

2022-2023 ANNUAL SUMMARY

English Learner Enhancement Grant



IDAHO STATE DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DEPARTMENT | ENGLISH LEARNER PROGRAM

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV

CREATED 12/01/2023

TABLE OF CONTENTS

Background3

Option I Grant Awardee Profiles and Grant Descriptions4

Blaine County School District.....5

Twin Falls School District.....7

Jefferson School District.....9

Option II Grant Awardee Profiles and Grant Descriptions11

Boise Independent School District.....12

Blackfoot School District14

Twin Falls School District – Canyon Ridge High School.....16

Gooding School District.....18

Idaho Arts Charter School20

Jerome School District..... **Error! Bookmark not defined.**

Heritage Community Charter25

The Village Charter School.....27

Option III Grant Awardee Profiles and Grant Descriptions Error! Bookmark not defined.

Jefferson County School District, Jerome School District, and Teton School District30

BACKGROUND

The English Learner (EL) Enhancement Grant Program is funded by the state of Idaho through a competitive grant process. Grantee districts use the funds for additional resources to enhance core EL program services for English learners and to improve student English language skills to improve access to the educational opportunities offered in public schools. Grants are funded for three years (2020-2021, 2021-2022, and 2022-2023).

HB 629 authorizes \$450,000 to be awarded to LEAs through a three-year competitive grant process to support English language learners who are not reaching statewide accountability interim targets or long-term goals. An additional \$50,000 is provided for program evaluation by funding three coaches who support the LEAs in implementing their grants and then who provide the SDE with an annual report on progress.

There are three Enhancement Grant options. Option I, is a co-teaching model of instruction between the EL teacher and the general education teacher who share in the responsibility of planning, instructing, and assessing students. Option II provides additional supports to enhance core EL program services. Option III supports one full-time certificated EL teacher to serve as a regional EL coach for three districts.

This report documents the third year of funding and implementation of the Idaho 3-Year cycle EL Enhancement Grants and includes descriptions of the twelve grant awardees' projects and progress during the 2022-2023 academic year.

Option I – Co-Teaching

Co-teaching is a model of instruction in which an EL teacher and general education (content area) teacher share the responsibility of planning, instructing and assessing students.

According to Honigsfeld & Dove, co-teaching is an inclusive practice that accommodates the needs of diverse English Language Learners, helping them meet national and state standards by creating a structure for innovative collaboration between mainstream and EL teachers (2008).

The content teacher is a subject-area specialist and contributes the curriculum content to the lesson. The EL teacher is an expert in language acquisition and provides effective, scaffolded strategies for EL students to access the content in the lessons. By co-planning and teaching, EL students benefit greatly through the model by having language-supported instruction as they learn alongside their English-speaking peers in a language-rich general education environment.

Option I Grant Awardee Profiles and Grant Descriptions

This report documents the second year of funding and implementation of the Idaho 3 – year cycle EL Enhancement Grants. Included are descriptions of the awardees’ projects and progress during the 2022-2023 academic year.

For the 2020-2023 grant cycle, the SDE awarded \$85,000 per year to support co-teaching models in three districts: Blaine County School District, Twin Falls School District, and Jefferson Joint School District.

BLAINE COUNTY SCHOOL DISTRICT

The Blaine County School District serves 3,342 Kindergarten through twelfth grade students. The student body is approximately 53% Caucasian and 43% Hispanic. Of these students, approximately 20% are identified as Multilingual Learners (ML). It is important to note that this year, Blaine County saw a large increase in newcomer students. During the 2022-2023 school year, they had 213 ML newcomer students mostly arriving from Peru.

In the fall of 2014, the Blaine County School District officially began their journey of implementing a co-teaching program to enhance language development support for ML students. In the beginning, four district schools outlined a three-year co-teaching implementation plan. Presently, the co-teaching program includes all seven of their traditional schools, 40 content teachers, three special education teachers, 17 language specialists and 665 ML students.

Grant Proposal

The Blaine County School District grant proposal includes funding for a district level co-teaching Coordinator who will provide on-going support to teachers implementing the district wide co-teaching program. The co-teaching Coordinator will facilitate an Introduction to co-teaching workshop series for all new staff, facilitate individualized professional development focused on elements of co-planning, co-instructing, and co-assessing, and facilitate language development training for language specialists to enhance language strategies used within the core content areas. In addition, the co-teaching coordinator will develop a mentorship model focused on collaboration and observation between new and continuing co-teaching teams, organize and facilitate co-teaching site visits to Boise, Nampa and Cherry Creek, Colorado, regularly observe and provide feedback to co-teaching teams.

Third Year Goals

Goal 1: Provide a variety of professional development and learning opportunities that will expand the knowledge of co-teaching and strengthen the implementation of co-teaching in the Blaine County School District.

Goal 2: The percentage of ML students that are performing below basic in both math and language arts will decrease on the spring 2023 ISAT as compared to the spring 2022 ISAT by 5% or greater in both math and ELA.

Budget

The grant budget of \$85,000.00 covered expenses for the following:

- \$74,159.24 - salary for co-teaching coordinator
- \$15,436.24 - benefits for co-teaching coordinator

Progress to Date

The Blaine County School District continues to successfully strengthen their co-teaching program with the support of the district level co-teaching coordinator. They were able to offer

a variety of different professional development opportunities, but they were unsuccessful at reaching their goal related to math and ELA ISAT data.

Goal 1: Provide a variety of professional development and learning opportunities that will expand the knowledge of co-teaching and strengthen the implementation of co-teaching in the Blaine County School District.

- Co-teachers and ML specialists participated in a back to school co-teaching workshop in the fall.
- Co-teachers and ML specialists participated in co-planning and co-assessing professional development.
- Co-teachers and ML specialists participated in the State Department of Education WIDA training.
- One ML specialist attended the WIDA summer conference and returned to train all ML specialists.
- ML specialists participated in GLAD training.
- Co-teaching teams participated in a Mini Go-to-Strategies training.
- ML specialists participated in ACCESS training and certification.
- Co-teaching Coordinator participated in Language in the Air and Newcomer training held by Idaho State Department of Education.

Goal 2: The percentage of ML students that are performing below basic in both math and language arts will decrease on the spring 2023 ISAT as compared to the spring 2022 ISAT by 5% or greater in both math and ELA.

- Unfortunately, the only decrease in ML students performing below basic on the ISAT from the spring of 2022 to the spring of 2023 was at the middle school level in math. The Blaine County School District had a 4.2% decrease of middle school ML students who performed below basic on the math ISAT.

Reviewer's Comments

I commend the Blaine County School District for the hard work and dedication they have put forth in creating an effective co-teaching coordinator position. During this third year of implementation, they focused heavily on co-teaching professional development. The district was able to continue strengthening their co-teaching program in all of their schools by supporting teachers and administrators. The district will continue building upon this professional development and make adjustments to meet the needs of their large increase in newcomer students next year. This will allow them to continue strengthening their co-teaching program and ultimately increase the academic and linguistic skills of all ML students.

TWIN FALLS SCHOOL DISTRICT

The Twin Falls School District serves 9,294 Kindergarten through twelfth grade students. Of these 9,294 students, approximately 69% are Caucasian, 22% are Hispanic, and 9% are other ethnicities. With a refugee center in the Twin Falls community, most of the other ethnicities are refugee students. Of the 9,294 students in the Twin Falls School District, 835 are Multilingual Learners (ML) who represent more than 25 countries and 36 different languages.

Through the analysis of their student ISAT data, the district found a significant achievement gap between ML students compared to the student body at large. With the achievement gap increasing, the district wanted to focus on providing increased academic and linguistic support to all ML students through the implementation of a co-teaching program model.

Grant Proposal

The Twin Falls School District grant proposal includes funding to support the implementation of a comprehensive, cohesive, district wide co-teaching program model that includes a focused plan for on-going professional development. For the 2022-2023 school year, professional development will include training in co-teaching, Thinking Map Language for Learning, Path to Proficiency, WIDA, SIOP, and GLAD strategies. In addition, co-teaching staff will attend the Refugee, FACE and CARLA conferences.

Third Year Goals

Goal 1: 80% of ML students in co-taught classes will show .5 proficiency level growth in writing on the spring 2023 ACCESS, compared to the spring 2022 ACCESS or WIDA Screener.

Goal 2: 75% of co-teaching teams will attend co-teaching training during the 2022-2023 school year.

Budget

- The grant budget of \$85,000 covered expenses for the following:
- \$2,000.00 - teacher stipends for teacher leaders and after school trainings
- \$1,000.00 - teacher benefits
- \$4,425.00 - WIDA online conference registration
- \$2,985.00 - Thinking Map - Path to Proficiency online training
- \$13,525.00 - TESOL and SIOP training
- \$8,400.00 - Online GLAD training
- \$1,370.00 - Travel and meals at CARLA Conference
- \$240.00 - Travel and meals at FACE Conference
- \$271.20 - Travel and meals at Refugee Conference
- \$584.25 - Co-teaching books
- \$784.01 - Supplies and materials

Progress to Date

Goal 1: 80% of ML students in co-taught classes will show .5 proficiency level growth in writing on the spring 2023 ACCESS, compared to the spring 2022 ACCESS or WIDA Screener.

- The Twin Falls School District did not meet this goal. They had 46% of ML students in co-taught classes make .5 or more growth in writing on the 2023 ACCESS.
- However, if they average the growth in writing, three of the four schools with co-teaching did meet .5 or more growth in writing for ML students on the 2023 ACCESS.
- Lincoln Elementary had an average of .7 proficiency growth in writing.
- Canyon Ridge High School had an average of .6 proficiency growth in writing.
- Robert Stuart Middle School had an average of .5 proficiency growth in writing.

Goal 2: 75% of co-teaching teams will attend co-teaching training during the 2022-2023 school year.

- 83% of the co-teachers participated in co-teaching training during the 2022-2023 school year. In the fall, 25 of the 30 identified co-teachers participated. In the spring, eight teachers (some new, some returning) participated in the co-teaching training.
- GLAD training was provided for six teachers and two instructional coaches.
- Path to Proficiency was provided for one ML Specialist and two instructional coaches.
- The co-teaching teams attended the online WIDA training sessions.

The Twin Falls School District has a significant amount of carry over in their grant funding. This large amount of carryover is the result of adjustments that had to be made throughout the three-year grant cycle due to Covid. With the majority of their grant funding allocated to professional development and travel, they were unable to participate in most of the planned in-person training and conferences and co-teaching consulting due to restrictions on travel from Covid. This final year, they were able to take advantage of a few in-person trainings and conferences. They were also able to attend two training sessions virtually, but these were significantly less expensive. They have plans in place for next year to use the remaining funding for multiple in-person professional development opportunities.

Reviewer's Comments

This year, the Twin Falls School District focused on providing professional development to support their co-teaching partnerships. The district was successful in offering in-person co-teaching training and Path to Proficiency training. In addition, they were able to attend three in-person conferences and complete WIDA and GLAD training online.

Finally, the Twin Falls School District has created plans to continue their professional development plan into next year which include the 2023 WIDA conference, the Idaho Refugee conference, Kagan training, additional Path to Proficiency training, training and observation cycles with Dr. Andrea Honigsfeld, and co-teaching site visits to Cherry Creek School District in Colorado.

JEFFERSON SCHOOL DISTRICT

Jefferson County School District has a K-12 enrollment of 6,100 with over 34% considered economically disadvantaged. Five percent of their students were identified as English Learners. The demographics of ELs are primarily Hispanic. Less than 1% of the population qualified as migrants.

The district has significant academic and linguistic success in their elementary schools. The schools implement an English immersion model with instructional coaches who collaborate with classroom teachers for language development through content. All six of their elementary schools were recognized by the Idaho State Department of Education for meeting interim English language growth on the ACCESS assessment.

Grant Proposal

Their secondary schools have not yet been able to match that same growth as the elementary schools. Data is demonstrating increasing disparity between student outcomes, even within the same cohort of students. The grant proposal seeks funding for a fulltime EL co-teacher and English instructional coach at Farnsworth Middle School. The grant also outlines professional development for the co-teaching team.

Goals

Goal 1: By the end of year #3, the EL co-teacher will co-teach 10 lessons per week with general education teachers at Farnsworth Middle School.

Goal 2: By the end of year #3, 95% of EL students receiving co-taught lessons weekly will obtain adequate yearly progress toward exiting EL services on the ACCESS assessment, as defined by the Idaho State Department of Education, at Farnsworth Middle School.

Goal 3: By the end of year #3, the EL Co-Teaching Committee will present student achievement data to the Superintendent and the Secondary Curriculum Director to expand the co-teaching model at both Rigby Middle School and Farnsworth Middle School.

Goal 4: By the end of year #3, 85% of students receiving co-taught lessons weekly will demonstrate literacy skill growth as determined by ELA classroom teachers in pre- and post-assessment classroom data from common formative assessments in each class.

Budget

The grant budget of \$85,000 covered expenses for the following:

- \$46,375 in salary for EL co-teacher
- \$16,952 in benefits for EL co-teacher
- \$12,000 in stipends for EL co-teaching team (\$1,500 each)
- \$12,834 in professional development webinars from Andrea Honigsfeld for EL co-teaching team
- +\$3,161 remaining from 2019-2020 School Year

Progress to Date

Goal 1: This goal has been met entirely. On average, the co-teaching team is getting about 3-4 co-taught lessons per day, totaling close to 12-16 lessons per week.

Goal 2: This goal has been met entirely. All EL students who have been receiving co-taught lessons reached the benchmark of making adequate progress on the ACCESS and one student met exiting criteria.

Goal 3: This goal has been met entirely. The team did not meet with Secondary Curriculum Director and the Superintendent because they did not need to, as administrators at both Rigby Middle School and Farnsworth Middle School approached team about expanding the co-teaching model. Jefferson received funding for another grant cycle with EL co-teaching and are expanding their model to include more grade levels between both buildings and using Title I staff to co-teach.

Goal 4: This goal has been partially met. Overall, 82% of students who received co-taught lessons grew on the ISAT ELA scaled score. While the district did not meet their goal of 85%, they did see an average growth of 30 points among the students. At Farnsworth Middle School, overall, 62% of students reached proficiency on the ISAT ELA compared to Rigby Middle School with 54% proficiency. One of the biggest differences is that ELA Farnsworth Middle School has co-taught lessons.

Reviewer's Comments

Jefferson's teachers and learners have had significant success directly related to being beneficiaries of the enhancement grant. They have moved away from segregated classes to integrated co-taught classes.

Jefferson provided Thinking Maps training to their co-teachers and other content teachers, which was a significant cost beyond the grant, for professional development and was extremely beneficial. During the site visit one of the content teachers communicated that she was deeply impressed with co-teaching and decided to get her ENL endorsement.

Option II – Enhancement Grants

Option II provides additional supports to enhance core English Learner program services. The additional supports range from additional staff, instructional material, technology, or family engagement activities.

Grant amounts under Option II range from \$5,000-\$15,000 per year for three years. Districts receive funding to support enhancements to their current English Language Development (ELD) programming. Grants in this category include projects for family/community programs, before/after-school programs, supplemental curricula, and English as a New Language (ENL)/Bilingual teacher certification.

Option II Grant Awardee Profiles and Grant Descriptions

The following includes descriptions of the eight grant awardees' projects and progress during the 2022-2023 academic year.

BOISE INDEPENDENT SCHOOL DISTRICT

District Description/Demographics

The Boise Independent School District (BSD) is committed to an educational model of inclusion and excellence for English Learners (ELs), now identified as multilingual learners (MLs). BSD comprises five high schools, eight junior high schools, and thirty-two elementary schools. MLs in BSD are at various levels, but the focus is on U.S.-born ELs, recently arrived immigrants, and long-term English Learners (LTELs). BSD's demographics in 2023, the total student enrollment was 22,164, of which 36% qualified as low-income families, and 10% are English Language Learners. The ethnicity or race of the student population is 13.06% Hispanic, 70.45% White, 5.09% African American, 0.49% American Indian, 0.62% Native Hawaiian or other Pacific Islander, 4.07% Asian, and 6.22% two or more races.

Grant Proposal

BSD's commitment to MLs educational access is through the co-teaching model. This grant provides the funding to add professional development specific to co-teaching. It is part of the District's strategic plan, and general funds support the core of this model. This grant proposal is additional but necessary professional development for EL specialists and co-teaching classroom teachers. The EL Enhancement Grant enables the BSD to fully transition its EL program from a less-effective pullout model to a fully implemented co-teaching model.

Third Year Goals

Goal 1: Increase the percentage of 5th grade co-taught MLs attaining "at or above" ISAT ELA proficiency by 2.5% annually

Goal 2: Increase the percentage of 5th grade co-taught MLs making 0.5 composite growth overall on spring Access annually

Goal 3: Increase co-teaching sites from 33% (7 sites) to 62% (13 sites) by spring 2023

Budget

The grant budget of \$15,000 covered the following:

- \$171.42 – co-teaching books
- \$13,352 – professional development fees and travel
 - Program Evaluation & Visioning Plan - Master Schedule, Student Placement, Capacity Building & Sustainability
 - Onsite observations & feedback by Dr. Holly Porter/Dr. Andrea Hönigsfeld/Carolyn Brokaw
 - District & Building Leadership PLCs

Progress to Date

During this school year 2022-2023, Boise School Districts completed their professional digital co-teaching handbook, which captures the program procedure for co-teaching, evaluation and vision: master schedule, student placement, teacher capacity building, and district sustainability. Teacher feedback added content such as essential factors of professional teams:

administration, language specialist, and content specialist. BSD's teaching philosophy shifted within this model: co-teaching for the teacher to co-teaching for the learner. Natural challenges with this model were finding substitutes for co-teacher training days and making co-teaching intentional at every school. The next step to improve is to increase Visible Learning with clarity by establishing learning intentions (logical next steps of growth) for each grade within the district. Celebrating events for this school year are learning coaches in every building. The SPED team has shifted to be all-inclusive, pushing into the classroom and moving into co-teaching within their department. Finally, 13 sites are on track with co-teaching in full operation. The goals demonstrate the positive impact of co-teaching.

- **Goal 1:** BSD had a 42.5% increase in 5th grade co-taught MLs attained “at or above” ISAT ELA proficiency by 2.5% in the annual assessment
- **Goal 2:** BSD had a 57% increase in 5th grade co-taught MLs making 0.5 composite growth overall on the spring Access assessment
- **Goal 3:** Co-teaching sites shifted from 33% (7 sites) to 65% (13 sites) by spring 2023 a 65% increase.

Due to the district-wide professional development summit, the 1-day co-teaching retreat and the book study were pushed forward for next year.

Reviewer’s Comments

Boise School District has achieved 65% of the districts’ EL sites as co-teaching models. This step is monumental for the multilingual community. The largest school district in Idaho has restructured its way to serve all learners from a teacher to a learner lens. They have not only enriched the English learners but gone beyond and included the Special Education department. BSD’s significant teaching shift addresses complex demographics. Only forerunners take the leap of faith to address the challenges of educating the human mind. It has been an honor to observe, dialogue, and support outstanding educators as their efforts have enhanced the language of English learners.

BLACKFOOT SCHOOL DISTRICT

Blackfoot School District has a K-12 enrollment of 4,023 with over 75% considered economically disadvantaged. Ten percent or 365 of their students were identified as English Learners. The demographics of ELs are made up of Hispanic and Native American students with 3.7% of students identifying as multiracial. Less than 1% (36 students) of the population is identified as migrant.

Grant Proposal

Blackfoot School District used their EL Enhancement funds to provide staffing for an EL/Migrant Outreach Center. The center has been the hub for their EL population to meet and have questions regarding school, COVID, health concerns, and attendance issues answered. Credit accrual and tutoring services in a bilingual atmosphere were very successful. They trained staff to proctor state testing as well. Teachers and parents reported really liking this aspect. Parents and students specifically expressed appreciation for the smaller testing environment. Parents found the night hours especially helpful. The EL/Migrant Outreach Center is open from 4:00 pm to 7:00 pm M-Th and on Fridays from 10:00 – 2:00. The center focuses on tutoring, credit accrual, testing and family engagement activities.

Year 3 Goals

Goal 1: 50% of ELs, in grades 3-12 will increase by 3 percentages in ISAT ELA 2023

Goal 2: 45% of 6th grade ELs will increase to a level 3 on WIDA ACCESS Speaking component

Goal 3: 15% of ELs in grades 3-8 will attend the EL/Migrant Outreach Center at least 5 times during the 2022-2023 school year.

Budget

The grant budget of \$15,000 will cover expenses for the following:

- \$15,000 – salaries and benefits. Outreach Center Coordinator salary and benefits. No carryover
- All other supplies will be taken out of Title III or Title I-C money

Progress to Date

- **Goal 1:** 4th, 6th and 10th grade ELL students made at least 3 percentage point growth on ISAT ELA

Grade Level	ISAT ELA 2021-2022 (EL)	ISAT ELA 2022-2023 (EL)	Difference
3	13%	32%	+19%
4	20%	46%	+26%

5	31%	45%	+14%
6	41%	48%	+7%
7	26%	45%	+19%
8	50%	38%	-12%
10	25%	NA	NA
11	NA	38%	NA

- **Goal 2:** 45% of 6th grade ELs increased to a level 3 on WIDA ACCESS Speaking component in 2023
- **Goal 3:** Attendance goal tripled in the 2021-2022 school year. According to the sign in sheets Blackfoot met this goal. The main reason they met the goal was because their Cultural Night practices were held at the Center, and they also really pushed credit accrual and time recovery for attendance issues. These activities really made their attendance successful. Also, a change of staff was extremely helpful. The staff is very inviting, and parents felt like they were very approachable.

Reviewer’s Comments

What a great year it has been for Blackfoot. Their EL/Migrant Outreach Center will be called The Diversity Center and will expand to now include their Native American population. This will also allow them to leverage Indian Education funds to help maintain and improve the center and its services.

They were extremely successful this year with their family engagement and cultural events. They presented at an SDE meeting regarding their outreach. They are excited to start a new grant cycle and focus on having ELL students once again enjoy summer school. They are happy and proud to say that their Diversity Center will have sustainability without the EL Enhancement Grant.

TWIN FALLS SCHOOL DISTRICT – CANYON RIDGE HIGH SCHOOL

Canyon Ridge High School in Twin Falls serves 1,358 students with approximately 151 identified as Multilingual Learners (ML). Of these 1,358 students, approximately 63% are Caucasian, 26% are Hispanic and 11% are of other ethnicities. Most of the other ethnicities are refugees brought into the community in a joint effort through the College of Southern Idaho and the refugee program through the federal government.

Grant Proposal

Canyon Ridge High School's grant proposal includes funding to build an effective ML after-school tutoring and enrichment program to support the academic and linguistic growth of their ML students. This program supports students in earning the necessary credits they need to graduate on time, as well as, foster skills necessary for post-graduate achievement. The ML after-school program is offered to students three days per week for one and a half hours each afternoon. Students receive content and study skills tutoring, language development and motivational/cultural support.

Third Year Goals

Goal 1: ML students will fail fewer classes; this in turn, will result in a raised ML graduation rate. Fewer than 25% of Canyon Ridge High School ML students who attend the after-school program a minimum of weekly will have failing semester grades.

Goal 2: ML students attending the after-school program a minimum of weekly will increase their ACCESS reading and speaking performance, with 80% showing growth in May of 2023.

Budget

The grant budget of \$15,000.00 covered expenses for the following:

- \$6,301.96 - salary for certified math teacher as the After-School Coordinator
- \$2,700.00 - three after-school teacher tutoring stipends
- \$1,065.04 - benefits for the After-School Coordinator and teacher tutors
- \$3,500.00 - bussing
- \$1,433.00 - after-school snacks and participation incentives

Progress to Date

Through the support of the after-school program, Canyon Ridge High School met their first goal during the second semester of school and met their second goal with 100% of their ML students who attended the after-school program showing growth on the ACCESS assessment.

- **Goal 1:** ML students will fail fewer classes; this in turn, will result in a raised ML graduation rate. Fewer than 25% of Canyon Ridge High School ML students who attend the after-school program a minimum of weekly will have failing semester grades.

- During the first semester, ML students who regularly attended the after-school program attempted 133 classes, successfully passing 120 and failing 13. This equates to a successful passing rate of 90%.
- Of the 17 ML students who regularly attended the after-school program first semester, 5 had failing grades, which equates to 29% of students.
- During the second semester, ML students who regularly attended the after-school program attempted 78 classes, successfully passing 72 and failing 6. This equates to a successful passing rate of 92%.
- Of the 10 ML students who regularly attended the after-school program second semester, 2 had failing grades, which equates to 20%.
- More than 10 ML students attended the after-school program second semester, but were not regular attendees fitting the minimum weekly criteria.
- **Goal 2:** ML students attending the after-school program a minimum of weekly will increase their ACCESS reading and speaking performance, with 80% showing growth in May of 2023.
 - 100% of ML students who attended the after-school program a minimum of weekly grew on the ACCESS reading and speaking domains.

Canyon Ridge High School had \$15,130.00 in carry over funding due to activity modifications caused by Covid 19. With the carry over funding, Canyon Ridge spent \$7000.00 to cover busing costs for the after-school program, \$2500.00 for Making Content Comprehensible for Multilingual Learners: The SIOP Model professional development, \$2355.00 to purchase graphic novel sets for ML students, and \$3275.00 for supplies and materials.

Reviewer's Comments

It has been a pleasure working with Canyon Ridge High School as they develop programs to successfully support their ML students. Janie Johnson, the Canyon Ridge Librarian, and Wendie Munoz, the Canyon Ridge ML Instructional Coach, are very passionate about creating a solid plan of support to meet the needs of students. Through their continued commitment and creativity, they have put together in my opinion one of the best after-school programs I have seen.

GOODING SCHOOL DISTRICT

The Gooding School District serves 1,380 Kindergarten through twelfth grade students. Of these 1,380 students, approximately 61% are Caucasian, 36% are Hispanic and 14% are identified as Multilingual Learners (ML). Since 2016, the Gooding School District has seen about a 2% annual increase in their ML population. Even with this increase in population each year, the district only has one certified ML teacher for their kindergarten through twelfth grade ML students. This limited ML staffing has contributed to a lack of language growth for their ML students, resulting in many long-term ML students at the secondary level.

Grant Proposal

The Gooding School District grant proposal includes funding to support the implementation of a Friday school and a summer school program for all kindergarten through twelfth grade ML students. The Friday school is offered from 8:00 am-12:00 pm, one to three times per month, with a total of 18 during the school year. Both the Friday school and summer school programs include opportunities for credit recovery, skill-based learning, language development and enrichment activities.

Third Year Goals

Goal 1: By the end of the 2022-2023 school year, 15% of ML students will have increased their overall ACCESS test score by .5 levels.

Goal 2: Throughout the 2022-2023 school year, 50% of ML 6th-12th grade students will attend Friday school and summer school.

Budget

The grant budget of \$15,000.00 covered expenses for the following:

- \$5,355- salary for certified Friday school teachers
- \$1,071- salary for classified Friday school teachers
- \$1,120- salary for classified summer school staff member
- \$1,473 - benefits for Friday school and summer school staff members
- \$2,250 - busing
- \$3,690 - supplies and materials

Progress to Date

The Gooding School District implemented a Friday school for kindergarten through twelfth grade ML students. Students had the opportunity to attend from 8:00 am-12:00 pm, a total of 18 Fridays throughout the school year. During this time, students engaged in language development, participated in enrichment activities, and had time to complete missing assignments to help them get caught up in their core content classes. The school district also offered students busing, as well as, breakfast and lunch each day. At the beginning of June, the summer school program began for kindergarten through twelfth grade ML students.

The Gooding School District was successful at meeting one of their two goals, and hope to continue building upon the growth many students made this year with the extra support they received during Friday school.

- **Goal 1:** By the end of the 2022-2023 school year, 15% of ML students will have increased their overall ACCESS test score by .5 levels.
 - The Gooding School District had 45% of their K-12 ML students grow at least a .5 level or more on their overall proficiency on the 2022-2023 ACCESS assessment.
 - 37% of K-5th grade ML students, 2% of 6th-8th grade ML students and 5% of 9th-12th grade ML students increased their overall ACCESS proficiency by .5 or more.
- **Goal 2:** Throughout the 2022-2023 school year, 50% of ML 6th-12th grade students will attend Friday school and summer school.
 - Throughout the 2022-2023 school year, 34% of 6th-12th grade ML students attended Friday school. Summer school is currently in session for the month of June.

Reviewer's Comments

With a 4-day school week, the Gooding School District implemented a very successful Friday school for their ML students. Friday school was offered from October through May. Each month students had the opportunity to attend one to three Friday school sessions from 8:00 am - 12:00 pm. On average, 60 ML students attended Friday school during the 2022-2023 school year. In addition to Friday school, the Gooding School District offered a summer school program during the month of June for ML students in Kindergarten through twelfth grade.

IDAHO ARTS CHARTER SCHOOL

In 2022-2023, Idaho Arts Charter School (IACS) had a total student enrollment of 1,222 which 48% qualified as low-income families and 5% were English Language Learners. The ethnicity or race of the student population is 26.7% Hispanic, 67.4 % White, 4.2% multi-racial, 0.06% African American, and 0.06% Asian.

Grant Proposal

IACS aims to enhance language instruction knowledge amongst the current staff through the research-based approach, Thinking Maps®.

Third Year Goals

Goal 1: Implement district-wide training for elementary and secondary staff.

Goal 2: Implement district-wide book study to integrate training and research with hands-on application.

Goal 3: After implementing Thinking Maps®: A Language for Learning training, there will be:

- Goal 3a: An increase in the percentage of English Learners attaining “at or above” ISAT ELA proficiency by 0.5% annually.
- Goal 3b: An increase of 20% of English Learners attaining proficiency of ACCESS annually.
- Goal 3c: Increase staff participation in training by spring 2023.

Budget

The grant budget of \$15,000 covered expenses for the following:

- \$2,200 - Thinking Maps™ Training
- \$3,750 - Thinking Maps™ Training material for 30 staff
- \$800 - Thinking Maps™ class poster
- \$4,495 - Thinking Maps™ Learning Community License, an online resource
- \$1,020 - Book study Student Success with Thinking Maps®

Progress to Date

Idaho Arts Charter School implemented the district-wide training for Thinking Maps® in the third year to allow new and returning staff to start at the same level with the training. There were two-half day training for staff. In the spring of 2023 had a follow-up book study on Student Success with Thinking Maps® by founder David Hyerle. IACS's budget maximized the opportunity and accomplished the set proposal.

- **Goal 1:** The training was implemented during the 2022-2023 school year with 125 fully trained.
- **Goal 2:** IACS's district-wide training book study was conducted in the spring of 2023.
- **Goal 3:** After implementing Thinking Maps®: A Language for Learning training, there was:
 - **Goal 3a:** ISAT ELA scores increased by 0.09% of English Learners attaining “at or above” proficiency.

- **Goal 3b:** An increase of English Learners, of which 13 out of 71, 18% attained proficiency on the annual ACCESS English proficiency assessment.
- **Goal 3c:** There was an increase in staff participation in training from 94 to 125 by spring 2023.

Reviewer's Comments

Idaho Arts Charter School demonstrated persistence with district-wide training. The primary site gained capacity with teacher experts, increased student resources, and incorporated Thinking Maps® into their monthly professional learning communities. The secondary site continued to build student resources for each content, and the administration incorporated professional reflection with informal and formal evaluations. Overall, the district-wide training pioneered a living document of resources shared among sites to compare varied levels of comprehension by grade level and content. An invaluable resource to benchmark language development progress of writing and speaking. This solidly supports Idaho Arts Charter School's growing English Language population. Supporting this district has been a pleasure as it enhanced the English language program as a community.

JEROME SCHOOL DISTRICT

The Jerome School District serves 4,110 Kindergarten through twelfth grade students. Of these 4,110 students, approximately 56% are Hispanic, 43% are Caucasian, and 24% are identified as Multilingual Learners (ML). With their student demographics, the district felt strongly about building up their Dual Language Immersion (DLI) program to create a community of bi-literate students who can celebrate cultural diversity and obtain a more global human capital.

At the request of a group of community stakeholders, the Jerome School District began investigating, learning, planning, and training for a DLI program in 2015-2016. In 2016-2017, the district provided one DLI classroom for kindergarten and an English and Spanish partnership for first grade at Jefferson Elementary School. From 2017-2021, the district added an additional English and Spanish DLI partnership in second, third, fourth, and fifth grade. From 2021-2023, they added 2 DLI middle school teachers, one 6th grade and one 7th grade. Each DLI middle school teacher teaches two Spanish language arts courses and two Spanish social studies courses. The district goal is to continue adding one grade level per school year until they reach the twelfth grade.

Grant Proposal

The district proposal is to use the grant funding to add one grade level each year to their current DLI program. This year, the district added a DLI seventh grade strand at Jerome Middle School. The proposal includes using grant funding to purchase additional grade level DLI curriculum and supplies needed, as well as, continued DLI professional development and training. The Jerome School District will use other funding sources for the salary and benefits of the DLI teachers.

Third Year Goals

Goal 1: Annually, DLI student growth on district screeners (K-5 ISIP/IRI and 6th and 7th ELA ISAT) will meet or exceed that of their peers not in the DLI program.

Goal 2: Annually, 85% of 3rd-7th grade DLI students will meet or exceed Spanish language targets as created by the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) in the given grade level domain as measured by AAPPL.

Budget

The grant budget of \$15,000.00 covered expenses for the following:

- \$2,500.00 - registration and stipends for teachers to attend training
- \$1,100.00 - travel to DLI Summer Institute
- \$900.00 - AAPPL Spanish testing licenses
- \$6,500.00 - 7th grade DLI curriculum
- \$2,280.00 - Learning A-Z program licenses for K-5 Spanish classrooms
- \$1,720.00 - DLI supplies and materials

Progress to Date

The Jerome School District successfully implemented the DLI program in the seventh grade at Jerome Middle School this year. DLI seventh grade students were enrolled in one Spanish social studies course and one advanced Spanish language arts course.

As our state continues to recover from the Covid pandemic, the Jerome School District continues adjusting their DLI professional development plan. Beginning last year, they moved away from the Utah Audii training (Annual Utah Dual Immersion Institute) and started building a partnership with Jefferson County in Idaho for future DLI professional development. This year, they developed a DLI Summer Institute that offered professional development and training for their DLI staff.

Goal 1: Annually, DLI student growth on district screeners (K-5 ISIP/IRI and 6th and 7th ELA ISAT) will meet or exceed that of their peers not in the DLI program.

- Based on the 2022-2023 ISIP/IRI scores, DLI kindergarten students grew 20%, DLI 1st graders decreased 12%, DLI 2nd graders grew 12%, DLI 3rd graders grew 0%, DLI 4th graders grew 8%, and DLI 5th graders decreased 1% from the fall of 2022 to the spring of 2023.
- DLI kindergarten and 2nd grade students exceeded the growth of their peers not enrolled in the program on the 2022-2023 ISIP/IRI.
- Unfortunately, the DLI 1st, 3rd, 4th, and 5th grade students did not exceed the growth of their peers not enrolled in the DLI program on the 2022-2023 ISIP/IRI.
- From the 2022 school year to the 2023 school year, DLI 6th and 7th grade students increased their ELA ISAT scale scores and outperformed their peers not enrolled in the program.

Goal 2: Annually, 85% of 3rd-7th grade DLI students will meet or exceed Spanish language targets as created by the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) in the given grade level domain as measured by AAPPL.

- In 3rd grade, 88% met or exceeded Spanish language listening and speaking targets as measured by the AAPPL.
- In 4th grade, 93.03% met or exceeded Spanish language reading targets, 82.81% met or exceeded Spanish language writing targets, and 68.18% met or exceeded Spanish language listening targets as measured by the AAPPL.
- In 5th grade, 93.02% met or exceeded Spanish language listening and speaking targets as measured by the AAPPL.
- In 6th grade, 87.5% met or exceeded Spanish language reading targets, 62.50% met or exceeded Spanish language writing targets, and 50% met or exceeded Spanish language listening targets as measured by the AAPPL.

- In 7th grade, 48.78% met or exceeded Spanish language listening and speaking targets.

Reviewer's Comments

It has been an absolute pleasure working with the Jerome School District as they continue to grow their DLI program. Their deep commitment to the success of the program is evident through the recruiting and hiring of high quality DLI teachers and continuous review and implementation of high-quality Spanish curricula and assessment. I commend the district on starting a new partnership with Jefferson County to help support their future DLI professional development goals. It is clear; they have made it a priority to ensure quality staff, curricula, assessment and training are in place to guarantee the success of their DLI program.

HERITAGE COMMUNITY CHARTER

Heritage Community Charter School in Caldwell, Idaho, is a classical liberal art and a Spanish-English dual language immersion program. As of 2020, the student enrollment was 484 with 62.9% Hispanic, 35.5% White, 0.6% Multi-racial, 0.4% Native Hawaiian, 0.4% Native American, and 0.2% Asian. Heritage Community Charter School (HCCS) has 67% of families that qualify as low-income households, and 36% are students learning English.

Grant Proposal

Elementary English Learners in HCCS are served through the dual language program in grades K-5. Additionally, English Learners in grades 6-8 and selected English Learners in grades K-5 receive pull-out or push-in English language development support and instruction. To enhance HCCS's core language instruction educational program over the next three years, the charter will supplement the support English Learners are already receiving by extending the school day for English Learners in grades 4th- 8th.

Third Year Goals

Goal 1: 50% of English Language (EL) students participating in the extended day program will increase their scale score on the annual ELA ISAT by a minimum of 35 scale score points from 2022 to 2023.

Goal 2: 50% of EL students participating in the extended day program will improve their proficiency level by at least a half level (0.5) in reading and writing domains, as measured by the annual ACCESS assessment from 2022-2023.

Budget

This third-year grant budget of \$10,000.00 covered expenses for the following:

- \$2200 – extended day tutoring salaries and benefits
- \$3400 – summer school salaries and benefits
- \$200 – RAZ license
- \$400 – Chromebook licenses
- \$1800 – home literacy kits (summer enrichment)
- \$2000 – curriculum and supplies

Progress to Date (Spring 2023 Extended Day Tutoring)

- **Goal 1:** Met Goal: - 50% of all participating English Learners showed a scaled score increase of at least 35 points. *Two students did not take the ELA ISAT last year due to being newcomers and could not be included in this calculation.
- **Goal 2:** Did Not Meet Goal - Only 17% showed .5 growth in all domains. All English Learners participating in the extended day program were either Newcomers in 2022-2023 or the 2021-2022.

Reviewer's Comments

Heritage Charter is a unique charter within the Caldwell School District. HCCS has a higher percentage of Hispanics, English Learners, and poverty level than Caldwell School District. Considering their demographics— administration and staff are continually looking for research-based strategies to enhance student learning and English language acquisition. The enhancement grant has allowed them to increase ISAT ELA growth for English Learners. EL newcomers have demonstrated growth on the state language assessment. The growth is certainly credited to the students, teachers and administration. It should be noted that the school's administrator passed due to symptoms related to COVID during the middle of year two of the grant. The community came together to support each other.

THE VILLAGE CHARTER SCHOOL

The Village Charter School serves kindergarten to eighth grade with a student enrollment of 225 in 2022-2023. The demographics of this school qualify it to be a Title I school, as 49% are low-income. The ethnicity and race are 74% White, 17 % Hispanic, and 2% Pacific Islander, 4% multi-racial, < 1% Black/African, 1% Native American, and 1% Asian. Of all the students, approximately 5% are English Language Learners.

Grant Proposal

The Village Charter School (VCS) requested to enhance its English Language program by implementing: Wilson Language System, an English Language student program; increasing family engagement; improving professional staffing training for English as a New Language; and increasing EL resources for students and staff.

Third Year Goal

Goal 1: ELs ACCESS assessment 2023 scale score will increase by 75% or reach proficiency level in the reading category.

Budget

The grant budget of \$10,000 covered expenses for the following:

- \$375.00 - Wilson Training™
- \$300.00 - TESOL membership and quarterly subscription
- \$195.00 - TESOL conference
- \$6,880.00 - classroom furniture
- \$1,900.00 - adventure literacy home packages
- \$200.00 - technology headphones
- \$200.00 - math manipulates

Progress to Date

VCS set out and implemented the planned Wilson Language System training, TESOL professional development resources, and enriched English language family engagement with literacy pack resources and math night manipulates. Parents and students had opportunities to use technology to enhance their English language skills. This year's hardships were staffing changes, which delayed training timelines and increased student mobility. In 2020, the EL enrollment was 18, and in 2023 ended with 11. The budget met the needs as written.

- **Goal 1:** The Village Charter School had a 54% increase in ELs Access assessment scale scores from 2020 to 2023. Three of eleven ELs achieved overall proficiency and qualified to exit the English Language Learner program.

Reviewer's Comments

Watching The Village Charter School serve a diverse English Language Learner population has

been a privilege. Despite hardships with staffing and student mobility, their commitment never lifted. The students and families had enhanced language opportunities directly supported by this grant. Staff gained resources and enriched their skill sets to serve English language students. Students that exited the English Language Learner program have the necessary skill set to function in an English educational setting.

Option III – Regional Coordinator

Option III grant supports one full-time individual to serve as a regional English Learner coach. The funds will be used to support the coach and the work they do with surrounding regional LEAs which participate in the consortium. Grant amounts under Option III are \$85,000 per year for three years.

The Regional EL Coach activities may include, but are not limited to:

- Assist existing school staff with identifying and screening potential ELs
- Work with school staff to determine program placement for identified ELs
- Provide professional development to school staff of ELs
- Assist school staff with state reporting for ELs such as ELMs, ISEE, ACCESS
- Assist school with preparing for the annual ACCESS assessment
- Work with school staff with monitoring progress of exited EL students
- Work with school staff to increase family engagement activities for parents/families of ELs
- Serve as the point of contact for the participating districts/charters with the SDE.
- Support and develop core language instructional programs to support the LEA's EL program(s)

Option II Grant Awardee Profiles and Grant Descriptions

The following includes description of the project and progress during the 2022-2023 academic year.

JEFFERSON COUNTY SCHOOL DISTRICT, JEROME SCHOOL DISTRICT, AND TETON SCHOOL DISTRICT

The three school districts have formed a consortium in which the grant will support them in building a bridge of support between their shared missions of dual language immersion (DLI).

Jefferson County School District has a K-12 enrollment of 6,100 with over 34% considered economically disadvantaged. Five percent of their students were identified as English Learners. The demographics of ELs are primarily Hispanic. Less than 1% of the population qualified as migrants.

Jefferson's DLI program has two different languages, Spanish and Mandarin, from Kindergarten to 10th grade. There is a total of five elementary schools with a DLI program: four Spanish and one Mandarin. There are two middle schools. Out of a total student population of 6256 in Jefferson, 1,672 students are enrolled in a DLI classroom. This is 26.7% of the total student population. District-wide there are 281 EL students: 99 are enrolled in a DLI classroom. This is 35.2% of the total EL population.

In the 2022-23 school year Jefferson will have 59 DLI teachers. Of these, 11 will be 1st year teachers with 6 experienced teachers who are new to the DLI program. Because the district rolls out a new grade-level of immersion each year, they are in constant need of training, mentoring, and coaching for their 1st year and new to our program teachers.

Jerome Joint School District has a K-12 enrollment of 4,107 with approximately 65% considered economically disadvantaged. Twenty-four percent of their students were identified as English Learners. The demographics of ELs are primarily Hispanic with 54% of the population being Hispanic. 5% of the population qualified as migrants.

Jerome School District had DLI classrooms from kindergarten through 7th grade in the 2022-2023 school year. With a district made up of one K-3 school and one 4-5 grade elementary, and one middle school, the DLI program is in place in 3 different schools. For each grade, there are 2 DLI classes, and the rest are typical English immersion classrooms; therefore, the DLI program is a unique program within a typical school. Out of a total population of 4100 students, there are 350 students enrolled in the DLI program, making up 9% of the population. District-wide, there are 938 EL students: 109 are enrolled in a DLI classroom, which make up 12% of the total EL population.

Teton County District has a K-12 enrollment of 1,960 with over 35% considered economically disadvantaged. 18% percent of their students were identified as English Learners. The demographics of ELs are primarily Hispanic.

Teton has two DLI classrooms per grade from kindergarten through 6th grade, and is offering two classes per day in Spanish to DLI students in the middle school. DLI classrooms are

implemented in Driggs Elementary School, grades K – 3; Rendezvous Upper Elementary, grades 4 and 5; and in 2 classes (Core English and Advanced Spanish Culture) in 6th grade at Teton Middle School. Eight of the 15 classrooms at Driggs Elementary are DLI classrooms and Rendezvous DLI classrooms account for 4 of their 12 classrooms. Teton has 200 students enrolled in a DLI classroom. Of the 200 current DLI students, 79 are EL students, comprising 40% of the DLI students. In non-DLI K-3 classrooms, 9% of students are EL. Almost four times the number of EL students are in DLI classrooms in our district at the K-6 level. Teton is implementing a 50/50 model where we strive to have 50% native English speakers and 50% native Spanish speakers in each classroom, with 50% of the instruction in English and 50% in Spanish.

Grant Proposal

The three school districts use teacher teams to share grade level or content responsibilities. The grant is for a regional Dual Language Immersion coach who will guide district leadership team meetings, conduct professional development, and lead in data collection and analysis.

Third Year Goals

Goal 1: Consortium District Leadership Teams (dual supervisors) will meet together monthly with the consortium coach

- Each meeting will be focused on a specific topic for developing DL programs
 - Curriculum- K-5 and 6-8
 - Assessment- K-5, 6-12
 - Seal of Biliteracy requirements
 - Family involvement/district leadership team functionality
 - Supporting monolingual teams
 - Building and district administrator involvement
 - Teacher recruitment
 - Updates on secondary pathways

Goal 2: Consortium will develop secondary pathways to earn a Seal of Biliteracy, minor in Spanish, or Associate's in Spanish, through partnership with state universities and colleges

Goal 3: Each district will develop a specific growth goal based on their district's average growth on the ACCESS assessment in the composite proficiency level

- Jerome
 - Increase DLI student cohort grade equivalency on WIDA ACCESS by 5%
- Teton
 - EL students at the K-3 level enrolled in the DLI program will increase their Access 2.0 composite scores by 1.0 from their screener or previous year Access scores
 - EL students in 4th & 5th grades who are enrolled in the DLI program will increase their Access 2.0 scores by .5 from their screener or previous year Access scores
- Jefferson

- EL students at the 4-5 level enrolled in the DLI program will increase their Access 2.0 scores by .5 from their screener or previous year Access scores

Budget

The grant budget of \$85,000 covered expenses for the following:

- \$74,000 – .47 FTE Coaching Salary & Benefits
- \$9,000 – Travel Expenses
- \$2,000 – DLI Institute and Coaching Supplies

Progress to Date

- **Goal 1:** Consortium District Leadership Teams (dual supervisors) met monthly with the consortium coach
 - Monday, September 26 at 11:30am
 - Monday, October 10 at 11:30am
 - Wednesday, November 9 at 12:30pm
 - Monday, December 12 at 12:30pm
 - Have stuck with a rotating topic in the conversations
- **Goal 2:** Consortium will develop secondary pathways to earn a seal of biliteracy, minor in Spanish, Spanish certificates, or Associate's Spanish through partnership with state universities and colleges
 - Jerome working with CSI
 - Jefferson working with ISU, Boise State
 - Teton working with ISU
 - Notes
 - Jefferson has led with a clear policy surrounding the seal of biliteracy that Teton and Jerome can work from
 - Jefferson has granted the Seal of Biliteracy for the first time
 - Teton has developed a clear plan to continue to revise as they get closer to the high school level
- **Goal 3:** Each district will develop a specific growth goal based on their district's average growth on the ACCESS assessment in the composite proficiency level by January 15, 2023
 - Teton
 - DLI students in grades K-3rd increased an average of .3 on the ACCESS assessment however they did not meet the growth goal of 1.
 - DLI 4th & 5th graders increased their ACCESS scores. 4th grade exceeded the goal whereas 5th graders were slightly below the goal

- 4th grade students increased ACCESS scores by an average of .76
 - 5th grade students increased ACCESS scores by an average of .39
- Jerome
 - DLI English learners met their goal of 5% increase
- Jefferson
 - Data shows a decrease as the grade levels increase for two possible reasons: 1) many students are starting to exit out so data is skewed 2) newcomers are added to our program at higher rates the older the grade level and most of the time come with low English levels.

Reviewer's Comments

The grant deeply supported the capacity building of the three districts. The consortium coach guided the districts in the development of goals, objectives and action items. The consortium districts are confident in their next steps and are ready to move forward independently without the consortium coach. The DLI consortium has reached their goals of collaboration, biliteracy and all have made language growth.

Collaboration: The consortium has worked diligently to fine tune their collaboration and use of the consultant to enhance their programs. There has been a shift from all three districts meeting together with the consultant to each district meeting monthly or bi-monthly. The summaries from site visits all included how the consultant helped the districts to find a routine for collaboration, set goals, objectives and activities that would lead to enhanced student learning in both languages. All three districts reported that the consultant had served the purpose of the grant and the districts were ready to lead individually.

Biliteracy: All three districts have developed a written plan that works toward the Seal of Biliteracy or advanced or dual credit in Spanish or additional languages. One district has already granted one Seal of Biliteracy. The districts have also defined plans for heritage language speakers to be assessed for L1 fluency which will also lead toward the Seal of Biliteracy.

ACCESS Growth: Each district had students with language growth on the ACCESS, some districts met their languages goals while others fell short while still making positive growth. All three districts have become more adept at understanding language growth as measured by the ACCESS.

THIS PAGE INTENTIONALLY LEFT BLANK