-style-type: none"> <li>● Increased parent involvement</li> <li>● Increased EL parent participation in LCAP survey</li> <li>● Continued parent satisfaction with English-language-instruction classes</li> <li>● Increased parent awareness of reclassification process and ELPAC</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Translation:</b> Washington Unified communications, such as website information, paper notices, and phone dialers are translated and provided to families in English and Spanish. Spanish translators are available at each site to assist Spanish speaking families. Hmong translators are available at 3 of 4 comprehensive school sites to assist Hmong speaking families.</li> <li>● <b>ELPAC Communications:</b> Parents of English Learners will receive timely information about the reclassification process, the ELPAC, and student ELPAC results.</li> </ul>



		<p><b>Findings: Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Need to review use of LCAP parent survey as instrument for parent satisfaction targeting EL</li> <li>• Increase knowledge of needs and services for parents of LTELs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ELAC:</b> The English Language Advisory Committee (ELAC) will be given regular opportunities to review site specific English Learner data and to provide feedback.</li> <li>• <b>DELAC:</b> The District English Language Advisory Committee (DELAC) will be given regular opportunities to review district-wide and site-specific English Learner data and to provide feedback.</li> <li>• Washington Unified will contract will FCSS to provide classes for families of English Learners.</li> <li>• <b>Family Literacy Nights:</b> District Elementary Schools will host Family Literacy Night to provide parents with books and strategies to build literacy strategies at home.</li> <li>• <b>English-language Instruction Classes:</b> English Language Instruction classes for parents/guardians are provided to district families. Participants are provided with basic English-language instruction and technology skills. Skills learned are designed to help families assist their children in school and to effectively communicate with school staff.</li> <li>• <b>LCAP Stakeholder Communication:</b> Washington Unified will host multiple LCAP community meetings. Parents of English Learners are invited to participate in these meetings to provide feedback on a variety of issues ranging from school safety to academic achievement. The LCAP parent survey will also be made available to the parents of English Learners as another forum to provide feedback to the district.</li> <li>• <b>Footsteps2Brilliance:</b> All families living within district boundaries have been given access to this free early literacy program. Utilizing engaging reading activities and games in both English and Spanish, families can use F2B to build literacy skills at home.</li> </ul>
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