

2019-20 Title III Program Evaluation

Title III Provisions

1. Professional Development
2. Enhanced Instructional Opportunities (Immigrant Funding)
3. Programs and Activities
4. English Proficiency and Academic Achievement

Title III Provision (1, 2, 3, 4)	Action, Activity, or Strategy	What is or isn't working and why? (Effective/ Ineffective indicators)	Other information	Modification(s) based on evaluation results
1- Professional Development	Open to all Dual Immersion teachers to participate in Annual ADTEL Conference	6 Dual Immersions teachers attended ADTEL. They came back and shared information and met throughout the year to align their programs using new strategies. Teachers have requested to attend annually	Not all DI teachers attended and the team would like to see everyone attend when possible. Attending this training helps new teachers as the program moves up the grades.	Continue to offer PD and time for teachers to meet and align their program between grades and sites.
	EL Coordinators plus EL Task Force team were able to attend CABE	This event was cancelled due to COVID 19 , but they would like to attend next year.	Once CABE becomes an InPerson event again - Teachers are burned out on Virtual Learning.- It doesn't easily allow for two way communication	
	EL Coordinators had PD on Rosetta Stone	This was an online training. The teachers gained a few tricks on how to utilize the program better	There was not a lot of student participation with COVID	Start using it more in class so student know how to use it more if we are in Distance Learning
	Support Gen Ed teachers on topics that support Integrated ELD	Last year no one attended anything outside of the Aug UP Days	Teachers in general are not seeing the need to focus on integrated ELD and we are trying to find ways to get them on the board.	Continue to offer PD and find ways for follow up sessions to support teacher
	Share out at Staff meetings	See details below in section 3	See details below in section 3	See details below in section 3

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2- Immigrant funding	<p>We spend our Immigrant funding on supporting our Level 1 ELPAC students with Rosetta Stone.</p> <p>We have a partnership with Mini Corps who also comes in and supports our Migrant students by providing extra tutoring.</p>	<p>In the past students using this program have shown growth however, this last year our data is poor. Due to COVID and schools shutting down this program, which could have really supported students did not in our district as connectivity is poor and newer students did not know how to use the program.</p> <p>Teachers report that students who get this extra help do better in general in class.</p>	<p>Have students use it some in class so they learn the program and can more easily use it in Distance Learning</p>	<p>Continue to monitor growth and see if this is the best use of funds</p> <p>Continue to utilize this support if it is offered</p>
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3 -Programs and Activities	EL Task Force	<p>In the 2017-18 school year we contracted with Sacramento COE (SCOE) to do a review of our EL program</p> <p>In the 2018-19 School Year SCOE they worked with us to set up an EL Task Force team to deepen our knowledge and work around EL needs. (Updated our EL Master Plan, dove into the EL Road Map and looked at the BELIEF Modules.</p>	<p>Our EL Task force team has gained a lot of foundational knowledge that was needed before we could move on.</p> <p>The team gives updates monthly at staff meetings around components of our EL Master Plan and any other</p>	<p>Develop a contract to continue working with SCOE for program development support.</p> <p>Continue our work with SCOE and in the next year look at developing a long term Professional Development plan.</p> <p>Continue to give updates for the staff so they see the conversation around EL Needs is not going away</p>

		<p>In the 2019-20 School year we focused on creating a Theory of Action - If we develop cohesive strategies and practices across grade levels and we test and evaluate effectiveness of agreed on practices as measured by checking and recording progress of the strategies through administrators' walkthrough data by January and May 2021 .</p> <p>And if we provide PD, planning time, and support for teachers for implementation as measured by surveys and feedback from staff by January and May 2021.</p> <p>And if we develop grade /course level common assessments to measure student growth as measured by assessment outcomes by the end of 2020-21.</p> <p>Then we would have a district wide, comprehensive, cohesive program so we can provide supports for our students in English Language Acquisition (and see growth in student ELPAC scores)</p> <p>This has helped keep us focused</p> <p>The team has also done some EL Shadowing. The data from this</p>	<p>information the team feels we need to share out.</p> <p>We have given several surveys on PD topics and needs so we can address those in the August 2020 professional development days. In addition to this the team created a Language Instructional Strategies Guide that teachers have access to.</p> <p>COVID has put a damper on momentum since teachers are focused on Distance Learning needs. (technology and curriculum needs)</p> <p>Departments/Grades continue to create these and work in PLC to review data</p> <p>Continue building a cohesive system by aligning the Language Instructional Strategies Guide, EL Master Plan and Theory of Action back to the Principles delineated in the OUSD EL Master Plan (these principles were written to reflect the EL Roadmap policy)</p> <p>This data has shown us that even though we have a group focusing on</p>	<p>Continue to gain input from teachers on their needs and offer PD to support them.</p> <p>Continue to gain support from SCOE to strengthen our program and create a long term PD plan.</p> <p>Create these until all assessments are common within a department/grade level and make sure PLC are looking at the data to improve instruction</p> <p>Continue to do EL Shadowing so we can see if there are any</p>
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	<p>EI Coordinators quarterly meeting</p>	<p>Quarterly the EL Coordinators from each site to discuss needs and upcoming events and supports needed for students</p>	<p>This time is valuable and helps keep the four sites connected and is valuable to the team</p>	<p>Continue to meet</p>
	<p>Literacy parent outreach</p>	<p>We have offered family literacy nights for parents. At these parents learn strategies to support their child and also work on building their own skills</p>	<p>Parents really enjoy these session and feedback it they want them to continue</p>	<p>Continue offering them</p>
	<p>Dual Immersion</p>	<p>Started a Dual Immersion program strand that is now up to grade 4. There are two classes per grade level.K-3</p>	<p>Parents and students love the program. We have students present at different meetings and events in the district</p>	<p>Continue</p>
		<p>We bought needed extra support materials to fully develop the program</p> <p>Mill Street started a Multicultural club so students could embrace the Spanish culture more. The group set up activities throughout the year for the whole school and did presentations for the community. They needed costumes and materials to start this multicultural club</p>	<p>Teacher are appreciative of this as they have a lot of new needs</p> <p>Teachers throughout the school loved that all students got to participate in many of the activities. COVID hit so students didn't get to perform in May</p>	<p>Continue to support as it moves up the grades</p> <p>Continue and Mill St and support the development of this at Fairview next year</p>

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<p>4 English Proficiency and Academic Achievement</p>	<p>Extra Interventions for ELs - before or after school</p>	<p>Mill Street offers interventions in math and ELA to students who qualify. In the 19-20 school year 18 EL second graders and 12 EL first graders received these services</p> <p>FV offered a migrant ed newspaper project. Fairview offered a journalism club after school three days a week. We also met on some Saturdays for hands-on trips. The students were taught how to write an article and participate in oral interviews. this was for 3rd, 4th, and 5th graders.</p> <p>CK Offers support during her prep time for extra supports for Newcomer ELD students.</p>	<p>In first grade EL growth outpaced EO growth, with EL students who received services outscoring their EO peers In 2nd EO growth in BPST scores outpaced EL, but the growth rate in reading level was the same (with EO scores significantly higher still) So our ELs are not closing the gaps with the services we are offering but they are growing.</p> <p>Students and parents really enjoyed this program. An actual newspaper was distributed throughout the community. Students loved meeting with community members to learn. Beginning and end assessments showed a 17 % increase in score of a written article. Students did not want the program to end.</p> <p>Newcomer ELD students used this period for extra support. After checking in with their support studies teacher, students went to the ELD classroom and got one on one support from the Teacher and ELD aide. The main focus was learning basic English skills, and staying on track with mainstream classes.</p>	<p>Continue to provide services to students who qualify</p> <p>Would like to offer again if funding is there</p> <p>Would like to continue offering this service for our newly arrived ELD students.</p>

	<p>Purchase of software to support student needs.</p>	<p>OHS has a Tutor Me Center open several days a week afterschool. All students have the ability to attend and get support on their homework</p> <p>Rosetta Stone as mentioned above-</p> <p>Istation is purchased for students in our Dual Immersion classes. This program fosters learning Spanish. It has a diagnostic to it and places students within their learning zone.</p>	<p>There isn't always someone in there who is bilingual so some students don't use it as much</p> <p>See above section</p> <p>Mill Data- Mill Street had 100% of the DI teachers using the program and students were showing growth. The program does take more time to get students setup to use and they now have a better system set up to promote continued use</p> <p>Fairview Data: Fairview has very little data from 19-20 as there were start up issues and then COVID 19. COVID created an issue as this program has to be downloaded on to the device and that was challenging.</p>	<p>Continue to offer and look for bilingual support options</p> <p>See above section</p> <p>Continue to use this program as it is now set up so it can be utilized in Distance Learning</p>
	<p>Purchased a K-5 ELPAC practice assessment from Benchmark Advanced</p>	<p>Teachers used this practice material so students would have a better understanding of how to perform on the real ELPAC. Teachers felt students were going to be better prepared but no results for ELAPC due to COVID 19.</p>	<p>Teachers were able to gain more knowledge of what was on the ELPAC and created their own assessments in Illuminate to use going forward.</p>	<p>Continue this process next year so students become more familiar with the process.</p>

EL Data