

School District	<p>English Language Learners: 1. Please provide an overview of the ELL program in your district- describe the curriculum and methodology used at the elementary, middle and high school level to support ELL students in language adoption. (Ex: address inclusion, use of paras, pull out programming, etc.)</p>	<p>English Language Learners: 2. Please give an overview of ELL academic performance in your district as measured on standardized tests. Are there achievement gaps between ELL students and those who are proficient in English? If so, where are they and how much are the gaps? (If there are areas where ELL students are showing achievement, please note the achievements as well as areas for growth).</p>	<p>English Language Learners: 3. Are there areas where you think that the teacher prep programs are not properly preparing teachers to meet the goals of your district has identified for your ELL students?</p>
Churchill	<p>Our district uses EL teachers and paras in all schools--will be working to provide more learning for all teachers to ensure that students are able to work in classrooms more frequently versus pull-out instruction</p>	<p><u>Smarter Balanced Assessments. All ChurchillCSD grade 3-8 students, including those identified as English Learners (ELs), are assessed annually to measure academic achievement using the Smarter Balanced Assessments. As the following tables show, ChurchillCSD ELs have experienced significantly lower proficiency rates when compared to the Not EL and ALL student groups over the past several years. The EL group showed an increase in performance from 2015-16 to 2017-18. However, performance decreased from 2017-18 to 2020-21, in the EL group, as well as in the Not EL and ALL groups, which coincides with the Covid pandemic.</u></p> <p><u>WIDA Access Proficiency</u> English Learners' language proficiency is measured annually using the WIDA Access assessment. ChurchillCSD EL students have performed consistently better over the years in the language domain of listening and underperformed in speaking. With respect to this, the district utilizes a program model that was implemented with intention to support ELs in acquiring greater access to instruction and learning that promotes growth in the speaking domain. Each year, many ChurchillCSD EL students experience growth and achievement in overall language proficiency and are able to exit the EL program.</p>	<p>Teacher Preparation Teacher preparation programs can better support all teachers by embedding solid English Learner instructional practices into the general education programs. EL programs and specialists can extend instruction and language development supports only so far. All teachers must be prepared to be teachers of English Learners, and best EL instructional practices must become a part of every classroom's culture.</p>

<p>Clark</p>	<p>The Clark County School District (CCSD) has adopted a K-12 language development approach ensuring English language learners (ELLs) are afforded opportunities to simultaneously develop content and language within Tier I instruction.</p> <p>CCSD's K-12 educators are required to attend Understanding Language Development (ULD) professional learning focused on planning instructional support and services that leverage and build on ELLs linguistic and cultural assets.</p> <p>The Newcomer Instructional Pathway provides guidance for CCSD schools on appropriate student placement for Newcomer ELLs. Recommendations include:</p> <ul style="list-style-type: none"> - Focused Language Study (FLS) dedicates instructional time focused on understanding the structures of language and preparing ELLs for the academic rigor needed to engage in academic discourse across all content areas. - Academic Content Language Expansion (ACLE) extends Tier I instruction by pairing additional time for the development and expansion of discipline-specific language and concepts with grade-level content-area courses. 	<p>There has been an overall decline in student achievement, especially in marginalized student groups. CCSD is proactively addressing this concern by monitoring student data using interim assessments and continuing to provide instructional support through professional learning, instructional coaching, and modeling to ensure teachers are purposefully planning instruction focused on supporting all student groups.</p> <p>Achievement results for the 2020-2021 school year showed:</p> <p>Elementary School A 20.1 percent proficiency gap for Grades 3-5 in CRT Mathematics. A 33.2 percent proficiency gap for Grades 3-5 CRT Reading.</p> <p>Middle School A 21.8 percent proficiency gap for Grades 6-8 CRT Mathematics. A 41.0 percent proficiency gap for Grades 6-8 CRT Reading.</p> <p>High School A 22.9 percent proficiency gap in high school ACT Mathematics. A 48.4 percent proficiency gap in high school ACT Reading.</p>	<p>Areas for enhanced consideration:</p> <ul style="list-style-type: none"> - Simultaneous teaching of content and language - Diversified instructional support in Tier I - Leveraging students' assets
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<p>Elko</p>	<p>Identification of Students: Our goal as a district is to provide all students who are learning English an equitable access to the educational opportunities to learn and develop English proficiency so that they can achieve success in their academics and graduate along with their English only speaker peers.</p> <p>Students are identified during registration through a Home Language Survey (HLS) completed by the parent or guardian. Once identified, students are assessed for English language proficiency using the WIDA Screener test administered by a certified test administrator. Students' eligibility for the ELL program will be determined based on their placement test results in accordance with criteria established by the Nevada Department of Education.</p> <p>Curriculum and methodology in elementary school classrooms: Our district strives to provide the necessary opportunities for ELL students to achieve language acquisition. We use research based strategies and programs so most of our schools follow ELA programs designed with ELL students in mind such as Reading and Writing A-Z, RAZ Kids PLUS, and Fast Forward reading assistant. Our district also uses WONDERS which is a program used in ELA with an ELL component to provide extra help in the regular classroom. In science we use a program called HeadSprout and Science Literature. However, we need more in the realm of math language acquisition.</p> <p>Some of the service delivery models we use to reach our students' needs are Pull-Out Model (POM), Push-In EL Model (PIE), Sheltered English Instruction (SEI), Content Based EL (CBE), Newcomer Programs (NP), and Tutoring.</p> <p>Curriculum and methodology in middle and high school classrooms: In middle and high school, students have a regular scheduled class period (SCP) during their school day unless they are at a school that does not have a certified teacher (which is most of our rural schools). The teachers use different programs which are also research based and backed with data such as iLit, Reading Theory, and Achieve 3000. The need in these schools is also in math language acquisition. We have one school at the moment using a program called IXL for ELLs math language acquisition. Tutoring is also provided for these students at the high and middle school levels.</p> <p>Continuation in program: Students are assessed annually using the WIDA ACCESS test. Students must meet the state criteria for exiting the program. Once that criteria is met students will be monitored for a span of 4 years to ensure success in academic and linguistic needs.</p>	<p>2020-2021 SBAC Percent Proficient</p> <p>Math (3rd-8th grade) Non EL - 23.8 EL - 6.2 ELA (3rd-8th grade) Non EL - 41.4 EL - 9.1 Science (5th grade) Non EL - 26.6 EL - 0</p> <p>2020-2021 ACT Percent Proficient 11th grade</p> <p>Math Non EL - 21.8 EL - 0 ELA Non EL - 41.0 EL - 0</p> <p>2020-2021 High School SBAC Science</p> <p>Science Non EL - 26.8 EL - 0</p>	<p>Our most important need is finding qualified teachers for our ELL positions in our many schools within the district. Our district would benefit from more accurate training and the ability for practice with master teachers for those new teachers that have finished the TESOL (ELAD) programs before they are placed in the classroom. We have used some of our grant money to provide extra training for our teachers, whether EL teachers or regular classroom teachers in programs such as Be GLAD. This program has been field tested by the US Department of Education and promotes language acquisition, academic achievement, and cross-cultural skills. Teachers learn methods and highly effective instructional strategies that are backed by research and data. We only wish we had more resources to allow more teachers to participate in this training.</p>
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Humbolt	<p>The ELL academic performance in Humboldt County is lower than the state average. Humboldt County faces a growing national challenge of long term ELLs which are students that have been receiving ELL services beyond seven years. Humboldt is also experiencing a significant four year decline in the overall ELL population. A four year trend for all HCSD students in ELA proficiency is 38.75% of the total population demonstrating proficiency. A dismal trend exists in the ELL population with an average proficiency rate of 9% exposing an achievement gap of 29% between all HCSD students and the ELL population. In addition, Access 2.0 data which measures ELL language proficiency levels has shown less than 10% of the HCSD total ELL population is exiting and the state expectation is 13% annually.</p>	<ul style="list-style-type: none"> • Rural locations such as HCSD and current economic climate are barriers which need to be addressed. Finding alternative pools/routes for new teacher candidates must be creative to fit the current trends we are seeing in this or other rural areas. These alternatives could include but are not limited to current support staff for schools. A more affordable and feasible system for these support staff to become certified teachers. • Language as cultural identity and the transition from primary language thiery to the current trends of hybrid language as well as the differences involved should be a primary focus of the required semester hours. State trends differ from urban to rural areas and new teachers should be more aware of the demographics. • The accessibility of new teachers in HCSD to English Language LEarners program teachers is limited therefore regular classroom teachers who have an ELAD endorsement must be the teacher of record for hours of experience. While this experience meets the criteria set forth by Nevada's DOE, it does not accurately reflect the issues facing the English Language Learner student population. It also does not allow for the new teachers entering the Education field to become familiar with parent outreach issues. 	<ul style="list-style-type: none"> • Students in HCSD are never, at any time during and after the enrollment process asked to disclose immigration status and are entitled to receive such free and appropriate education regardless of primary language. • HCSD is adopting the inclusion model of ELL to maintain students within grade level classrooms to receive such services. • HCSD is modifying enrollment protocols to assist the new student committee in effectively determining appropriate placement for students based on age and course completion at previous schools so that the new student may receive appropriate education. • All students have the opportunity to participate in extracurricular activities and HCSD continually evaluates its policies to ensure that such measures are being taken by all schools. • HCSD provides rights of parents of English Language Learners which inform parents of their right to services and the steps to take in contacting the district with concerns or other items as related to their rights to English Language Learner services in the primary language as stated in HLS or language of choice. HCSD also annually informs parents of the English Language Learner class/course enrollment within the school/district.
Lander	<p>Full time ELL specialist who trains and manages an entire staff of instructional aides to assist teachers as they implement all interventions necessary for students</p>	<p>With such a small population (each cohort is fewer than 80 students), the grades vary across years. We have not been able to determine specific trend lines with statistical validity.</p>	<p>Not informed enough about the teacher prep programs to make this determination.</p>
Lincoln	<p>With a small number of EL students, we have a trained teacher who provides the required testing and school supports for EL students.</p>	<p>With the small number of EL students, each year between 8 and 12. Each student is on the RtI planning at each school with their individual needs.</p>	<p>Cannot determine with the info we have at the district level.</p>

Lyon	<p>Lyon County School District provides EL support through a combination of service models. The inclusion/co-teaching models are provided by the EL teachers to help support the classroom teacher and EL students with strategies and accommodations. This model supports access to the content area standards. The pull-out model is used for our newcomers in providing basic language skills using a Newcomer Curriculum. We also provide a pull-out English Language Development for students with language proficiencies at levels 1 and 2 and for students who need additional time. Co-planning is being incorporated to help support all of the service models. It consists of classroom teachers and EL teachers collaborating and supporting academic vocabulary and the language needs of the students. The ELD framework is being incorporated into co-planning beginning in the 2022-2023 school year. EL para-professionals support the classroom teachers by assisting ELs with tasks, making sure the students understand the questions being asked, and translating when needed. The district has an English Language Implementation Specialist who supports the EL teachers, EL para-professional, parents and district-wide staff with trainings, planning, and supports.</p>	<p>EL students' performance on the SBAC in ELA and Math over the last 3 years is below the proficiency of non EL students in the district. In ELA, the percentage of proficient ELs in 2018 was 8.7 compared to non ELs at 45.1. In 2019, the percentage of proficient ELs increased to 11.1 compared to non ELs at 44.8. In 2021, the percentage of proficient ELs was 5.4 compared to non ELs at 36.4. In Math, the proficiency percentage of ELs to non ELs in 2018 was 10.6 and 37.9, respectively. In 2019, the EL proficiency was 7.4 percent compared to non ELs at 36.1 percent. In 2021, the proficiency of ELs was less than 5 percent. The percentage of proficient non ELs that same year was 22.5.</p>	<p>Some EL teacher preparation programs focus on theory while others focus on specific strategies. The EL teachers who participated in the theory-based programs are less prepared to understand and support the language acquisition process for EL learners and need more support and assistance in this area.</p>
Nye	<p>NCSD currently serves the majority of schools with support from ELAD endorsed EL Specialists. These specialists receive monthly professional development to bring back to each site. They share strategies with the classroom teachers to build their language acquisition knowledge. The specialists use a hybrid model of service that includes push-in and pullout services. Those students at emergent levels of language proficiency receive the most support from the Specialists. Those schools that do not have a specialist receive professional development and support from EL Services. We plan on expanding the number of EL Specialists within the district and the number of ELAD endorsed teachers within the district within the next two school years. All EL Specialists have foundational knowledge of the ELD framework and will implement the framework in their plans for the 22-23 school year. Our focus for the upcoming school year involves training classroom teachers to incorporate SIOP strategies into their daily lessons to better support our EL population.</p>	<p>In grades 3-8th, 8% of our EL population is proficient according to CRT data. Non-EL students in the same grade band are 23% proficient. There is a gap between EL proficiency and those who are proficient in English. Our EL population is growing each year. Our district recognizes the need for significant improvement in Tier 1 instruction with appropriate scaffolds so that our EL population can access grade level content with deeper understanding. Frontloading vocabulary across all subjects is an area of instructional focus, as is utilizing Socratic thinking frameworks to increase purposeful discourse.</p>	<p>Areas to consider: Grade level equity, growth mindset, right now scaffolding</p>

<p>Washoe</p>	<p>WCSD currently has different models of EL instruction depending on the school. At the elementary level, we currently have 48 schools utilizing the ELD Site Facilitator model which focuses on building the capacity of all teachers to be teachers of language. We will be bringing on six more schools next school year. Those schools not in the Site Facilitator model typically utilize a more historic approach to EL instruction which may include a pull out model. Middle and High schools: currently there is one middle and one high school following the Site Facilitator model, however next year this will increase by at least two middle schools and one high school. Secondary schools not in the SF model typically utilize a co-teaching model of instruction with EL teachers pushing into classes within each department to assist with scaffolding the Tier I content. Additionally, there are courses specific to our new to country students as well as our long term EL students which are taught at the secondary level. Para professionals are placed at schools according to the enrollment sizes of EL students.</p>	<p>The academic performance of our EL students has flat lined over the past few years with an average exit rate of approximately 7-8% per the ACCESS test. This lower than average performance is also mirrored on both the SBAC and ACT tests. For context: On the 2018-2019 SBAC 40.8% of all students tested were proficient in math and only 11.1% of those students were EL. For ELA the same year 49.3% of all students were proficient and only 11% were EL. For the 20-21 SBAC 30.9 % of all students were proficient in math and only 7.3% were EL. In ELA 43.5% of all with 7.9% being EL. In regards to the ACT, in school years 18-19, 19-20 and 20-21 the percentage of EL students meeting proficiency in ELA and math was less than 2%.</p>	<p>WCSD is dedicated to ensuring that ALL teachers, regardless of school or level, are teachers of language. To that end, many teacher prep programs seem to lack in building the awareness of the importance of the need to teach the specific language involved in learning the content. Prep programs would benefit from taking teachers through the language acquisition process which includes learning about not only the domains of language but also the utilization of the WIDA Framework. Nevada is a "WIDA" state, yet little is discussed beyond the scope of EL</p>
<p>Charter School Authority</p>	<p>Programs vary from school to school based on model and the number of EL students served. Many schools use a combination of building capacity of classroom teachers to support EL students within their classrooms while providing additional small group instructions and supports through push in and pull out of EL Coordinators/Facilitators and/or para professionals.</p>	<p>Opportunity gaps exist for EL students: - ELA SBAC Proficiency is 16% among EL students compared to 53.2% overall proficiency. - Math SBAC Proficiency is 13.4% among EL students compared to 36.4% overall proficiency. - ELA ACT Proficiency is <5% among EL students compared to 57.5% overall proficiency. - Math ACT Proficiency is <5% among EL students compared to 27.8% overall proficiency.</p>	