



# Closing the Achievement Gap for Multi-Language Learners in the Cashmere School District

A collaborative and data-informed approach to support all our learners across our district.

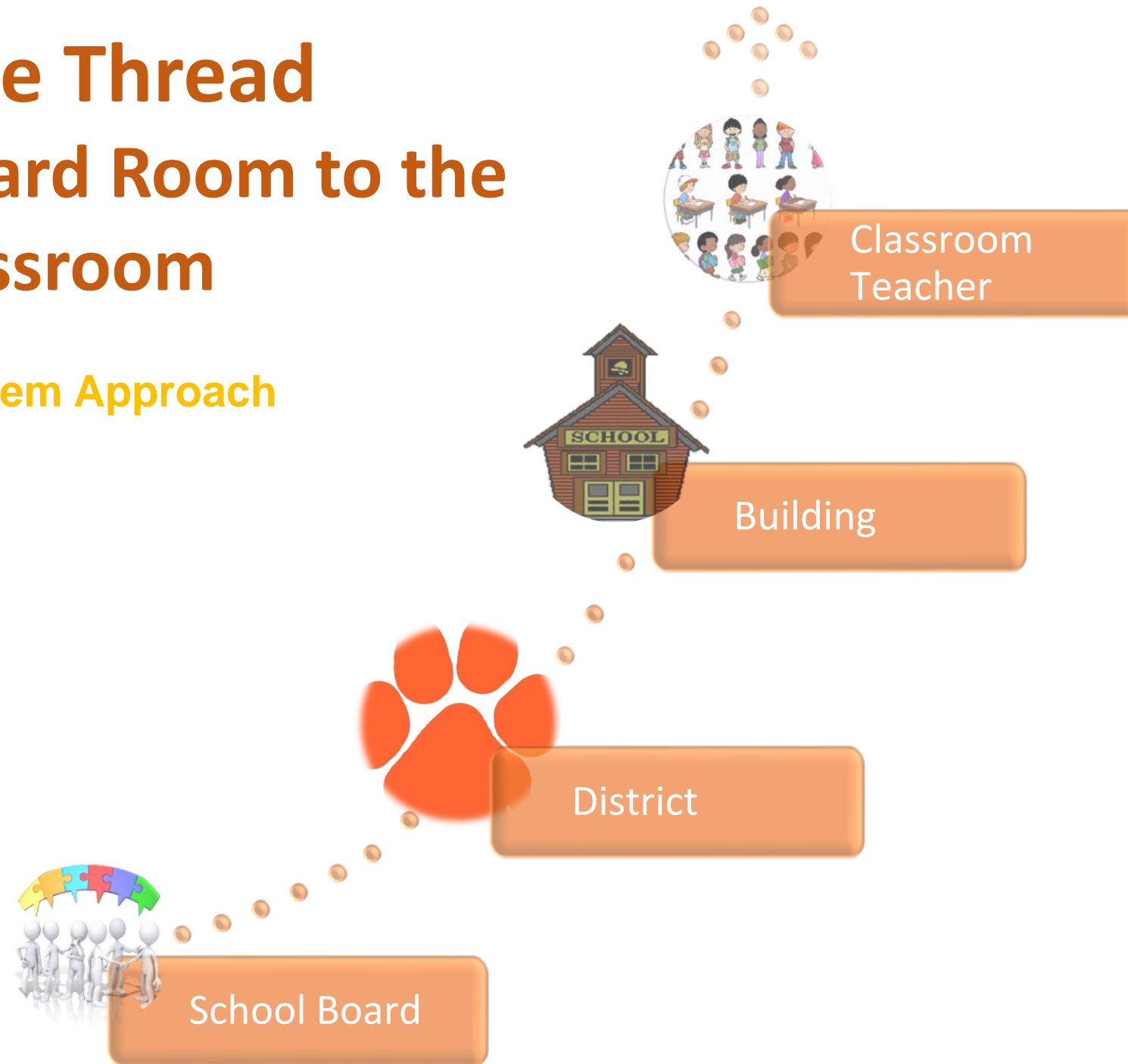
By: Glenn Johnson, Linda McKay, Sara Graves and Jon Shelby



# Orange Thread

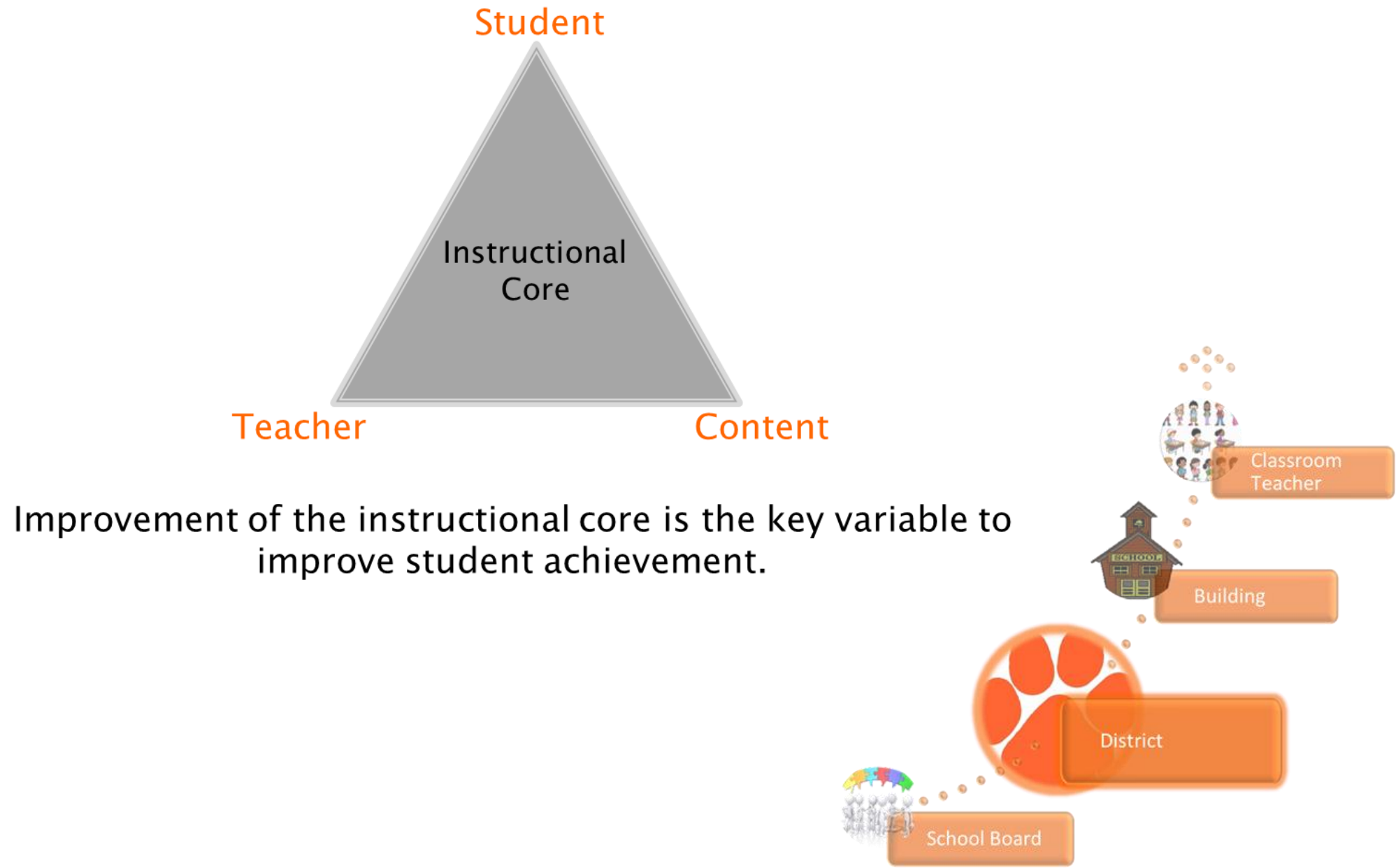
## From the Board Room to the Classroom

Our System Approach



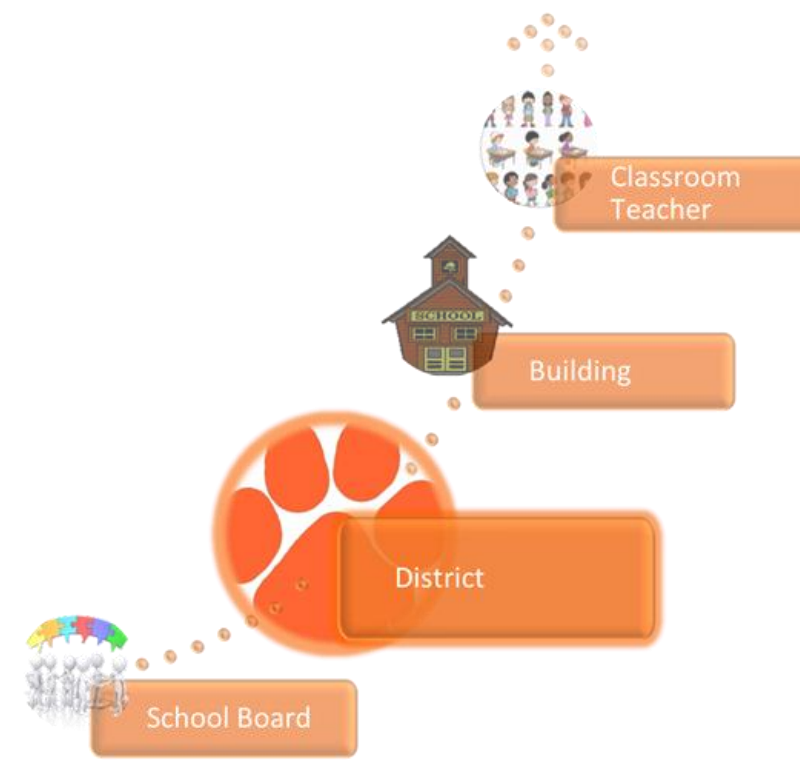
# Cashmere School District Model

Mission; "To ensure a quality education for each student."



# What Culture Is Needed?

- System Approach
- Common Vision of Powerful Instruction
- Collaborative Culture
- Continuous and Sustainable Improvement for Instruction and Leadership



# Cashmere School District



**Mission Statement:** To ensure a quality education for every student\*

By this, we mean that every student will graduate from high school equipped for post-secondary education, training, careers and citizenship

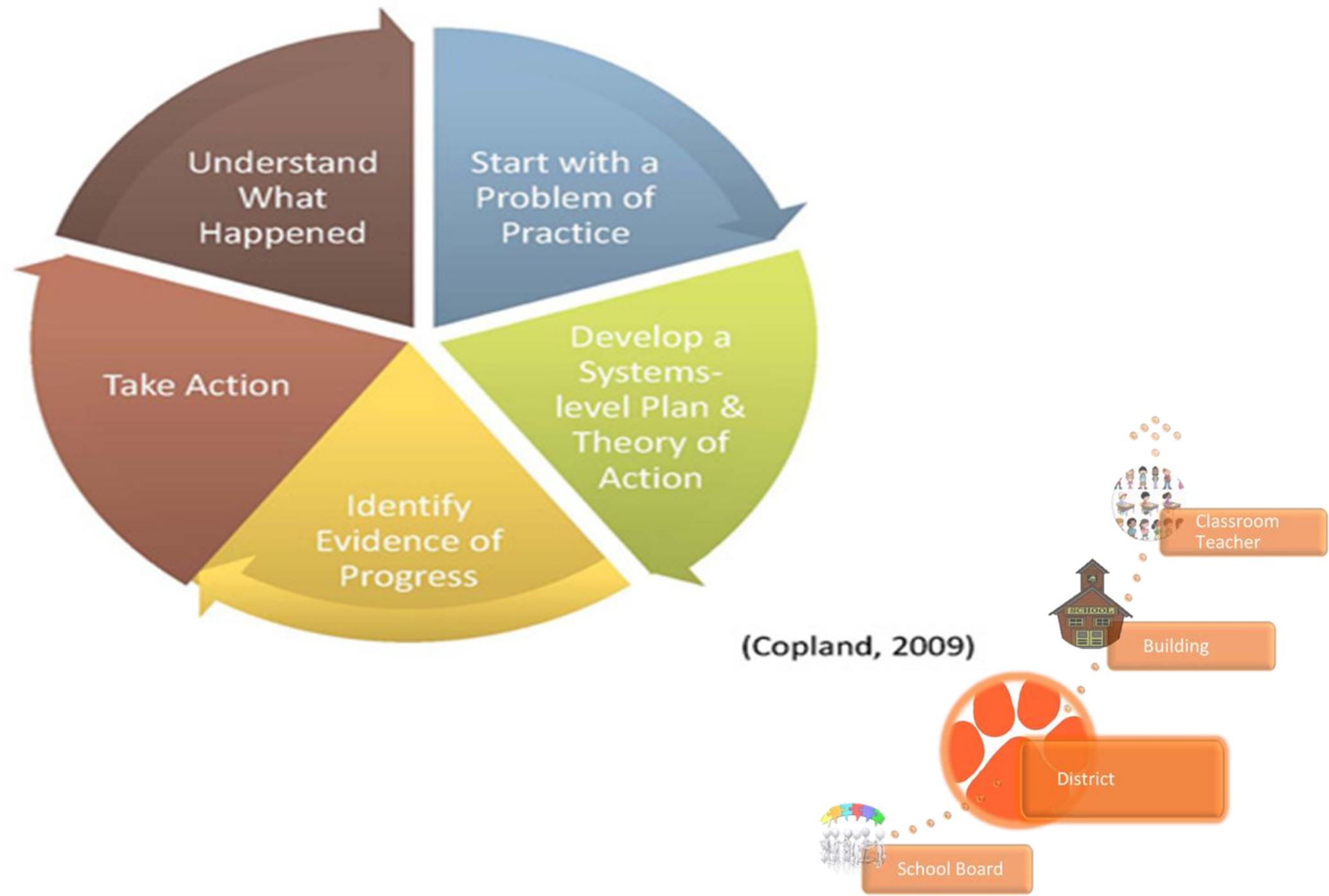


## “System Areas of Focus 2024-25”

| <b>Rigorous Research Based Instruction</b><br><i>Effective instruction will be present in every classroom, every day.</i>   | <b>Student Engagement, Belonging, and Well-being</b><br><i>Promote social development and personal well-being that supports engagement and belonging for every student.</i>  | <b>Parent and Community Engagement</b><br><i>Build and sustain strong partnerships with every student, families, and community.</i>  |
|---|--|--|
| <ol style="list-style-type: none"><li><b>1. Research and implement effective instructional models</b></li><li><b>2. Design lessons to ensure access, engagement, and opportunity for every student</b></li><li><b>3. Teach and assess rigorous and coherent curriculum in all content areas based on essential standards</b></li><li><b>4. Use data and student feedback to inform and adapt instruction (Tier I)</b></li><li><b>5. Develop systems of support for students not meeting or exceeding standard (Tier II)</b></li><li><b>6. Lay foundations for college and career readiness at every grade level</b></li></ol> | <ol style="list-style-type: none"><li><b>1. Ensure a healthy and holistic school community by aligning, adopting, and implementing K-12 standards, curriculum and materials for social-emotional learning (SEL)</b></li><li><b>2. Develop a comprehensive K-12 Counseling Plan:</b></li><li><b>3. Ensure a safe learning environment</b></li></ol> | <ol style="list-style-type: none"><li><b>1. Collect and utilize student, staff, and parent feedback to improve system outcomes</b></li><li><b>2. Engage our community in ongoing conversations to elevate the voices of families and district partners</b></li><li><b>3. Foster school-community supports that eliminate obstacles to learning</b></li></ol> |



# Cycle of Inquiry

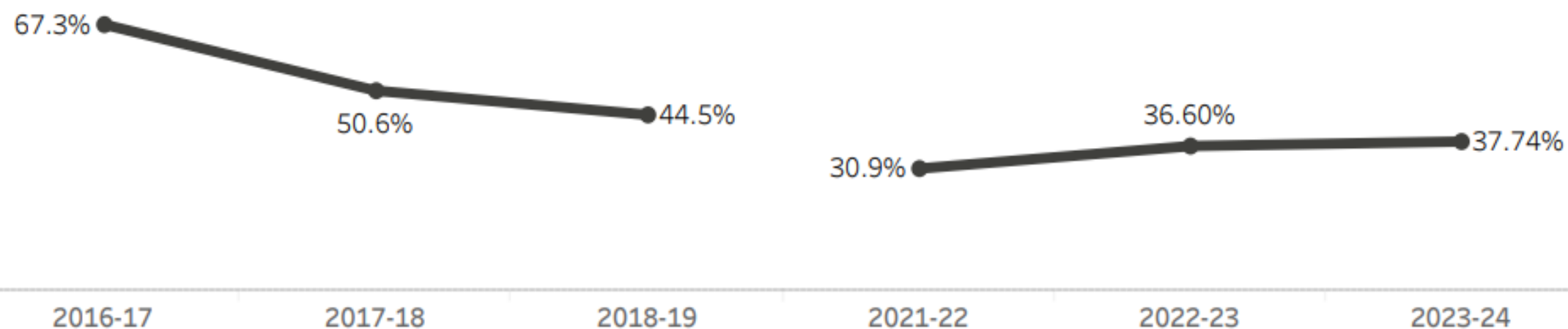


# State Total

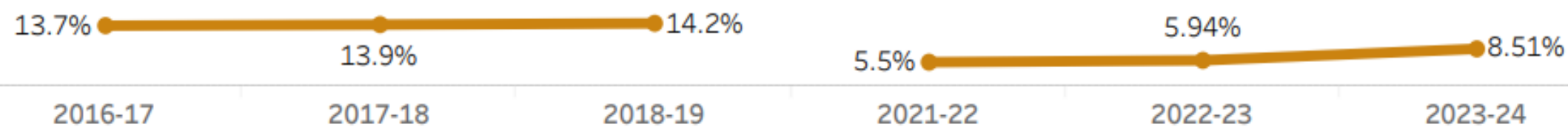
ELPA

WIDAACC

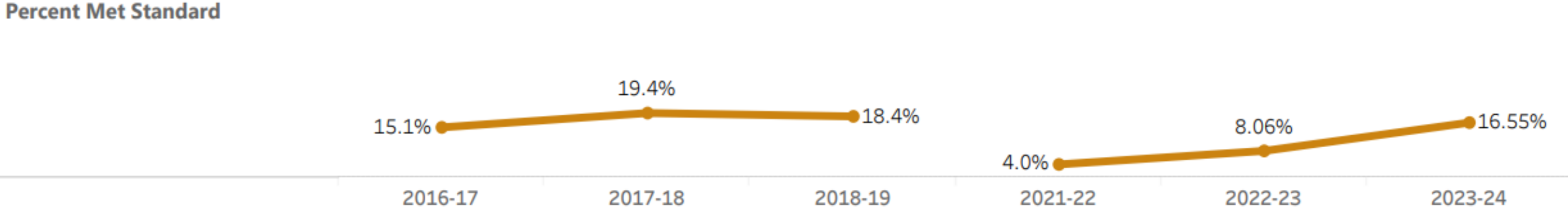
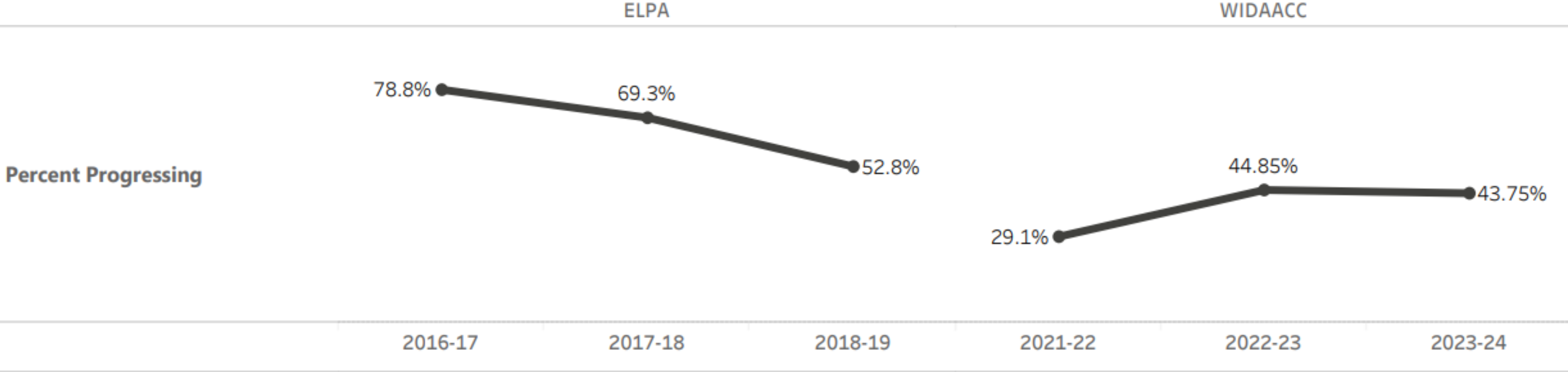
Percent Progressing



Percent Met Standard



# CASHMERE SCHOOL DISTRICT





**Our collaborative approach...**

## **Multilingual Learners**

**Strong Core Instruction  
Tiered Supports**

**Presented by:**

*Linda McKay & Bill Eagle*



**Cashmere School District**

Dedicated To Excellence In Education

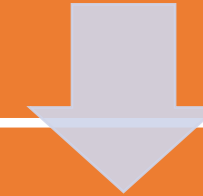


# Timeline

**March 2024**

**District & Building ML Teams (NCESD)**

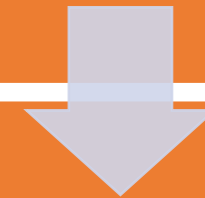
- \* **Deepen Understanding:** Learners, Assessments, Data, Standards, Needs
- \* **Examine Current System:** Processes, Procedures, Programs, Placements, Support



**March-April 2024**

**Building Visits (Glenn & Linda)**

- \* **Deepen Understanding:** Building Programs, Processes, Placements, Support, Practices (systems)
- \* **Examine Current System**



**April 2024**

**District & Building ML Teams (NCESD)**

- \* **Learning Consolidation:** Key findings, identify Gaps, System Alignment
- \* **High Quality ML Programming:** WIDA Standards, Integrated & Designated Supports



**May 2024**

**Student Focus Groups (Linda)**

- \* **Empathy Interviews:** Gain a deeper understanding of students' experiences



**August 2024**

**District Admin Retreat & August Institute**

- \* **Learning Consolidation:** Key Findings, Takeaways, Spring 2024 Data
- \* **District & Building System Focus & Goals:** SIPs, 30/60 Day Outcomes,
- \* **Launch:** District Launch, Building Lesson Plans



# Providing support, programs and instruction for MLs

## What we KNOW

## What we WANT to know



# Median Data - Did You Notice...

What do you notice in this data set?

| School Name |    | Median Data | Proficiency Level Reading | Proficiency Level Writing | Proficiency Level Listening | Proficiency Level Speaking |
|-------------|----|-------------|---------------------------|---------------------------|-----------------------------|----------------------------|
| VALE        |    | MEDIAN DATA | 1.6                       | 1.5                       | 2.9                         | 1.7                        |
| VALE        |    | MEDIAN DATA | 2.7                       | 2.5                       | 6.0                         | 2.5                        |
| VALE        |    | MEDIAN DATA | 3.3                       | 3.3                       | 5.0                         | 2.9                        |
| VALE        |    | MEDIAN DATA | 4.0                       | 3.5                       | 5.4                         | 3.4                        |
| VALE ES     | 04 | MEDIAN DATA | 4.5                       | 4.0                       | 6.0                         | 3.8                        |
| CASHMERE MS | 05 | MEDIAN DATA | 4.3                       | 3.8                       | 6.0                         | 3.4                        |
| CASHMERE MS | 06 | MEDIAN DATA | 3.4                       | 3.4                       | 5.2                         | 3.1                        |
| CASHMERE MS | 07 | MEDIAN DATA | 3.3                       | 3.3                       | 6.0                         | 3.2                        |
| CASHMERE MS | 08 | MEDIAN DATA | 3.5                       | 2.9                       | 4.4                         | 3.2                        |
| CASHMERE HS | 09 | MEDIAN DATA | 4.5                       | 3.4                       | 4.8                         | 3.3                        |
| CASHMERE HS | 10 | MEDIAN DATA | 4.0                       | 3.5                       | 5.3                         | 2.9                        |
| CASHMERE HS | 11 | MEDIAN DATA | 2.3                       | 2.0                       | 2.7                         | 1.4                        |
| CASHMERE HS | 12 | MEDIAN DATA | 2.9                       | 3.0                       | 3.9                         | 2.2                        |

# Strong Core Instruction & Tiered Supports

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## Tier 1

### **Integrated ELD:** Core Instruction

- Happens in all classes/content areas throughout the day
- Addresses all 4 domains of language  
Targets the language demand of the lesson, i.e. the language students must understand and use in order to

## Tier 2

### **Designated ELD:** The protected time of day MLs are taught **English language development specific to their needs**

- Addresses all 4 domains of language
- Commonly addressed in small group, Tier 2 instruction
- Based on specific language needs  
Grouped by specific language skill/need and same/similar proficiency level

# Building Visits

## A deeper DIVE into Cashmere's current programming

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### What more did we learn?

How do you determine what types of supports MLs receive?

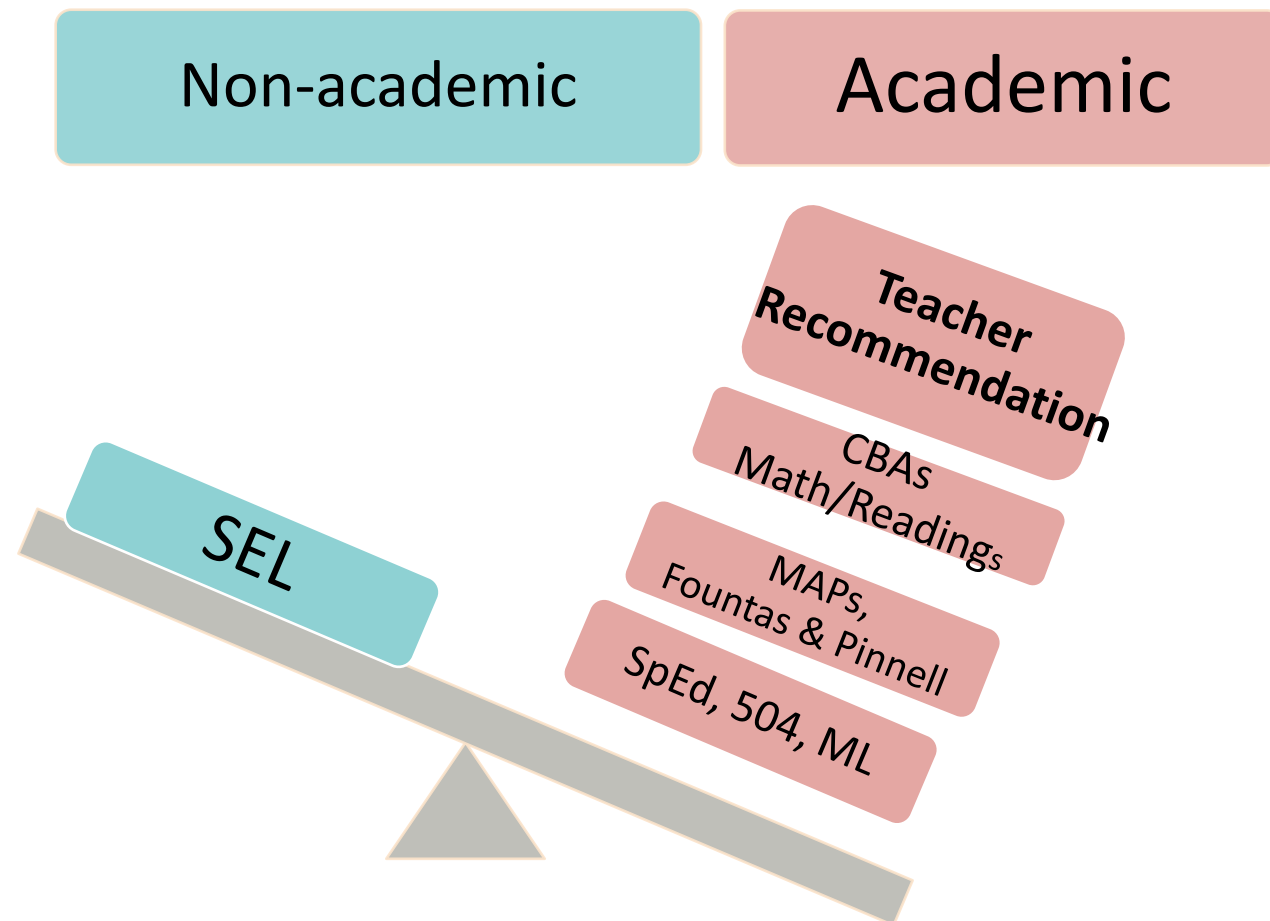
- What data do you use?
- What types of supports do you provide?
- How do you determine the level of support MLs receive?
- Who makes the decision on supports?



# Vale Elementary

## Classroom Placements

- **Goal:** Balanced Classrooms



## Intervention

- MLs receive Integrated and Designated Support

## Every 6 weeks: Data Review

- Fountas & Pinnell
- CBAs
- MAPs

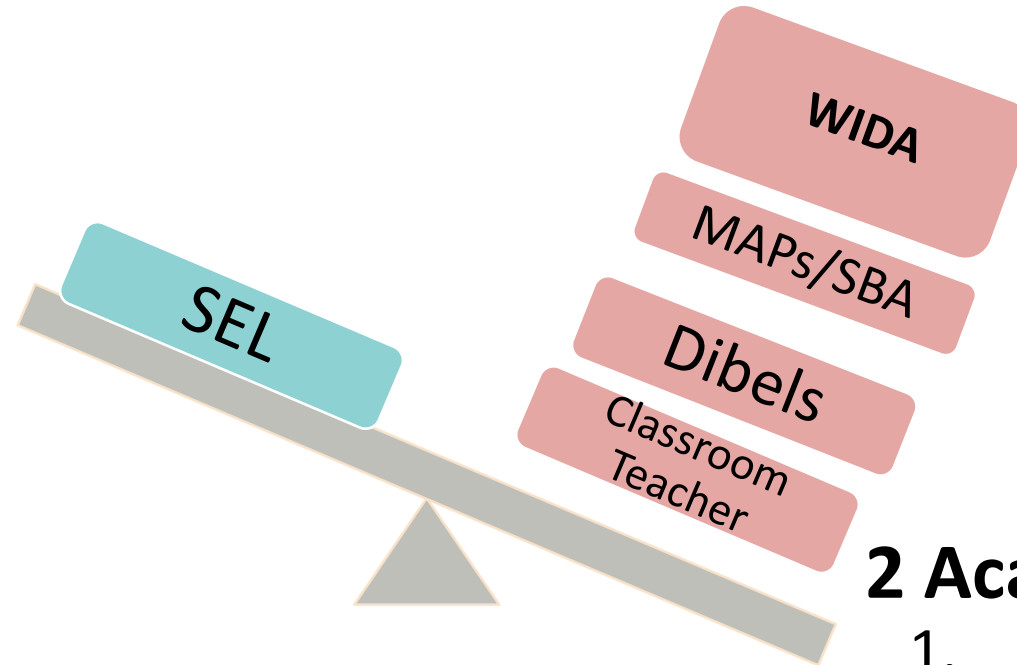
# Cashmere Middle School

Non-academic

Academic

## Spring Placements in Classes

- SpEd teachers place where support is needed
- Randomly spread MLs (pair up monolinguals)
- Grade Level Teams determine Academy
  - Academics, Behavior, High Cap
  - Current teachers place for next year
  - Place in Academy
    - w/ EL or Title



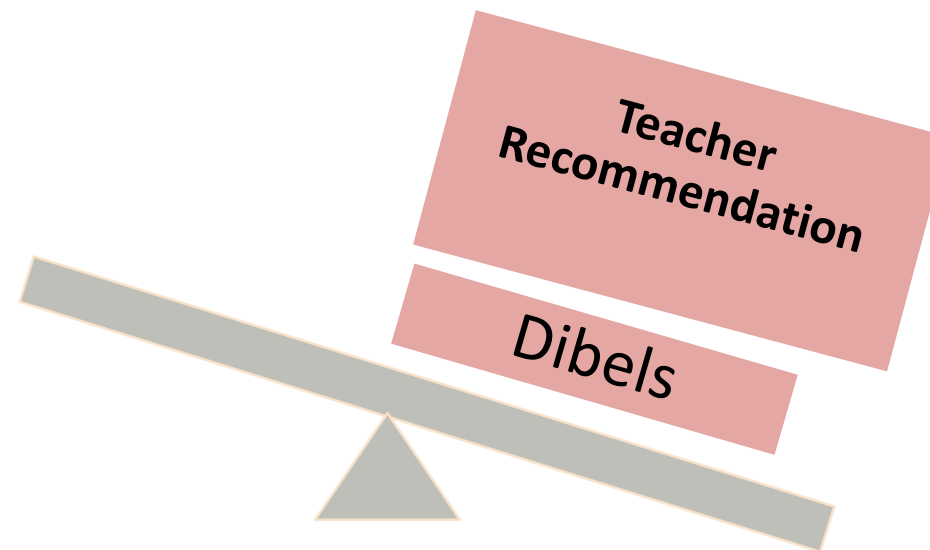
### 2 Academies (25 min)

1. ML Designated Support
2. Reading/Math

### Data Days (every 6 weeks)

- **Classroom Teacher**
- **Dibels**

**\*Move students as needed**



# Cashmere High School

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## Process for Course Placement

- **Incoming 9th**
  - MS provides recommendation
    - Mainstream
    - EL English
    - Support
- **10th Grade**
  - Based on grades
    - English / Math
  - Para support in classes
- **Group students as possible**

## Support

1. EL English (90 min)
2. EL Support Class (45 min)
3. Math/Science intervention
  - Para Push-in

## EL Support Class

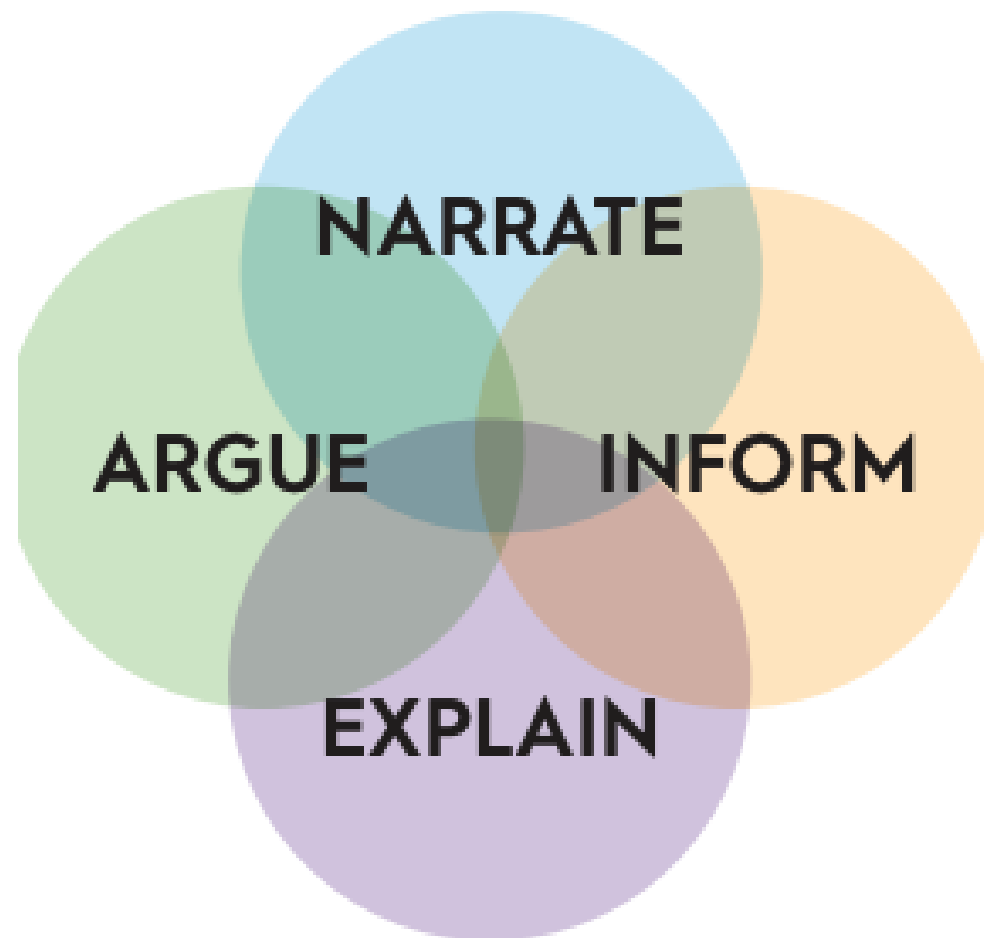
- Students choose what they need to work on
  - I.e. Geometry, Algebra, upcoming test
  - Weekly goals on assignments
- SEL - students advocating for themselves
  - Self-monitoring

\*Teachers see ML Teacher as a case manager

# Key Language Uses

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Figure 2-3: Four Key Language Uses



**The 4 Key Language Uses** can be used to prioritize and organize the integration of content and language across **ALL grade levels and academic disciplines**

# How should ELD programming be structured for OPTIMUM effect?

| K-12 English Language Development (ELD) Services  |        |      |                       |               |               |
|---|--------|------|-----------------------|---------------|---------------|
| Integrated ELD                                    |        |      | Designated ELD        |               |               |
| Elementary  | Middle | High | Elementary            | Middle        | High          |
| <i>Tier I CORE instruction throughout the day</i> |        |      | <i>Tier 1 &amp; 2</i> | <i>Tier 2</i> | <i>Tier 2</i> |

# 2024-25 System Focus

## *Multilingual Learners*

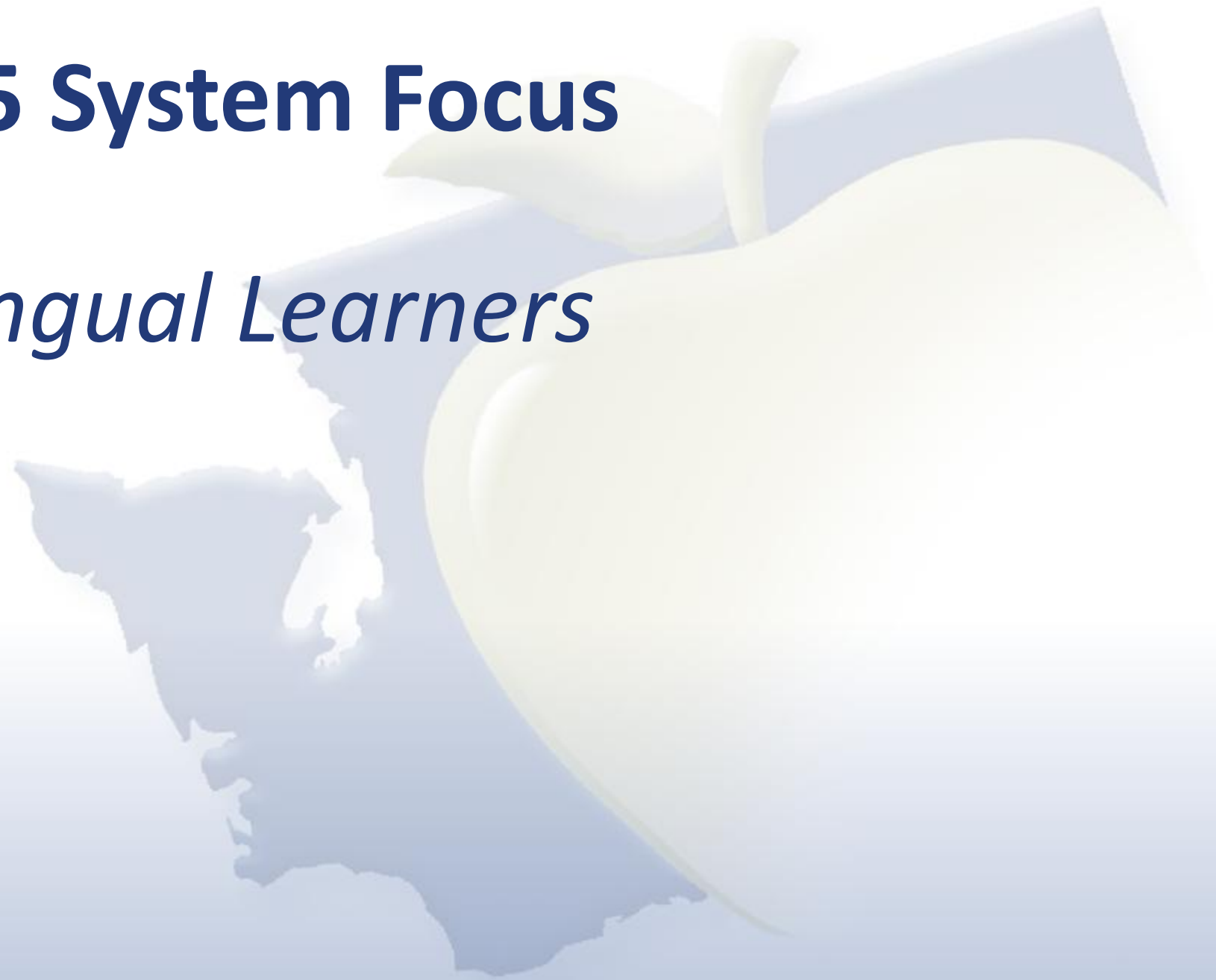
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**Strong Core Instruction  
Tiered Supports**

**Presented by:**

*Linda McKay*

*August 13, 2024*





# What have we learned?

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## 2023 and 2024 Data: *Key Takeaways*

- Students scored best in Listening Domain
- Students struggled the most with Speaking Domain
- Many students still in Bilingual program after 5 years (LTEs)

## Building Staff Interviews: *Key Takeaways*

- Program / support decisions vary from building to building.
- Decisions rely heavily on academic factors versus social-emotional factors

## Student Empathy Interviews: *Key Takeaways*

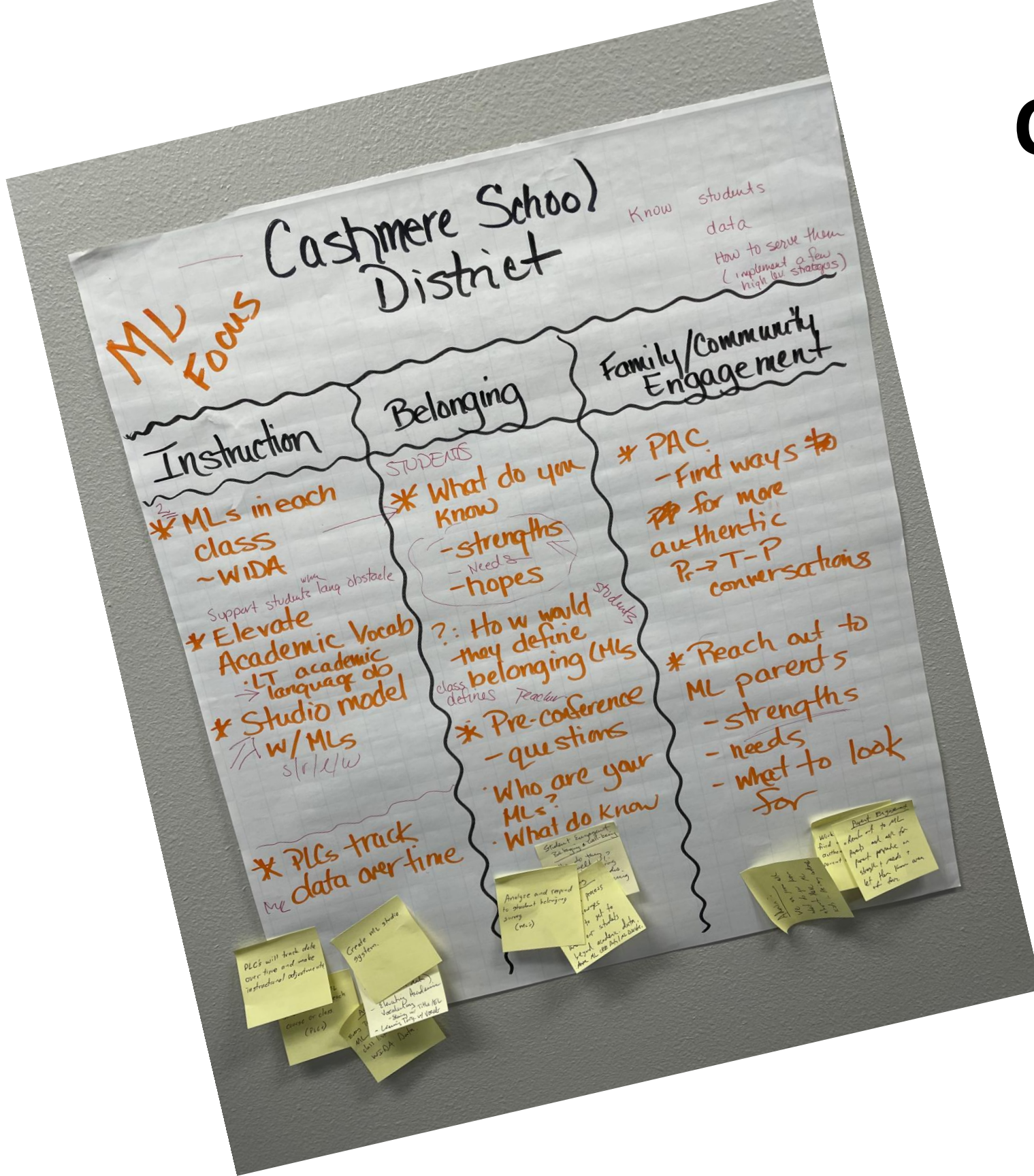
- Be more patient. We don't learn so fast. It's hard to speak 2 languages,

# Cashmere District Focus 2024-2025

# Know our students

# Know their data

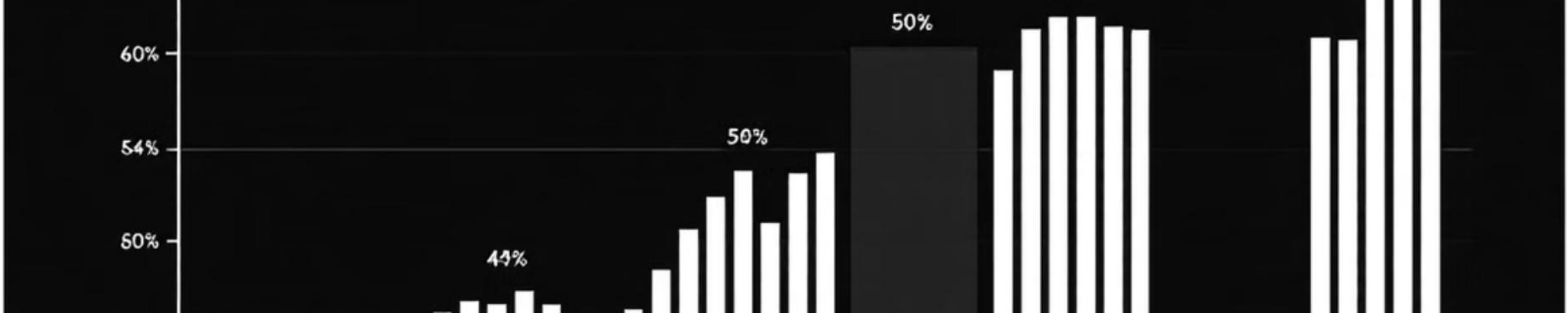
# Know and implement a few high yield strategies for MLs



## Lasting thought...

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IF **every** classroom, **every** day, held the **same expectation** that **every** student would be expected to **speak, listen, read and write** using **academic English**, what might happen? What would be needed for this to actually occur?



# Understanding Our Context

### Demographics

Our school serves a growing population of Multi-Language learners.

### Achievement Gaps

SBA data shows gaps in ELA and Math between ML students and English-speaking peers.

### Science Challenges

WCAS scores reveal additional barriers in scientific vocabulary and concept mastery for ML students.

# CASHMERE MIDDLE SCHOOL

## 2023-24

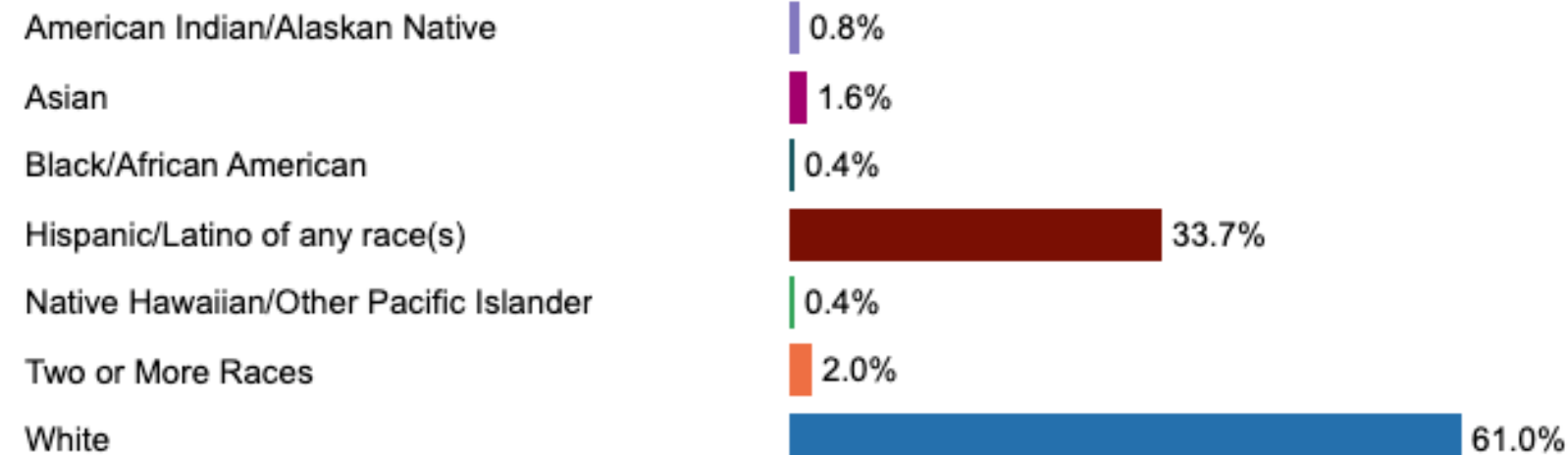
### Total Student Enrollment

494

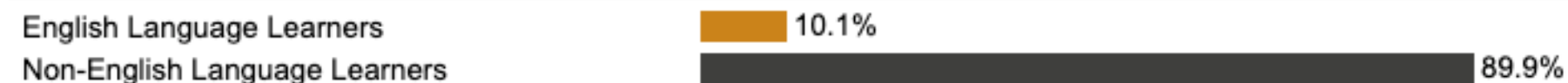
### Gender



### Race/Ethnicity



### Program and Characteristic



Low Income 49.0%

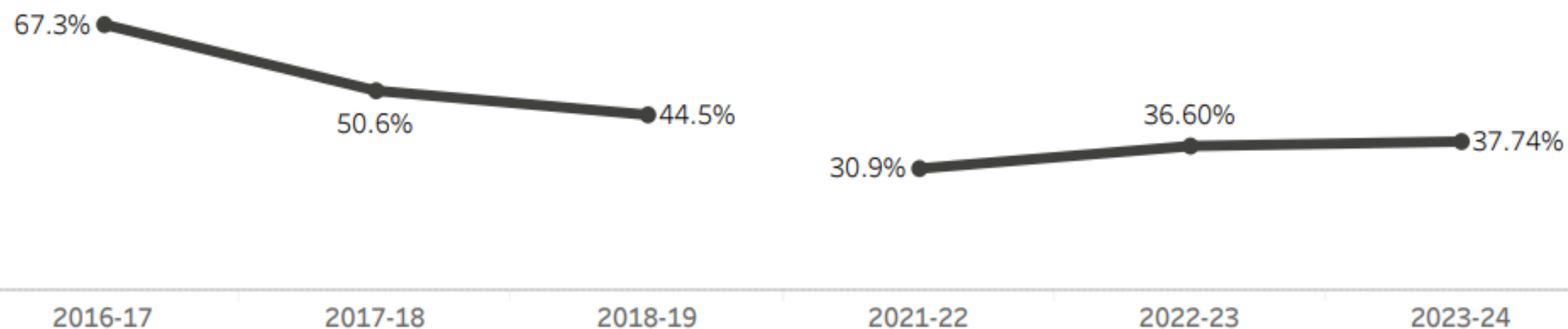
Non-Low Income 51.0%

# State Total

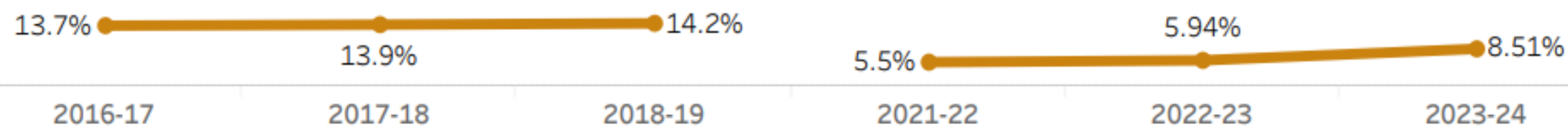
ELPA

WIDAACC

Percent Progressing



Percent Met Standard



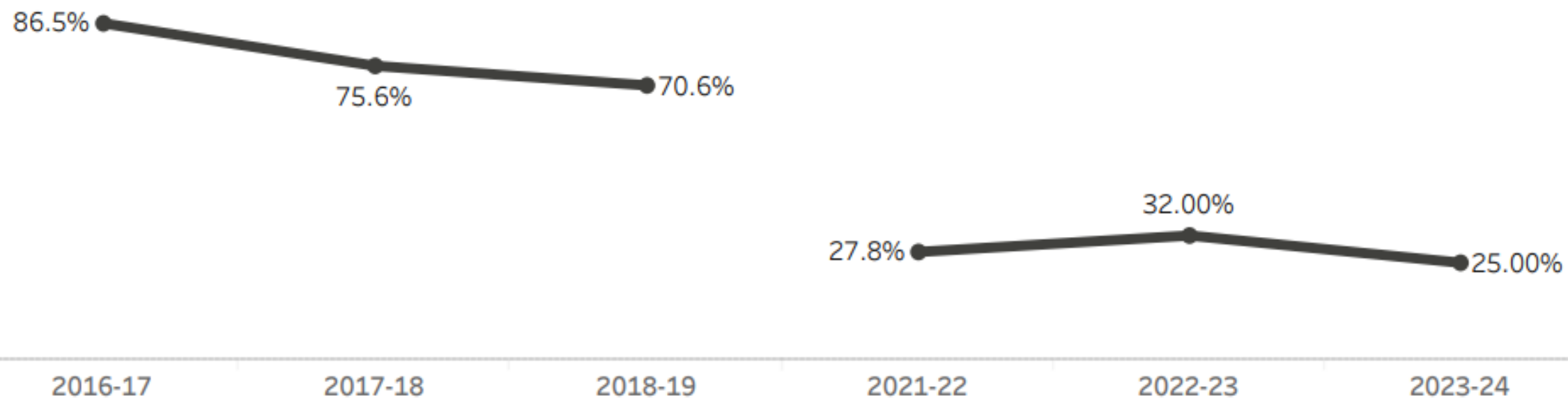


# CASHMERE MIDDLE SCHOOL

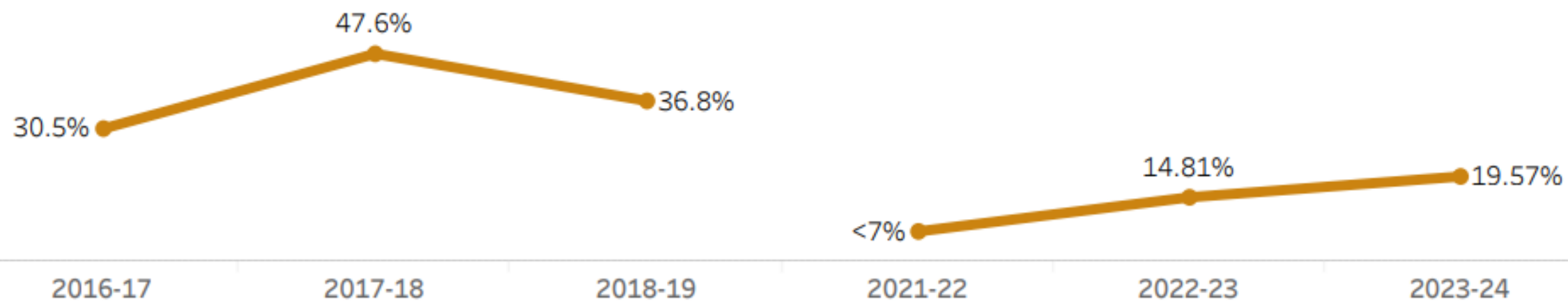
ELPA

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Percent Progressing



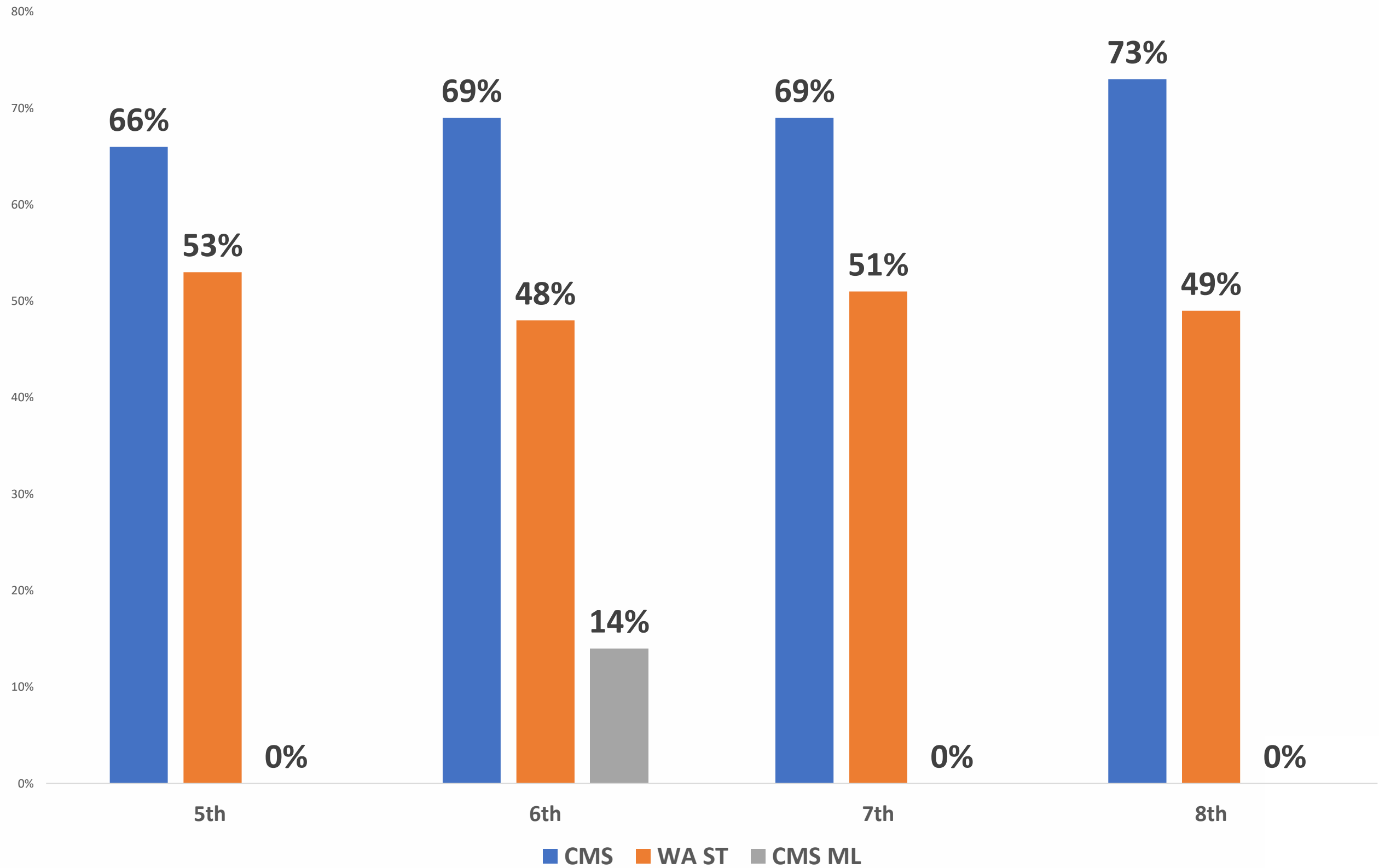
Percent Met Standard



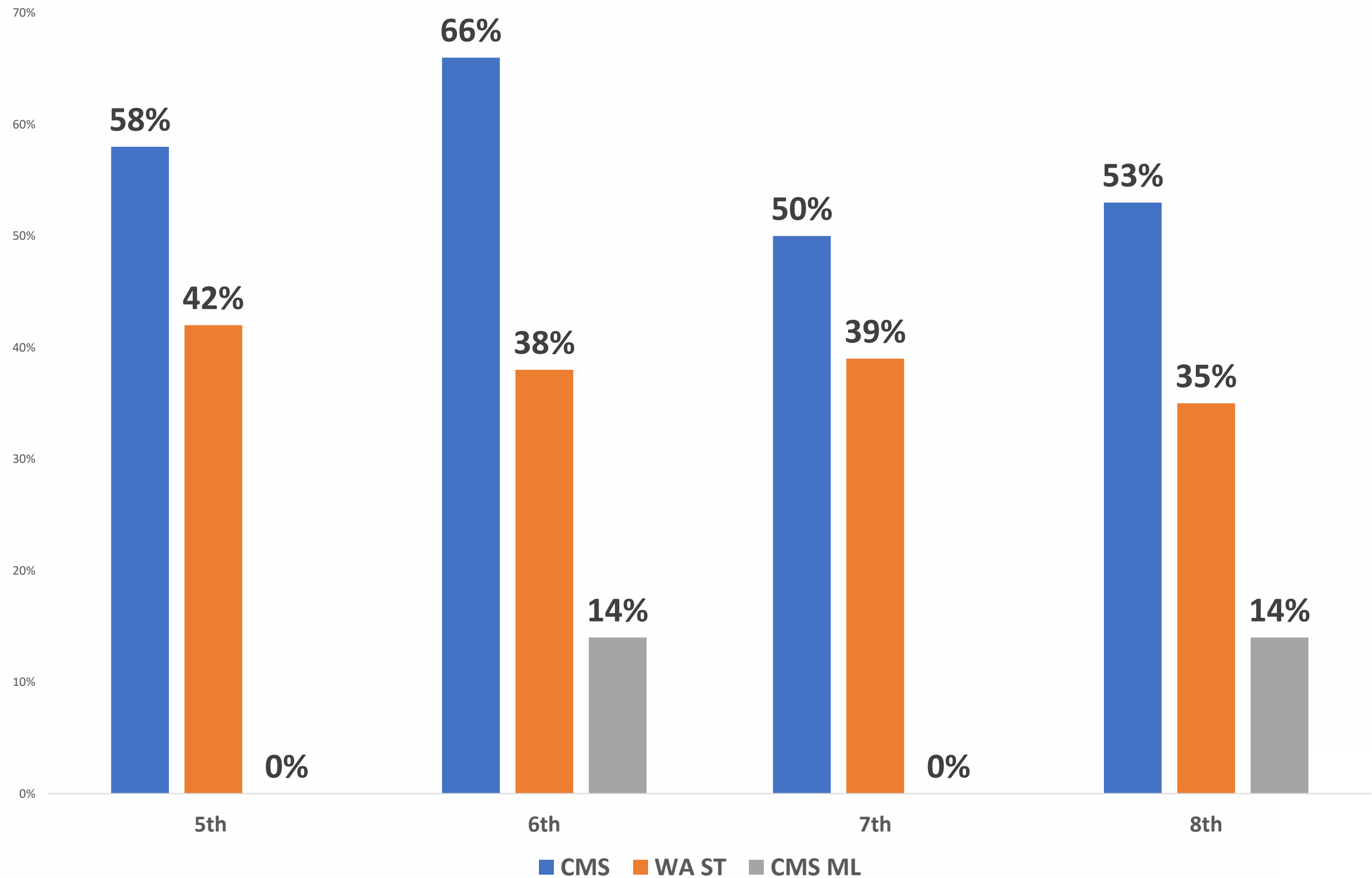
# CSD Pillar #1: Rigorous Research Based Instruction: *Effective instruction will be present in every classroom, every day.*

| <b>Goal #1:</b><br>Design lessons to ensure access, engagement, and opportunity for every student. | <b>Building Level Sub-Goals &amp; Action Steps</b><br><br>PLC Reboot <ol style="list-style-type: none"><li>1.Vertical Lesson Study w/ ML &amp; language Acquisition Focus: Plan, Observe, Reflect &amp; Plan</li><li>2.Claim, Evidence, Reasoning (CER) Template used School Wide</li><li>3.PLC PD w. Bill Eagle</li><li>4.Extension Academy Scope &amp; Sequence</li></ol> | <b>Intended Outcomes</b> <ul style="list-style-type: none"><li>◦ Success Criteria include Language Objective</li><li>◦ Teacher Evaluation: student growth goals &amp; reflection that improve instructional practice</li><li>◦ CER Template used with common language</li><li>◦ Focus: Success Criteria &amp; Language specific Strategies</li><li>◦ Refine vertical scope and sequence of learning standards</li></ul> |
|--|---|---|
|--|---|---|

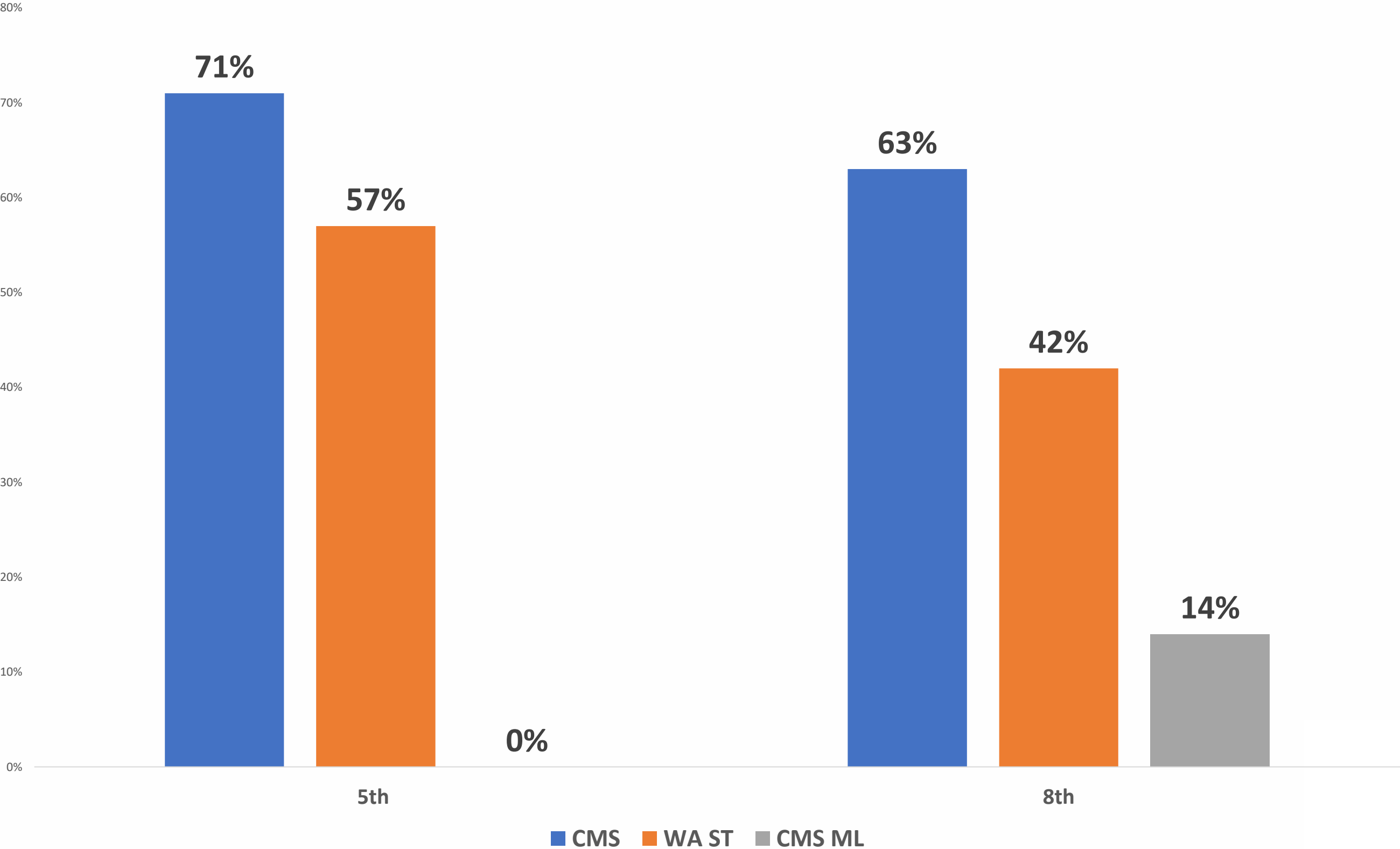
## ELA: Met or Above Standard



# Math: Met or Above Standard



# Science: Met or Above Standard



# Current Implementation Strategies

1

## Professional Learning Communities

Cross-content and cross-grade collaboration with specialists. Focus on WIDA language objectives and CEL5D Teaching Framework.

2

## Academic Language Supports

Translated vocabulary and consistent building-wide focus on Claim, Evidence, Reasoning (CER). Spanish CER templates available.

3

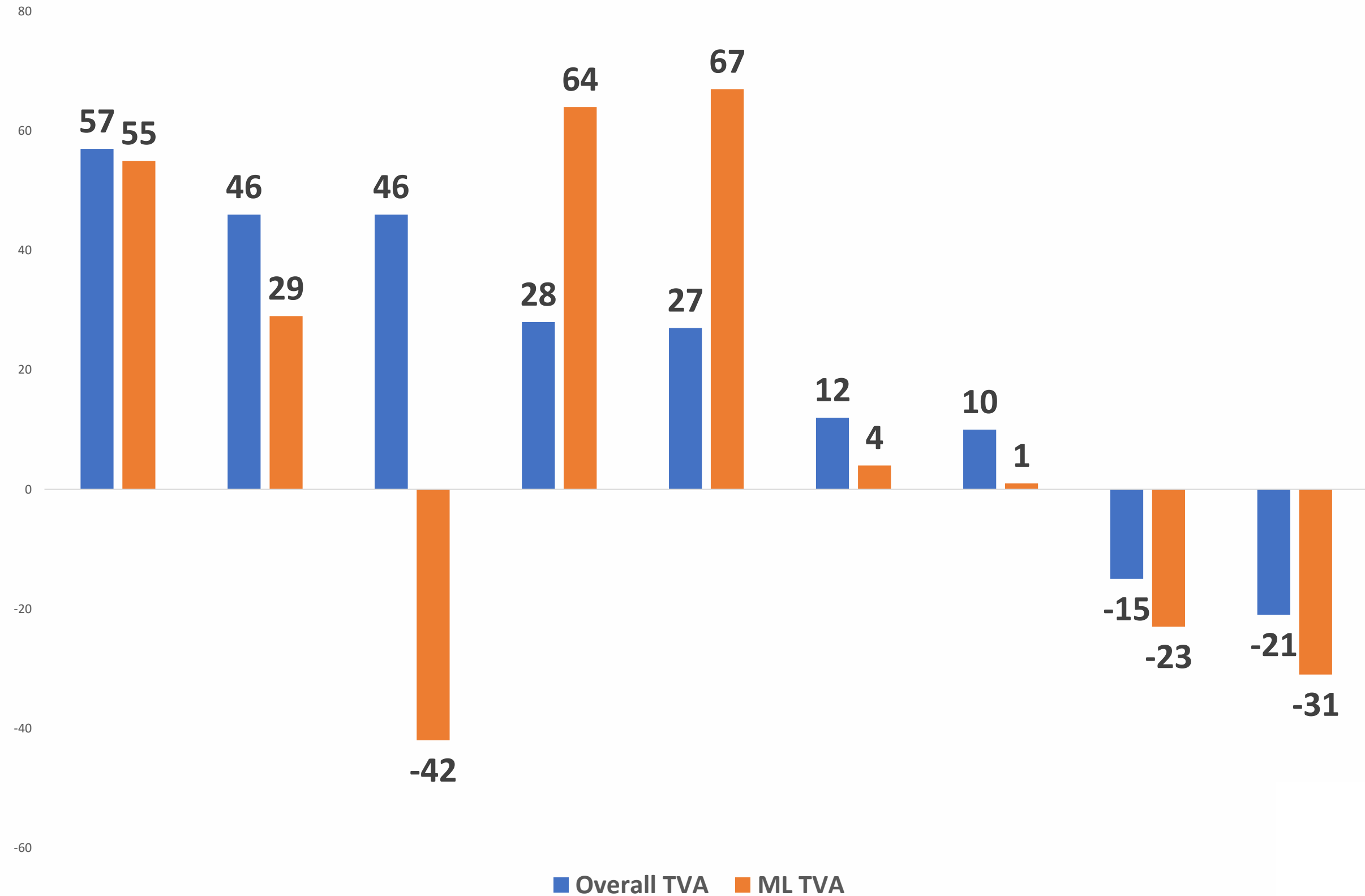
## Assessment & Supervision

Collaborative creation of aligned assessments. Reflective feedback sessions. ML-focused supervision of instruction.

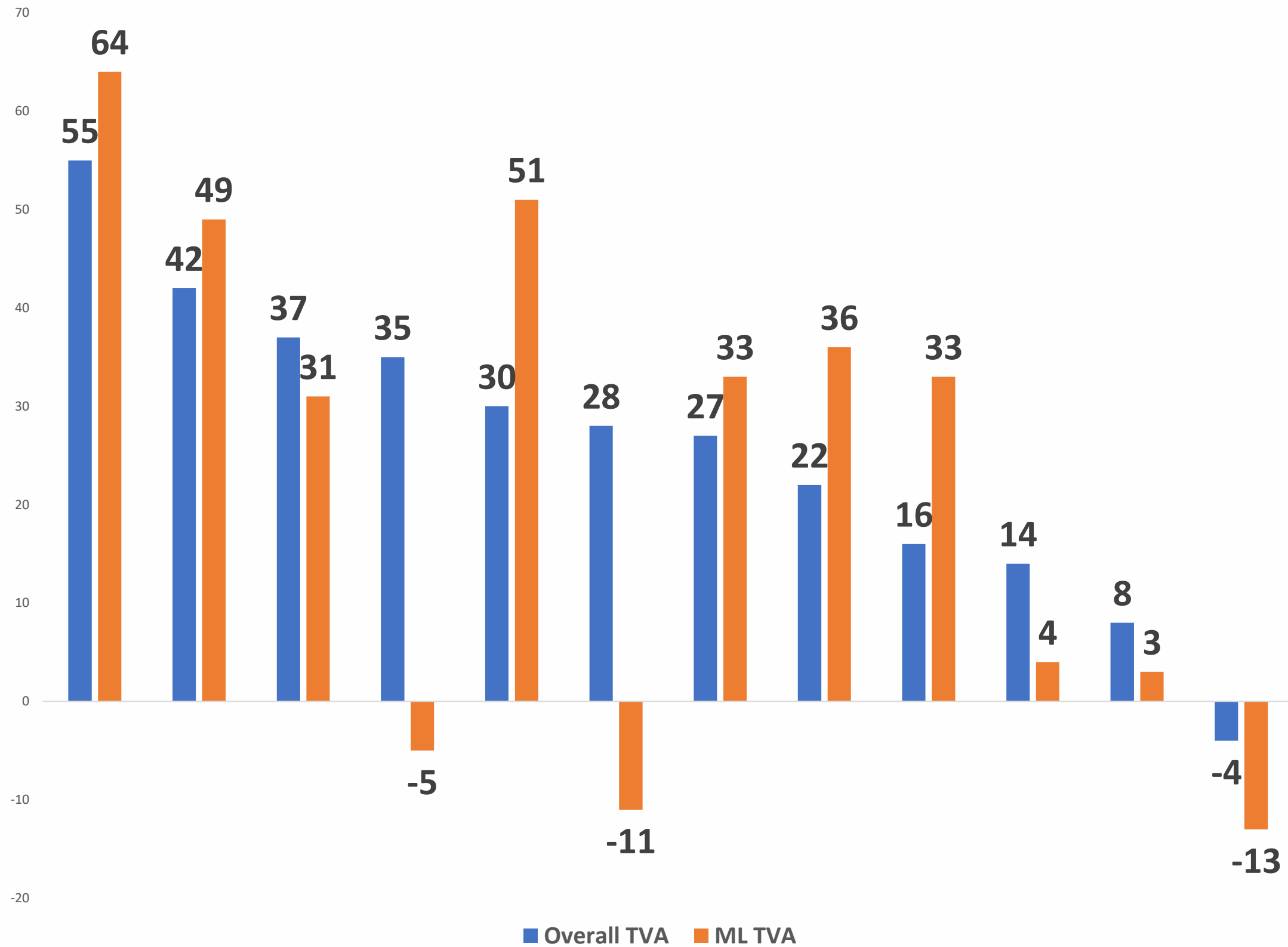




# Math Teacher TVA: Overall vs ML



## ELA Teacher TVA: Overall vs ML



## CSD Pillar #2: Student Engagement, Belonging, and Well-being - *Promote social development and personal well-being that supports engagement and belonging for every student.*

| <b>GOAL #1:</b><br>Ensuring a healthy and holistic school community by aligning, adopting, and implementing K-12 standards, curriculum, and materials for social-emotional learning (SEL) | <b>Building Level Sub-Goals &amp; Action Steps</b><br><ol style="list-style-type: none"><li>1. Close Achievement Gap for ML Students<ol style="list-style-type: none"><li>a) Know our students, know their data, know the strategies to serve them</li></ol></li><li>2. K-12 Comprehensive Counseling Plan<ol style="list-style-type: none"><li>a) Refine Tier 2 interventions to students w/ anxiety &amp; conflict</li><li>b) Improve the communication &amp; follow up to Kid Day concerns</li></ol></li><li>3. Better meet the SEL needs of ML students &amp; those where language is an obstacle<ol style="list-style-type: none"><li>a) House Expansion to 7<sup>th</sup> Grade</li><li>b) 5<sup>th</sup> Grade Purposeful People (Tier 1)</li></ol></li></ol> | <b>Intended Outcomes</b> <ul style="list-style-type: none"><li>○ Increase student belonging on CEE Survey</li><li>○ Increased student attendance</li><li>○ Decreased student behaviors</li><li>○ PBIS System Growth</li></ul> |
|---|--|---|
|---|--|---|

# Data Collection & Monitoring

## Academic Data

- MAP assessments (3x/year)
- Annual SBA and WACAS results
- Classroom grades (D/F lists)

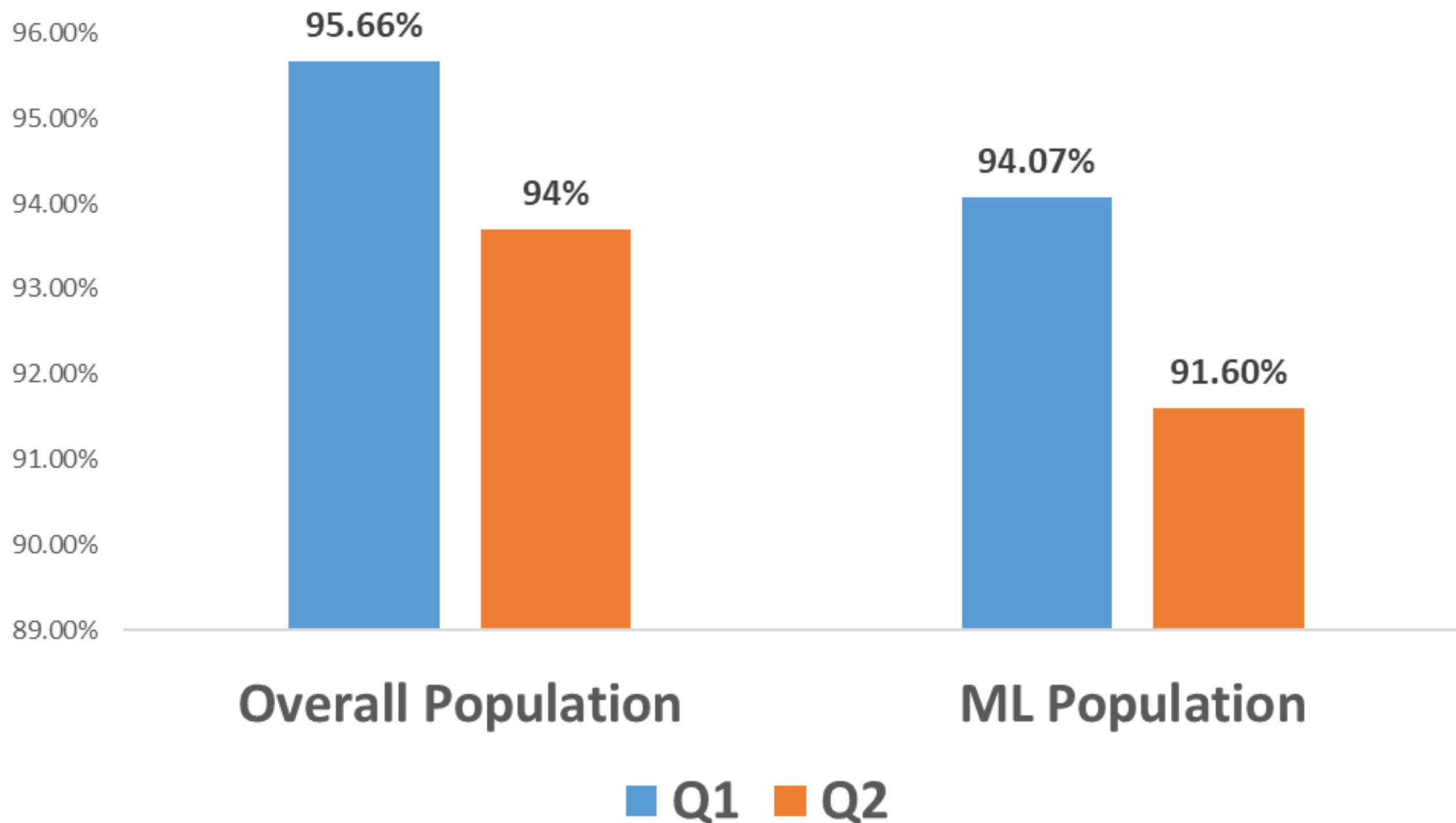
## Non-Academic Data

- Attendance patterns
- Discipline referral data
- Student belonging surveys
- Quarterly ML Kid Day focus

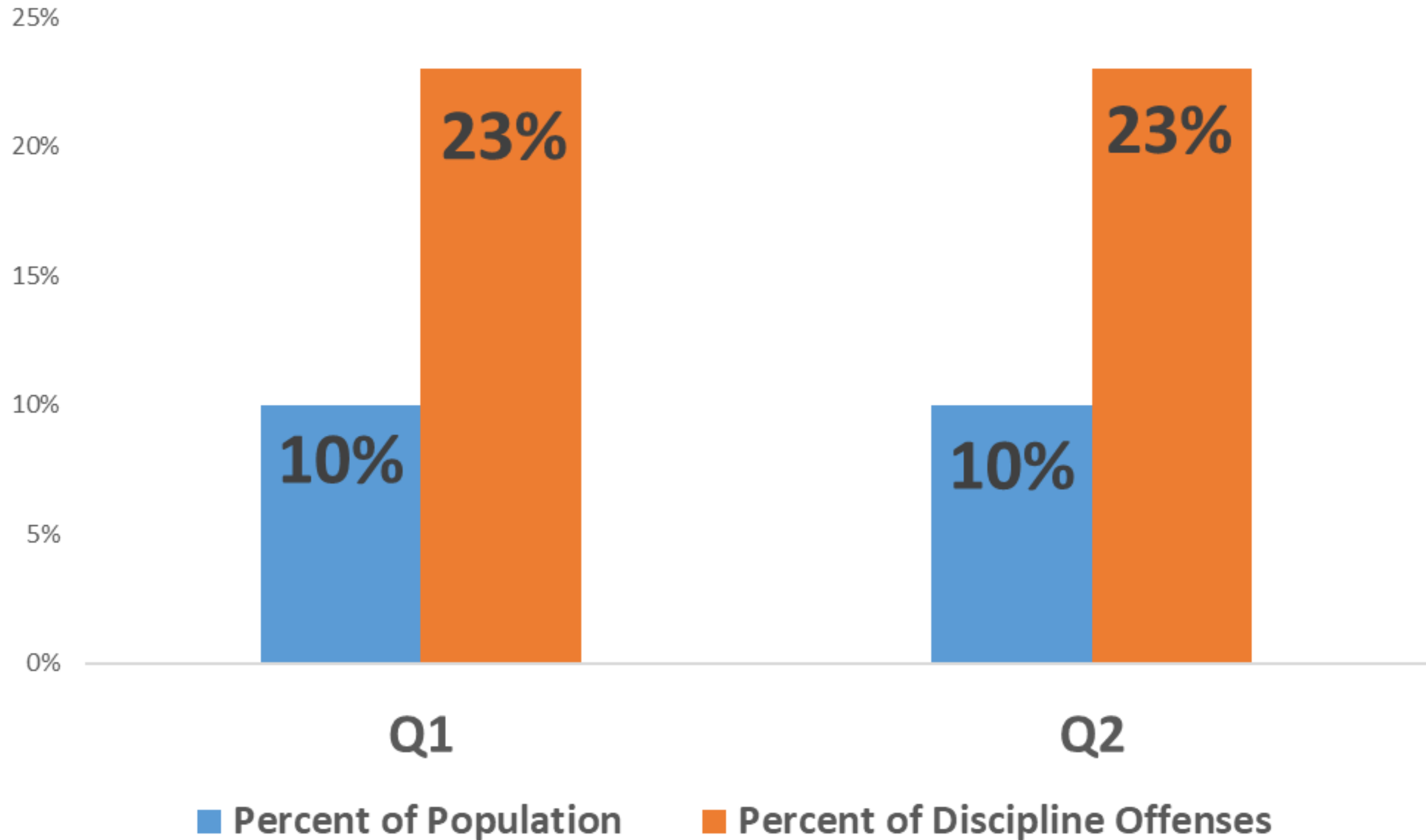
## Key Insights

- Growth in CER writing skills
- Lower ML attendance rates
- Higher ML discipline referrals
- Improved sense of belonging

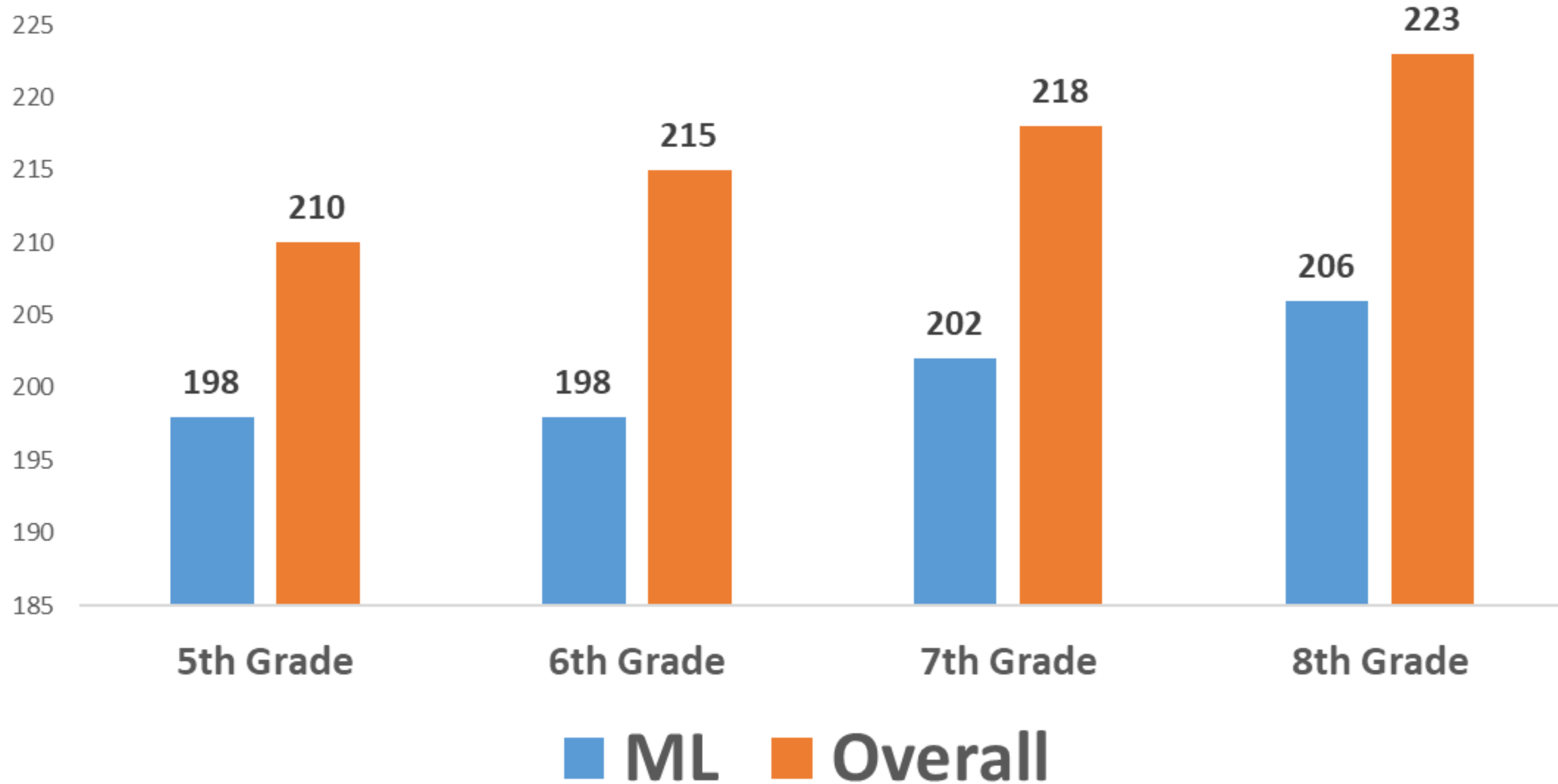
# Average Daily Attendance



# ML Discipline

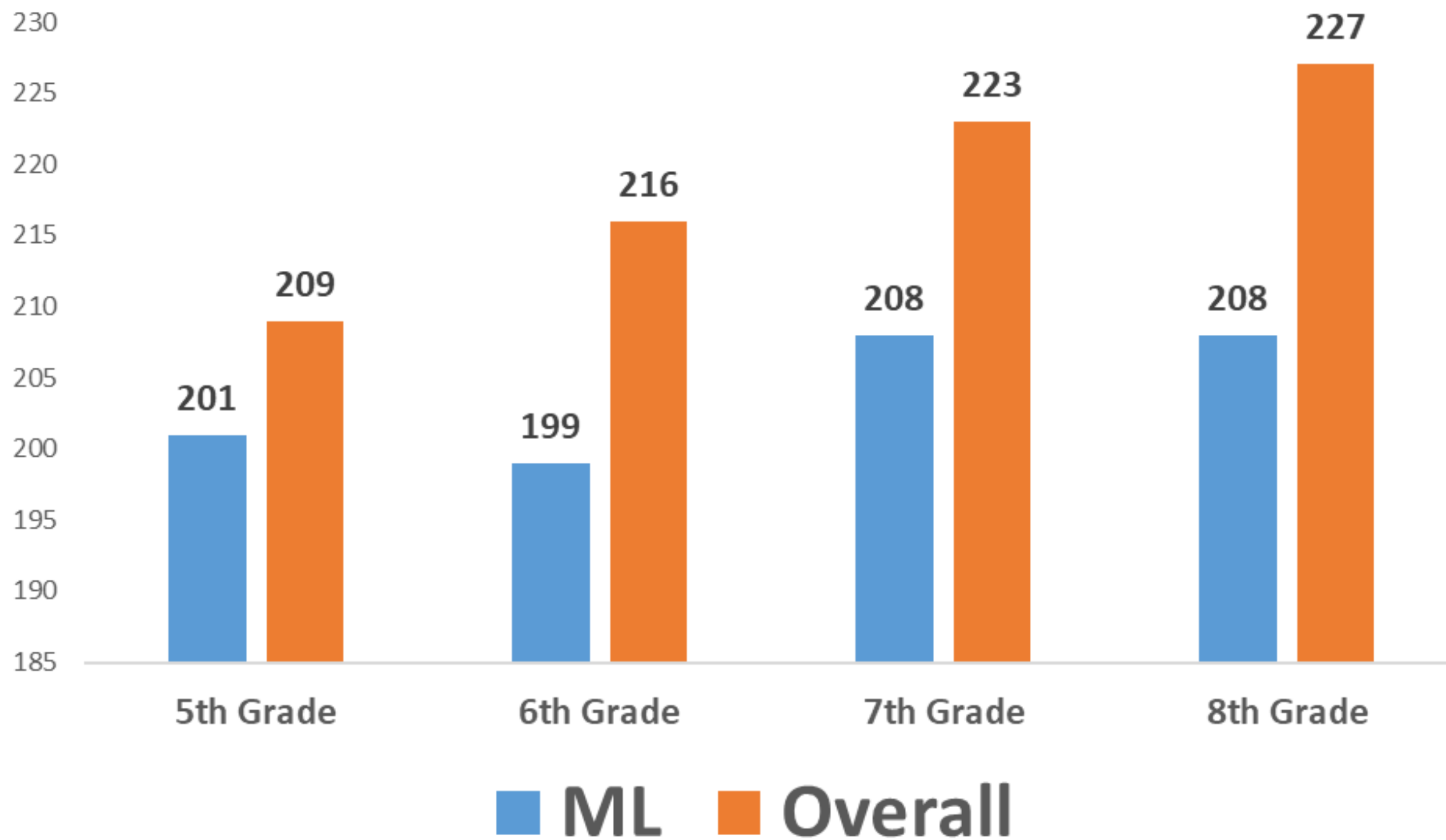


# Average Fall 2024 ELA MAPS RIT

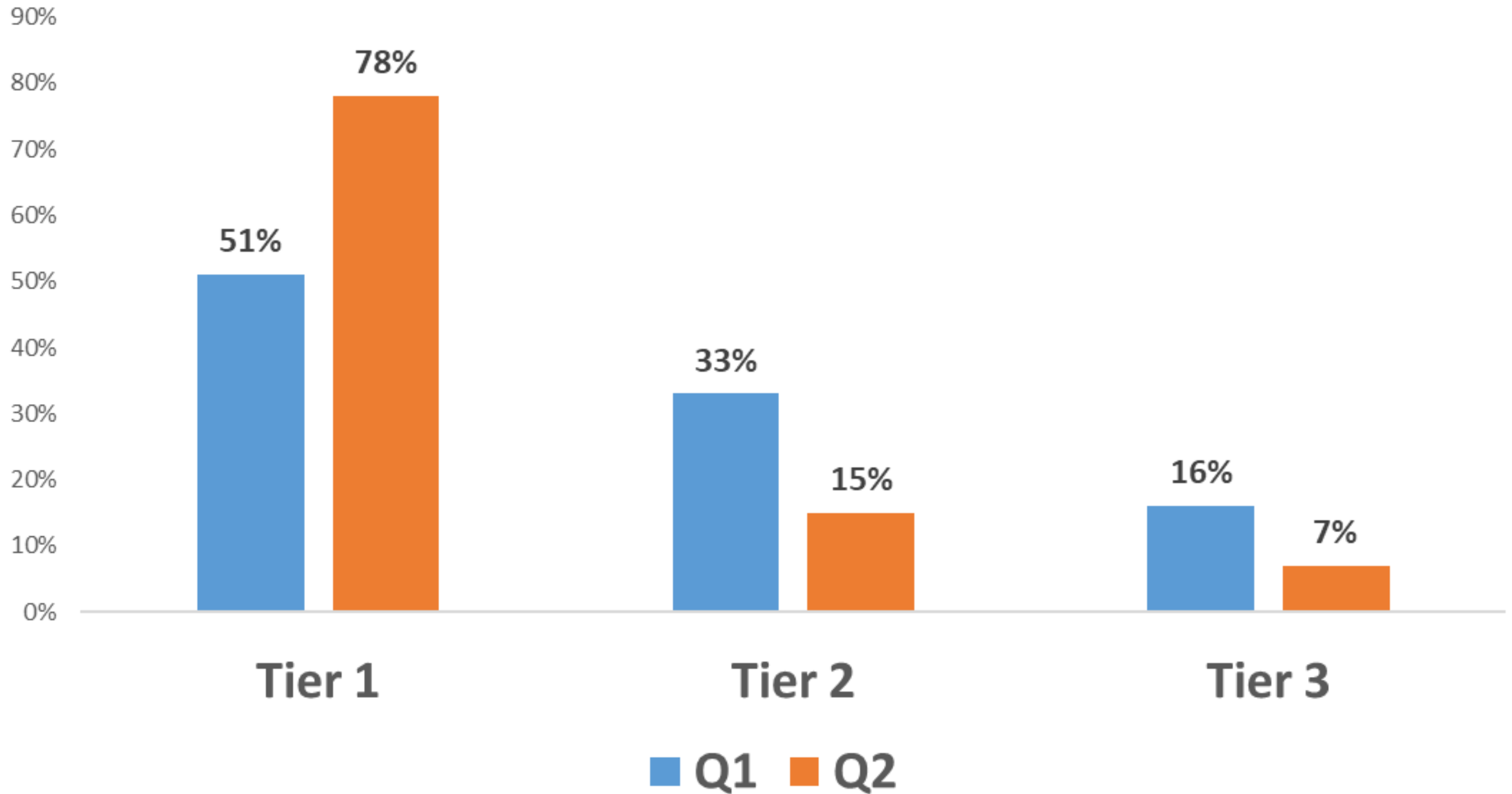




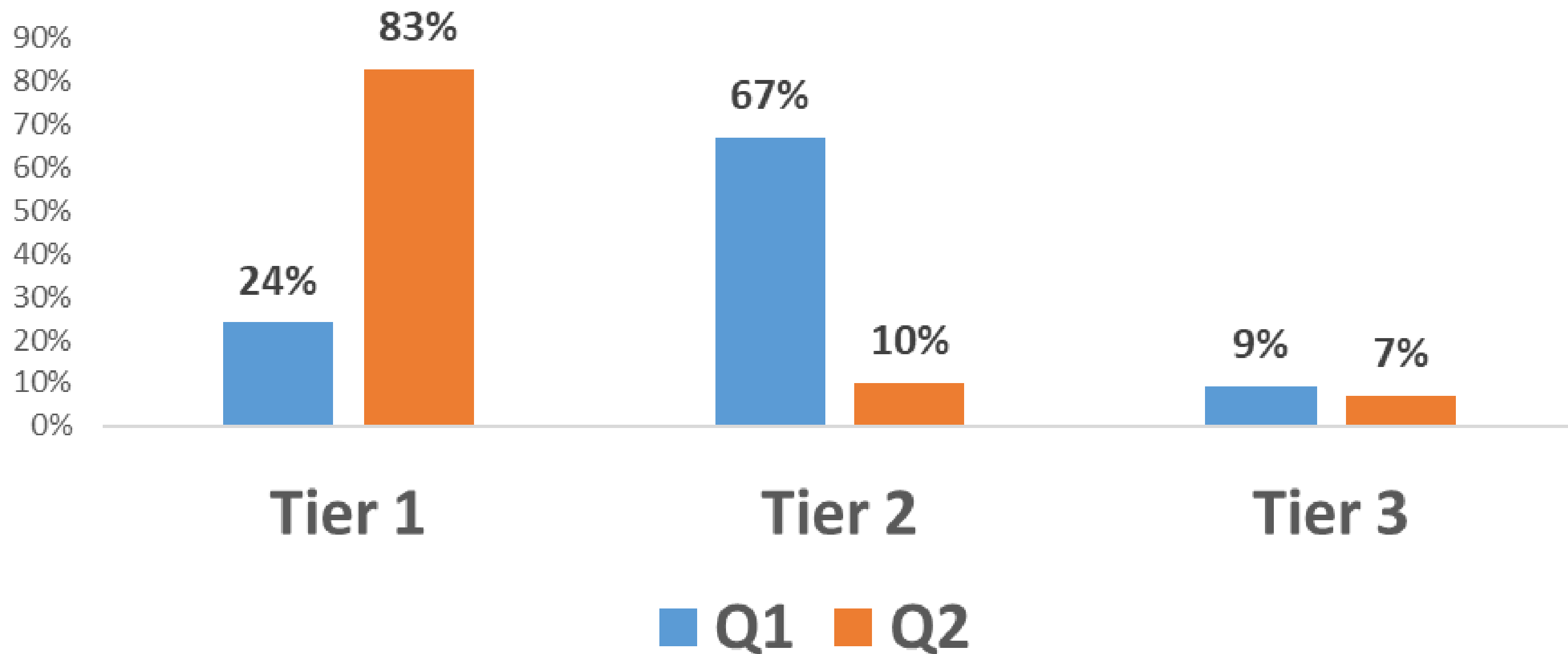
# Average Fall 2024 Math MAPS RIT



# CEE Belonging ML Self-Assessment

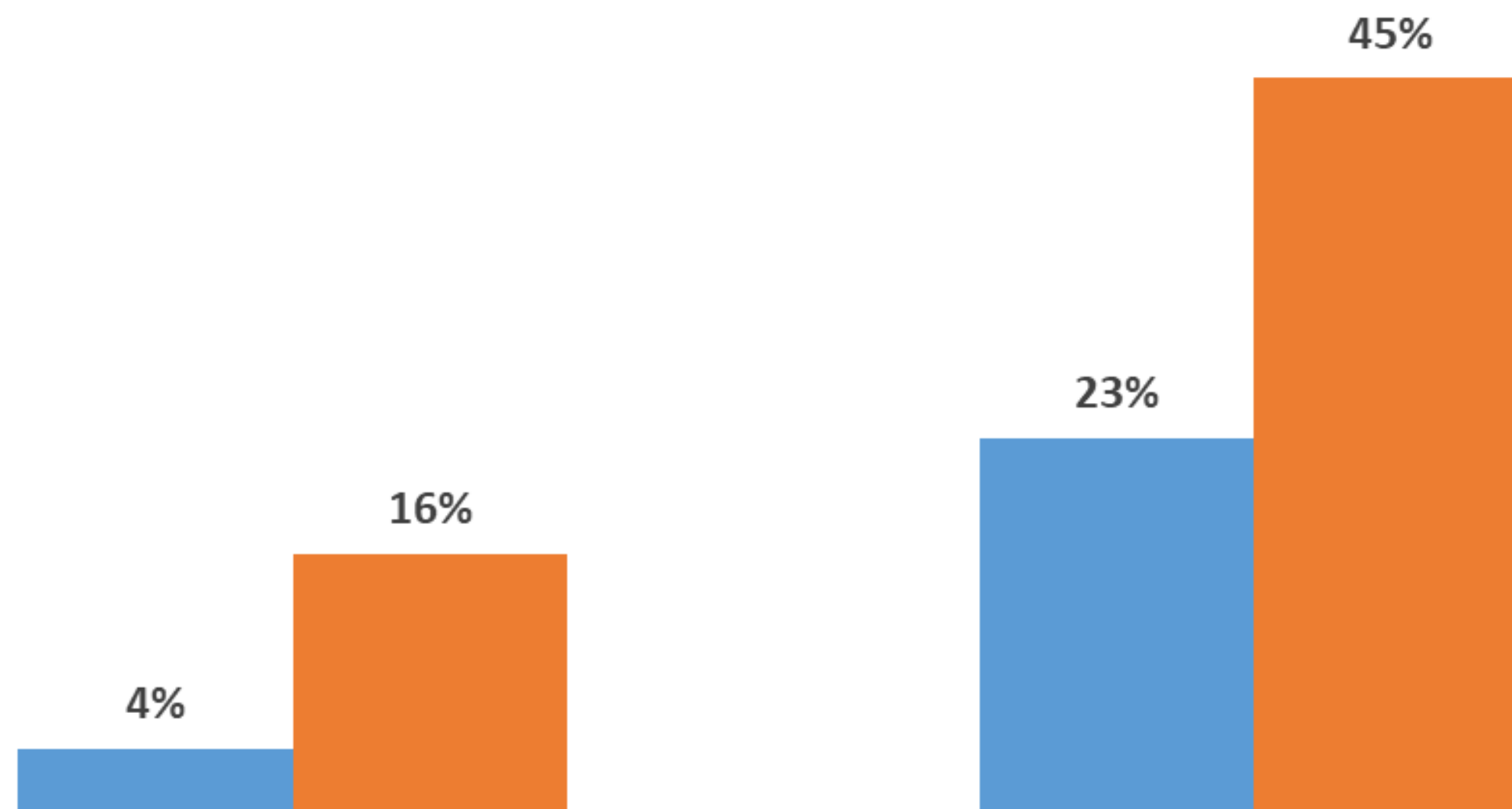


# CEE Academic ML Self-Assessment



# D/F Rate

50%  
45%  
40%  
35%  
30%  
25%  
20%  
15%  
10%  
5%  
0%



**Overall Population**

**ML Population**

■ Q1 ■ Q2

CSD Pillar #3: **Parent and Community Engagement** – *Build and sustain strong partnerships with every student, families, and community.*

|   |   |   |
|---|---|---|
| <p><b>GOAL #2:</b><br/>Engage our community in ongoing conversations to elevate the voices of families and district partners.</p> | <p><b>Building Level Sub-Goals &amp; Action Steps</b></p> <ol style="list-style-type: none"><li>1. Teacher contact with ML families to create relationships, establish learning goals with parent input and check back at parent/teacher conference</li><li>2. ML Focused Kid Day 1X a Quarter<br/>ML Staff train all staff</li></ol> | <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"><li>○ Increase communication with families and include them in goal setting for their students</li><li>○ Continued focus on ML students with ongoing parent contact</li></ul> |
|---|---|---|



# **Comprendiendo la Respuesta al Acoso Escolar en Nuestras Escuelas**















# Strategic Actions & Next Steps

## Sustain Existing Practices

Continue PLCs, lesson studies, and explicit academic language instruction across all content areas.

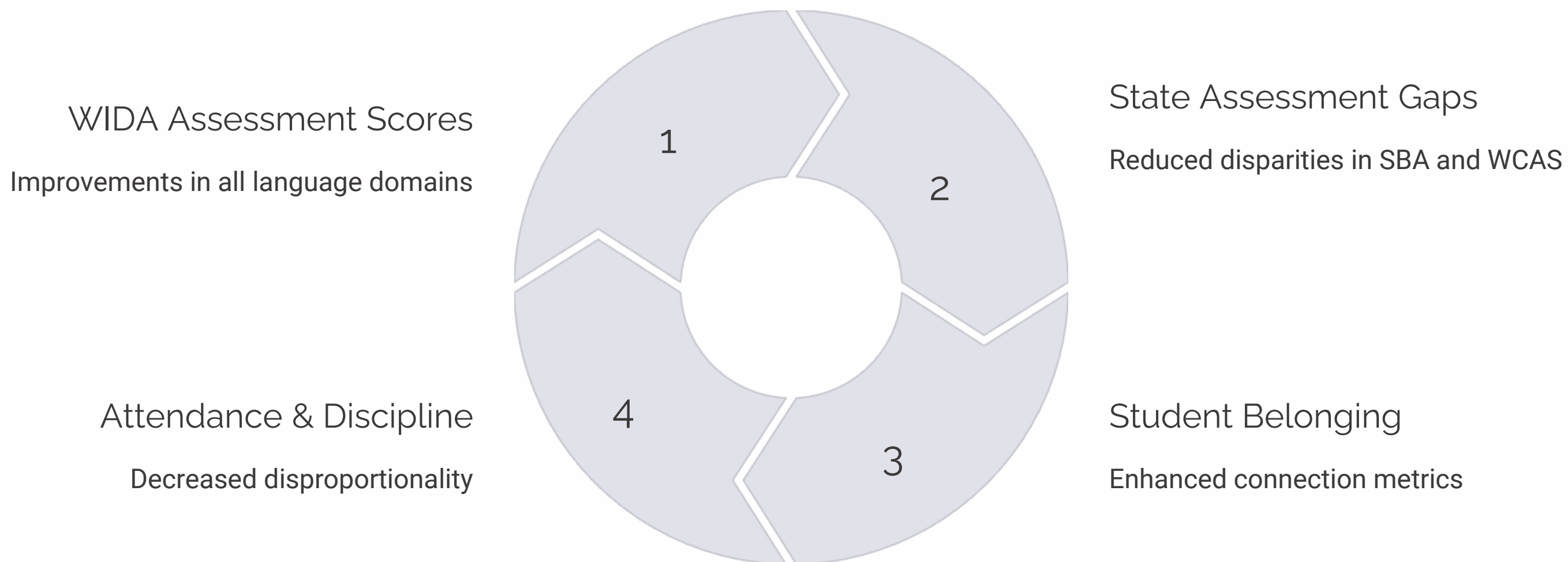
## Address Non-Academic Gaps

Enhance family engagement through Spanish communication. Implement restorative practices. Monitor implicit bias through data reports.

## Leverage AI Technology

Differentiate reading materials. Provide AI-powered translations. Offer professional learning on effective AI integration.

# Measuring Our Impact





# Call to Action



## Collaborate

Share strategies across district leadership. Learn from each other's successes and challenges.



## Gather Feedback

Actively seek input from students and parents. Their voices matter in this work.



## Form Partnerships

Work with ESD to identify Problems of Practice. Find solutions together.