

POLICY LEADERSHIP FOR CLOSING THE ACADEMIC ACHIEVEMENT GAP: POLICIES RELATED TO ACHIEVEMENT OF ENGLISH LANGUAGE LEARNERS

BACKGROUND

At the March 2011 State Board of Education (SBE) meeting, staff brought to the attention of SBE members English Language Learners' (ELL) achievement scores, and noted the gaps that have persisted over time among ELL and all other students in the academic areas measured by the state assessments.

This is not a problem exclusive to Washington. The high rate of growth in the number of ELLs nationwide and the concerns about their learning prompted the U.S. Department of Education to initiate a series of national conversations to find new ways to teach children whose primary language is not English¹. One such event took place in Seattle in March 2011.

At the same time, the federal government is considering recommendations to improve the Elementary and Secondary Education Act. The Working Group on ELL Policy made recommendations to improve the ways systems gather "clear information about ELL achievement or foster efforts to build on their linguistic strengths,"² including suggestions regarding the accounting of Title III Annual Measurable Achievement Objectives (AMAOs) that address English language proficiency.

Staff will present a snapshot of Washington ELLs, focusing their presentation on the status of current assessment and accountability policies impacting ELLs, including the ways Washington defines and applies AMAOs. (See Attachment A for the Executive Summary of the 2009-10 Report to the Legislature of the state's Transitional Bilingual Instruction Program.)

In addition, four members of the Pasco School District Parent Advisory Committee will talk with the Board about their involvement with the District and their collaborative efforts to improve the education of their migrant and/or bilingual children. They will be joined by two District staff members that oversee parent involvement.

Federal regulations require districts to provide opportunities for substantive parent involvement if they receive Title 1 (Parts A, C) and Title III Limited English Proficiency (LEP)/Bilingual funding.

- Title 1, Part A stipulates that parents must be involved in development of local plans, evaluating the effectiveness of the parental involvement policy, and in implementing

¹ Turnbull, L. (March 23, 2011). [A cry for help in 203 languages: How to help ESL students achieve?](#)

² Working Group on ELL Policy. (March 26, 2010). [Improving Educational Outcomes for English Language Learners: Recommendations for the Reauthorization of the Elementary and Secondary Education Act.](#)

district and school improvement provisions to assist children served by the program to reach proficiency on state assessments.

- Title 1, Part C (Migrant) requires, “to the extent feasible,” programs to provide advocacy and outreach activities for migrant children and their families, including informing them of, or helping them gain access to, other education, health, nutrition, and social services.
- Title III, Part A requires districts to implement effective outreach to parents of Limited English Proficient (LEP) children. Parents are to be informed about how they can be involved in their children’s education and how they can assist their children to learn English and meet state content and academic achievement standards.³

One significant way that Pasco School District has met their responsibility to involve parents is through a Migrant/Bilingual Parent Advisory Committee (PAC), established over 25 years ago and today a thriving organization. The PAC provides regular input at the school and district level, and organizes a conference once a year that hundreds of parents and students attend. 2011 will be the eleventh year the conference has been held. Members of the PAC will be presenting about their organization at the 2011 National Migrant Education and Washington Association for Bilingual Education conferences in May.

Pasco School District’s formal charge to the PAC is as follows:

Section 1: Purpose

The mission of the school district is to create an educational environment, which allows the opportunity for every student to achieve his or her potential and to become a productive adult and contributing community member. The purpose of the Parent Advisory Committee is to support the mission of the district by facilitating the quality input of parents of the children enrolled in the migrant and/or bilingual programs. The Parent Advisory Committee will provide input to the superintendent in the development and improvement of programs that serve eligible migrant and/or bilingual program students. The needs and resources of the school district require that there be a maximum effort to instill in parents the importance of their involvement in the educational process of their children.

Section 2: Objectives

The objectives of the Parent Advisory Committee (PAC) shall be to assist the superintendent with the coordination of community resources in the operation of the district’s migrant and bilingual education programs.

The Parent Advisory Committee shall provide advice to the superintendent regarding the No Child Left Behind Act of 2001 (NCLB) Title 1 Migrant Education Program, and the Washington State Transitional Bilingual Education Program in:

1. Developing programs for the schools that focus on the educational needs of migrant and/or bilingual students.
2. Planning, implementing, and evaluating educational programs.
3. Disseminating program information, including the objectives of the programs and program needs.

³ Side-by-Side: Title 1, Part A and Title III, Part A:

<http://www.k12.wa.us/MigrantBilingual/pubdocs/SmithRTitleIandTitleIIISat1000.pdf>; Title 1, Part C:

<http://www2.ed.gov/policy/elsec/leg/esea02/pg8.html>

4. Providing input to and reviewing the annual needs assessments, year-end reports, and program activities for each school.

EXPECTED ACTION

For information only; no action expected.

ADD ATTACHMENT—IT'S TAKEN FROM A PDF FILE—NOT SURE IF WE CAN ADD IT
ELECTRONICALLY?

State Board of Education

Liz Padilla Flynn, Executive Director of Student Achievement

**José Hernandez, Student Achievement/
PAC Coordinator**

**Migrant/Bilingual
Parent Advisory Members:**

Cynthia Gualajara

Araceli Montaña

Celia Nuñez

Flor Mendoza

Luz Llamas



Student Achievement

State Programs

Bilingual

- Learning Assistance

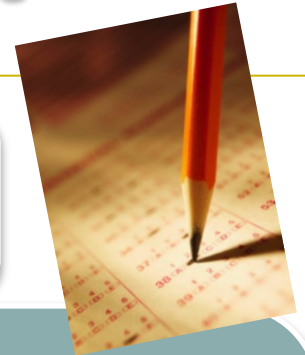


Federal Programs

- Title I Basic
- Title I Migrant
- Title III Bilingual
- McKinney Vento



Assessment
Student Data



Parent Engagement

- Parent Ed. Center
- NNPS Parent & Community Involvement

Pre-K
Coordination



19 Pasco Schools

- 11 elementary schools
- 1 early learning center
- 3 middle schools
- 2 comprehensive high schools
- 1 alternative middle and high school
- 1 joint STEM high school program—Delta



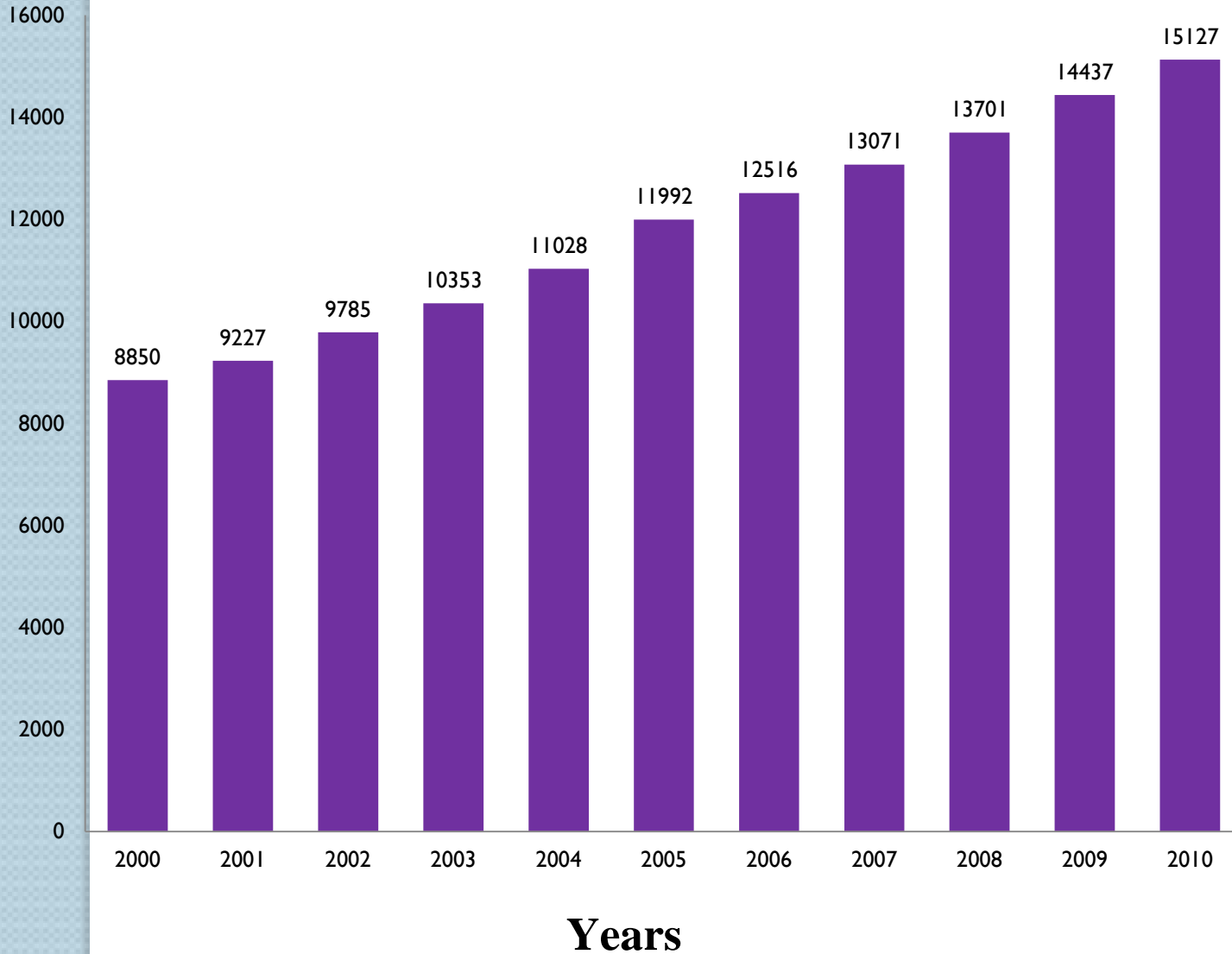
Captain Gray Early Learning Center



Chiawana High School

Pasco School District No. 1 Enrollment

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Since 2000, enrollment increased over 6200 students—71% or an average of over 620 new students a year—enough students to open a new school annually.

Pasco has been the fastest growing community in the state most of the last 10 years. (WA Office of Financial Management)

Increase

4.3% 5.7% 5.8% 6.5% 7.3% 5.8% 4.5% 4.8% 5.1% 4.7%

Pasco School District No. 1

	Pasco	WA
■ Free/Reduced Meals (5/10)	72%	40%
■ Non-English or Bilingual Homes	61%	NA
■ English Language Learners	35%	8%
■ Transitioning English Learners	17%	NA
■ Migrant (5/10)	14%	2%
■ Special Education (5/10)	13%	13%



Uniquely Pasco

October 1, 2010 Enrollment—15,127
690 more students over 2009
1426 in just 2 years

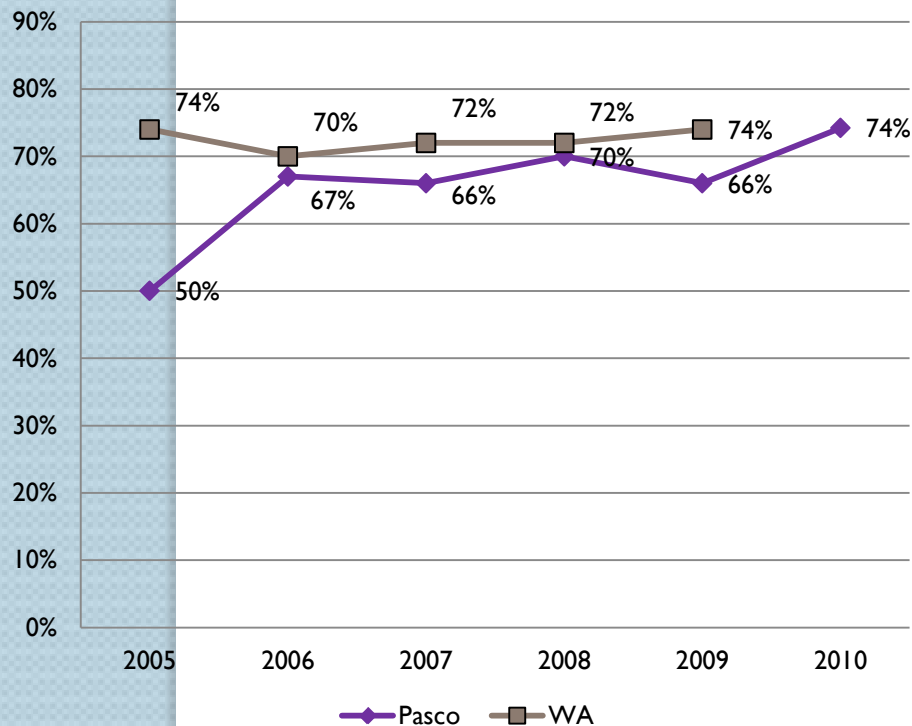


	Pasco	WA
■ Latino/Latina	69%	15%
■ White	26%	66%
■ Black	2%	6%
■ Asian/Pacific Islander	1.6%	9%
■ Native American	.4%	3%
■ Other/Multiracial	1%	NA

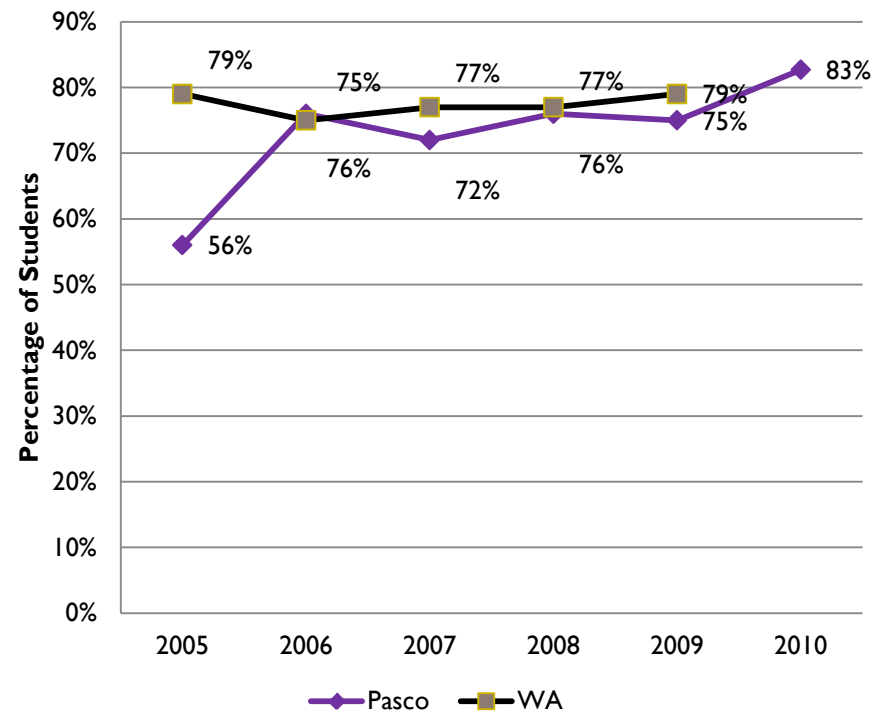
Improving Graduation Rates

The “ALL” Category

On-time Graduation Rates



Extended Graduation Rates



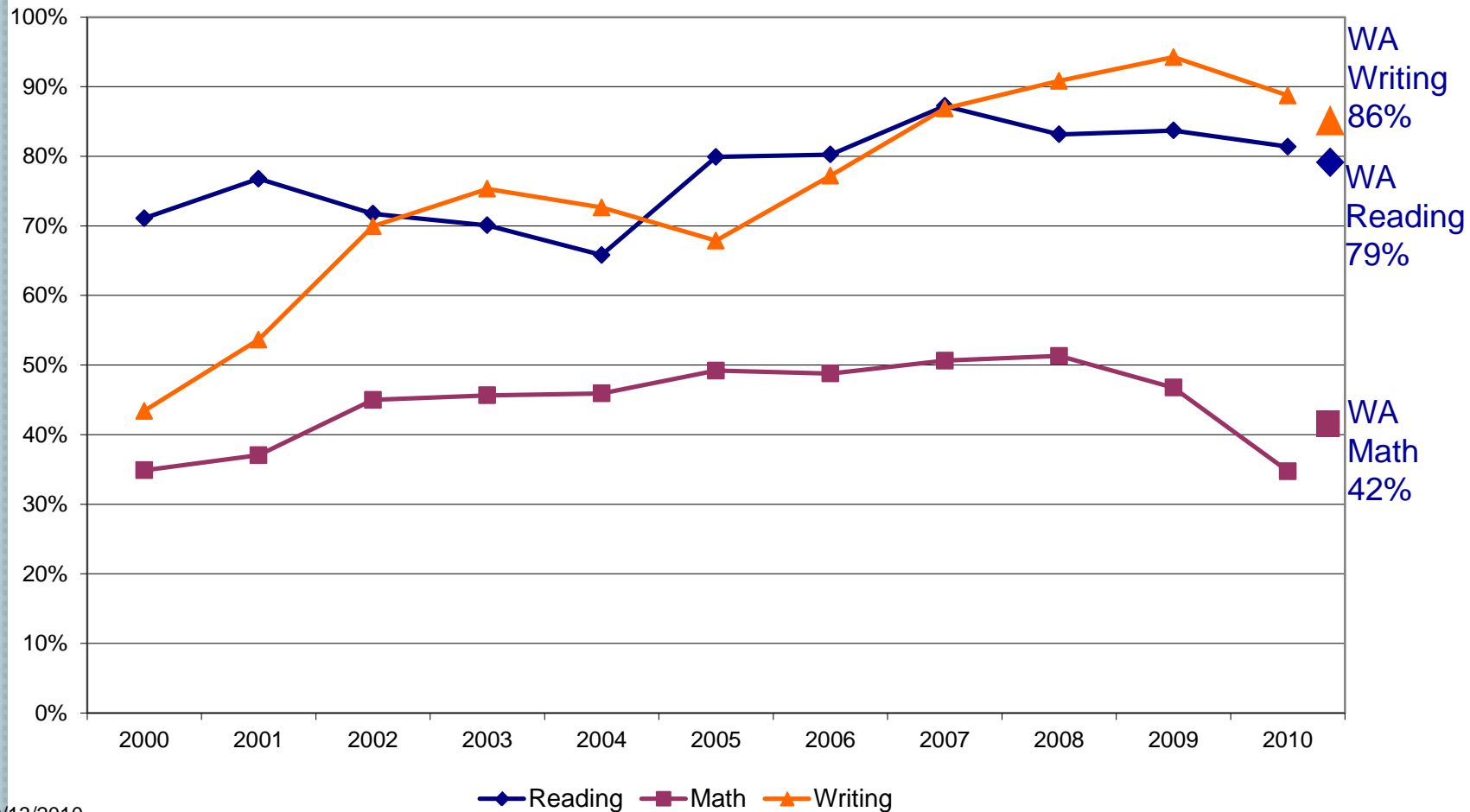
Exceeding Advanced Placement targets

Year Total	2001	2003	2005	2007	2008	2009	2010
Test Takers	48	215	228	483	470	504	643
Hispanic	6	75	91	246	272	270	429
White	39	124	107	216	174	162	184
Black	0	3	1	9	10	8	16
Other	3	13	29	12	14	32	14
No Response						32	

- *Number of students taking AP tests increased 10 fold in 2008.*
- *AP students better reflect PHS student demographics—68% students of color in 2009.*

10th grade WASL Results

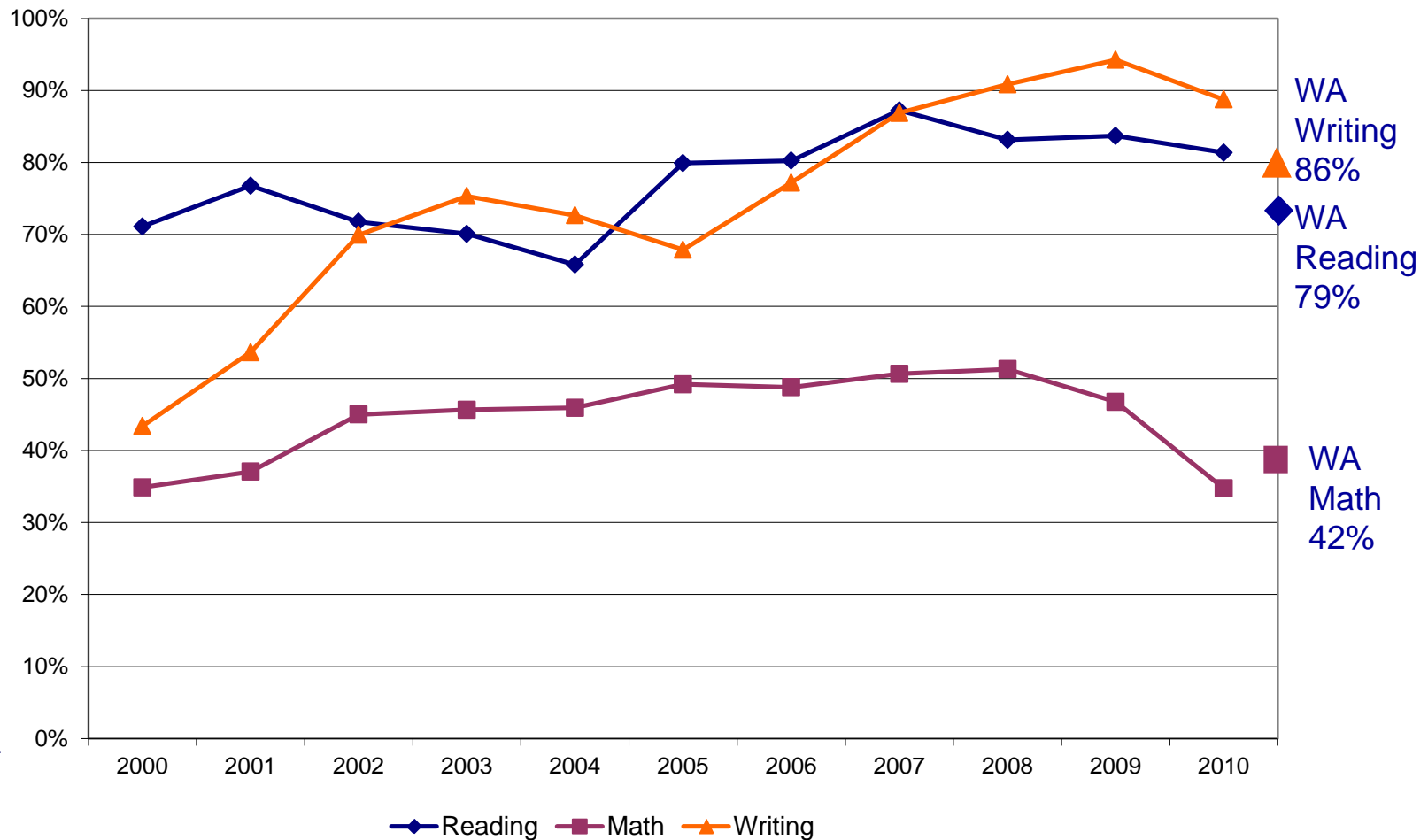
% English-Only Students Meeting Standard



10th grade WASL Results

% Reclassified English Language Learners* Meeting Standard

*Students who were non or limited English speakers, but have now learned enough English to exit the bilingual program under WA law.

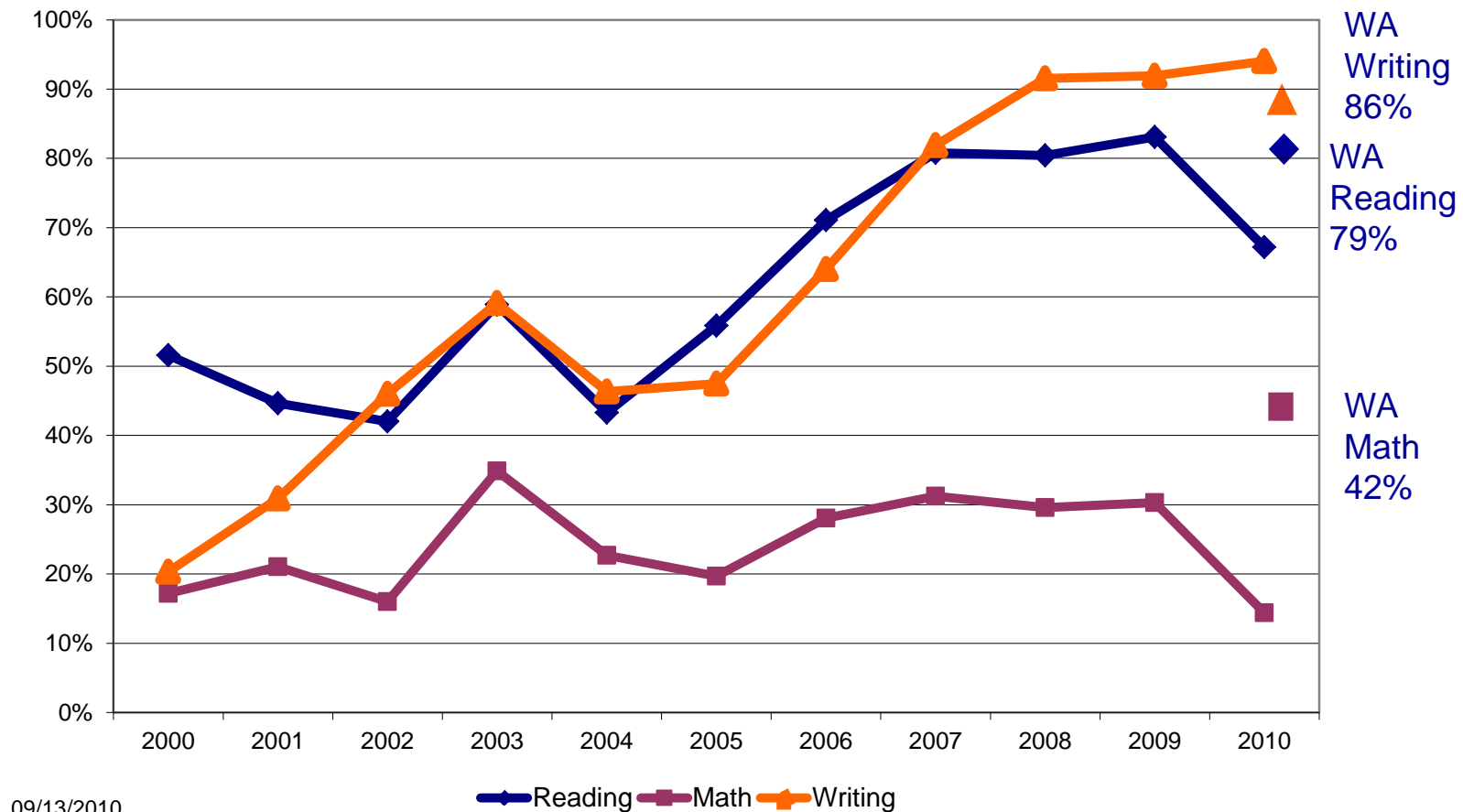


10th grade WASL Results

% Students Meeting Standard

Where Another Language is Spoken*

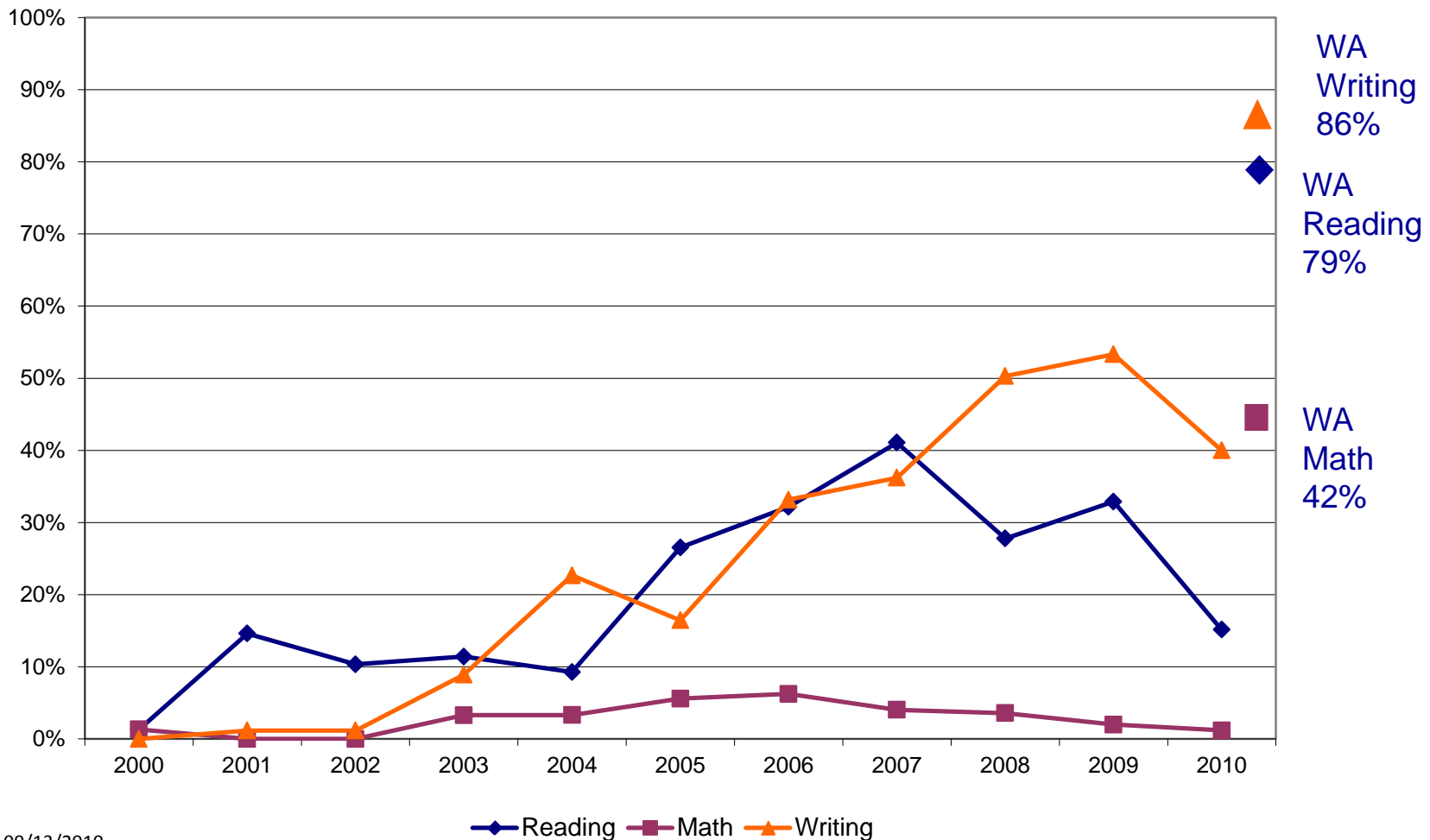
* When assessed upon entry, students were determined English proficient under WA law.



09/13/2010

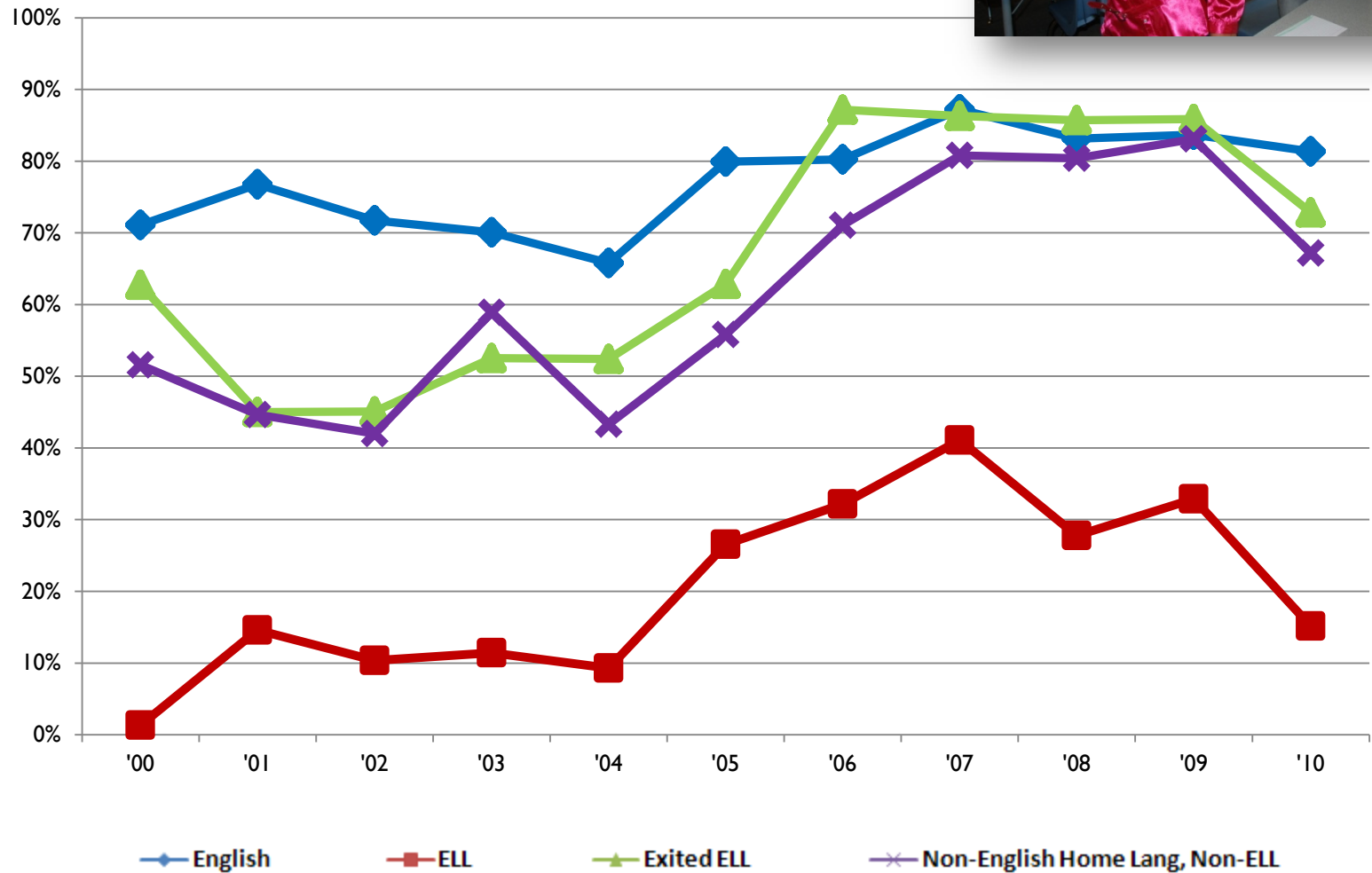
10th grade WASL Results

% Limited or Non-English Proficient Students Meeting Standard

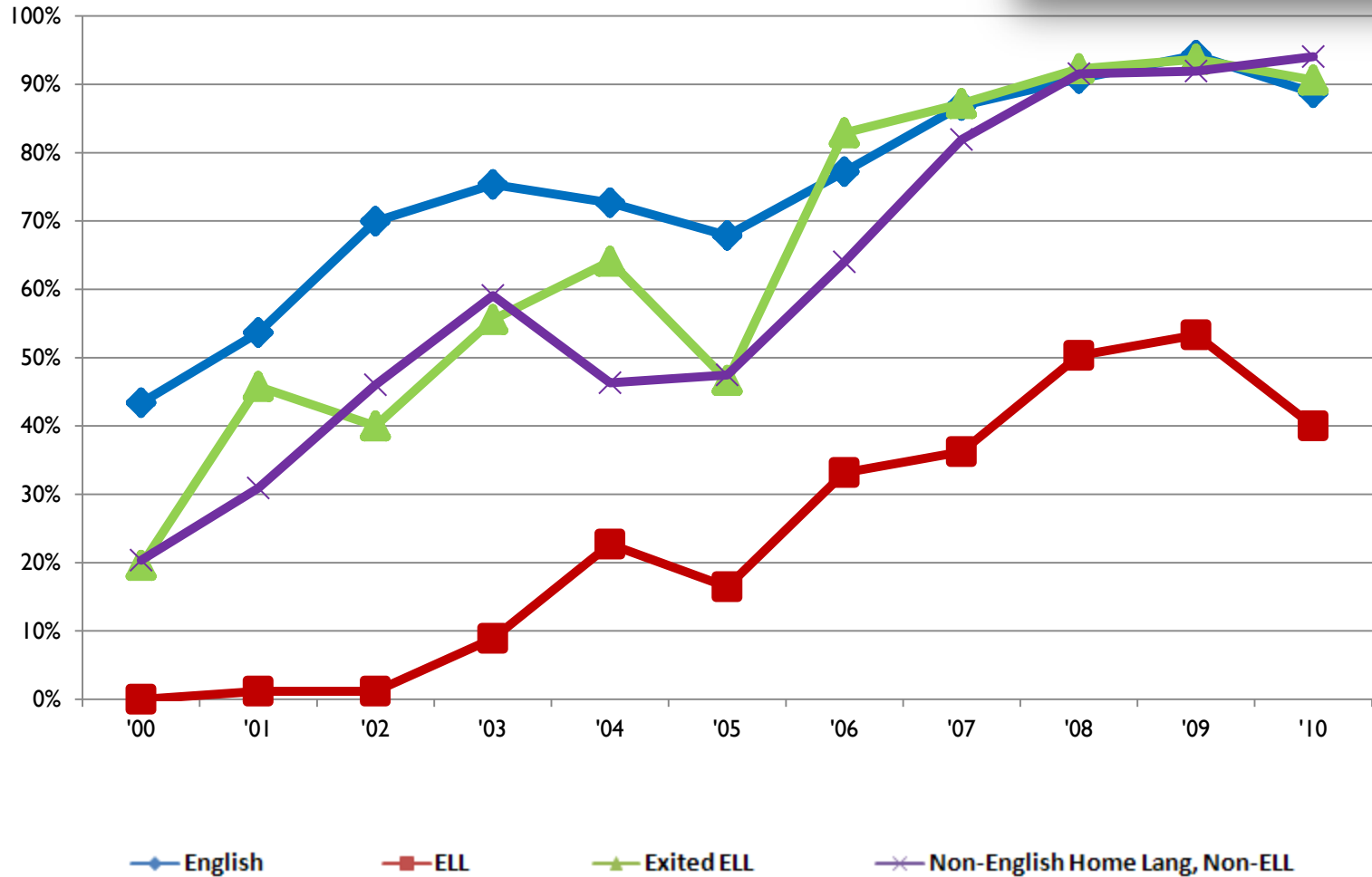


Closing the Achievement Gap...

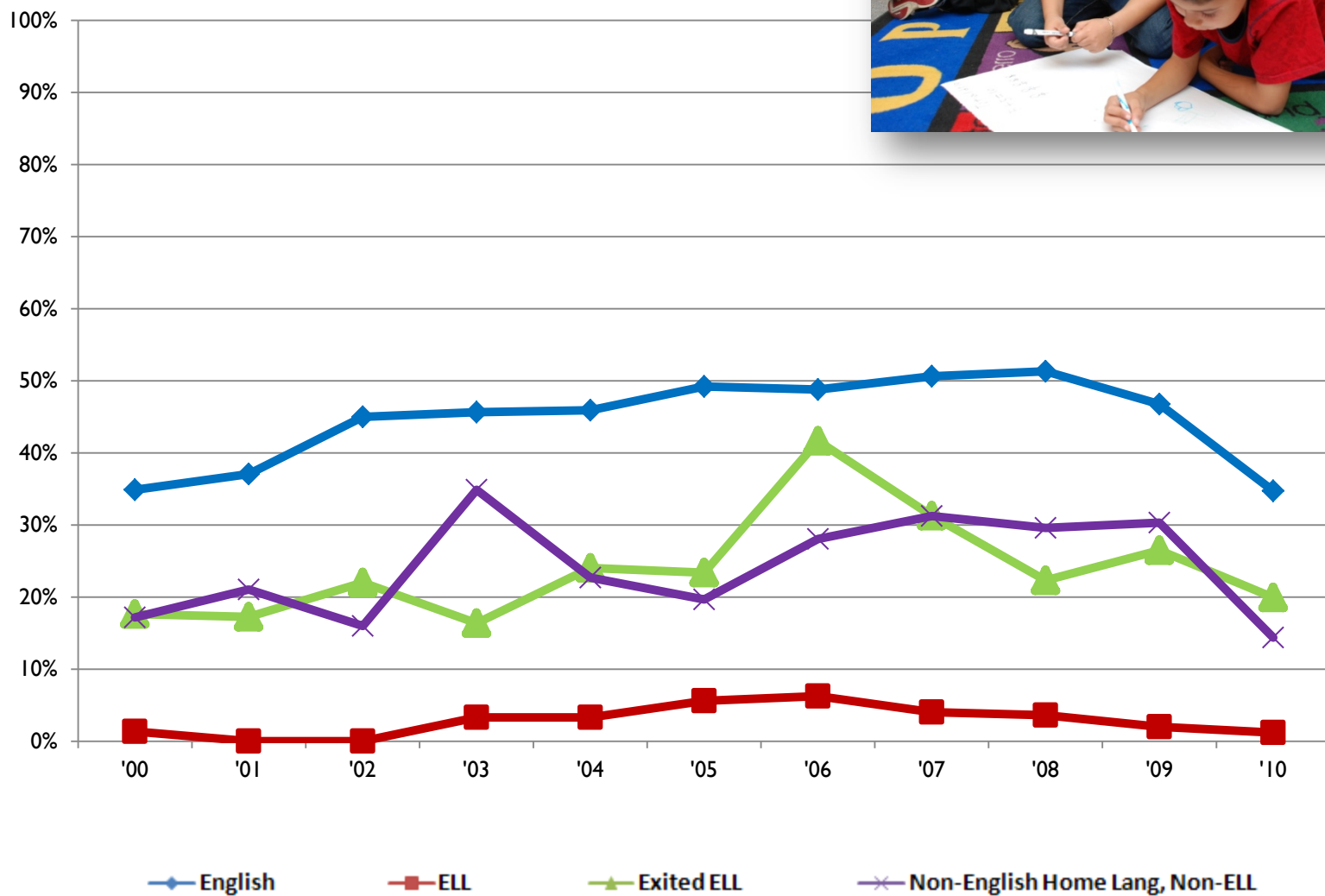
Reading Results



Writing Results



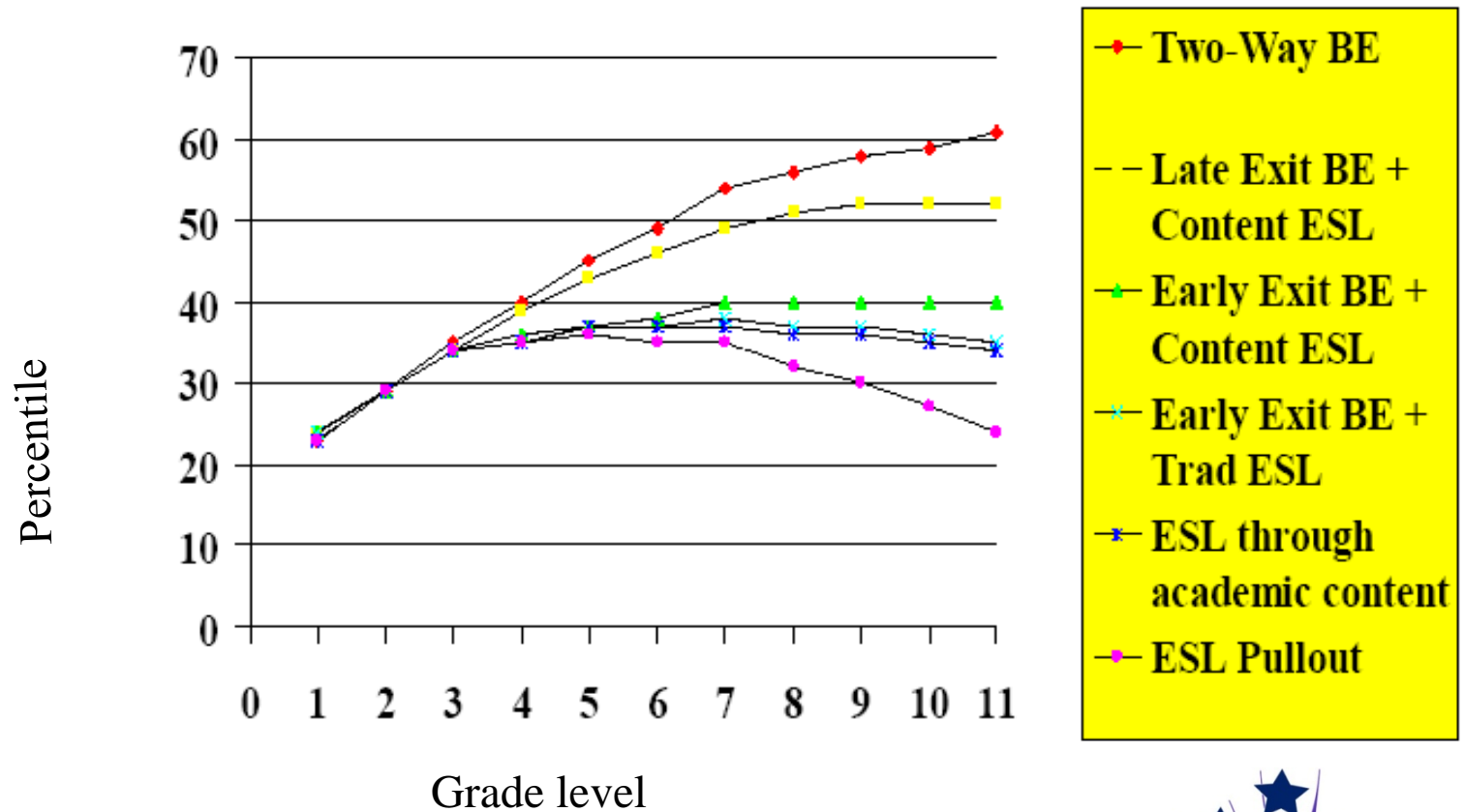
Math Results

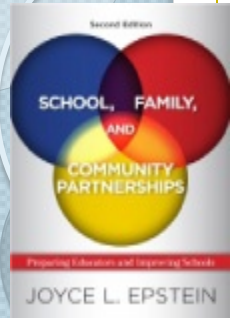


Bilingual Education

- **Benefit for English learners**
 - August & Shanahan, 2006
 - Lee & Oxelson, 2006
 - Francis, Lesaux & August, 2006
 - Slavin & Cheung, 2005
 - Thomas & Collier, 2003
 - Yeung, Marsh & Suliman, 2000
 - Cummins, 1983
- **Benefit for parent Involvement**
 - Parental involvement at school offers opportunities for parents and has implications for children's academic and behavioral outcomes.

Academic Effectiveness of Bilingual Education Models





Researched Based Practices

- Johns Hopkins National Network of Partnership Schools (NNPS)
 - Established in 1996
 - More than two decades of research
 - Team approach to increase involvement and improve student learning
- Pasco School District joined Spring 2005
 - All Pasco schools are active NNPS members
 - All schools have an Action Team for Partnership





Vision of Hope Museum

Healthy Kids Night Captain Gray Kindergarten



New Horizons students Diana
Valdivia and Victoria Valdivia

Essay Contest Winners



Johns Hopkins University

NNPS Promising Partnership Practices Award

- Captain Gray Early Learning Center (2010)
- Emerson Elementary (2009)
- James McGee Elementary (2007)
- Livingston Elementary (2007, 2008, 2009, 2010)
- Longfellow Elementary (2006)
- Mark Twain Elementary (2009)
- Maya Angelou Elementary (2008, 2009)
- Robert Frost Elementary (2008, 2009, 2010)
- Robinson Elementary (2009)
- Whittier Elementary (2006, 2007, 2008, 2009, 2010)
- McLoughlin Middle School (2010)
- Ochoa Middle School (2008, 2010)
- Stevens Middle School (2006, 2007, 2008, 2009)
- Chiawana High School (2010)
- New Horizons High School (2006, 2007)
- Pasco High School (2009, 2010)
- District School & Family Partnerships Office (2006, 2007, 2008, 2009, 2010)



School and Family

Partnerships

1102 North 10th Ave
Pasco, WA 99301
Phone: 509-543-6771

TITLE I



National Network of
Partnership Schools





NNPS Partnership Awards

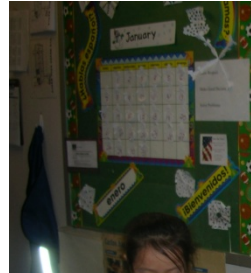
- James McGee Elementary (2009)
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- Mark Twain Elementary (2008, 2009)
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- Robert Frost Elementary (2007, 2008, 2009, 2010)
- Whittier Elementary (2007, 2009, 2010)
- McLoughlin Middle School (2010)
- Ochoa Middle School (2010)
- District School & Family Partnerships Office (2007, 2008, 2009, 2010)



2010 Partnership School
Award Winner,
Frost Elementary ATP



Migrant/Bilingual Parent Advisory Committee



More
than
30 Years





Policies Related to the Achievement of English Language Learners

Washington's Vision for English Language Learners



English Language Learners (ELLs) will meet state standards and develop English language proficiency in an environment where language and cultural assets are recognized as valuable resources to learning.

Source: OSPI Transitional Bilingual
Instructional Program website
<http://www.wabilingual.org/>

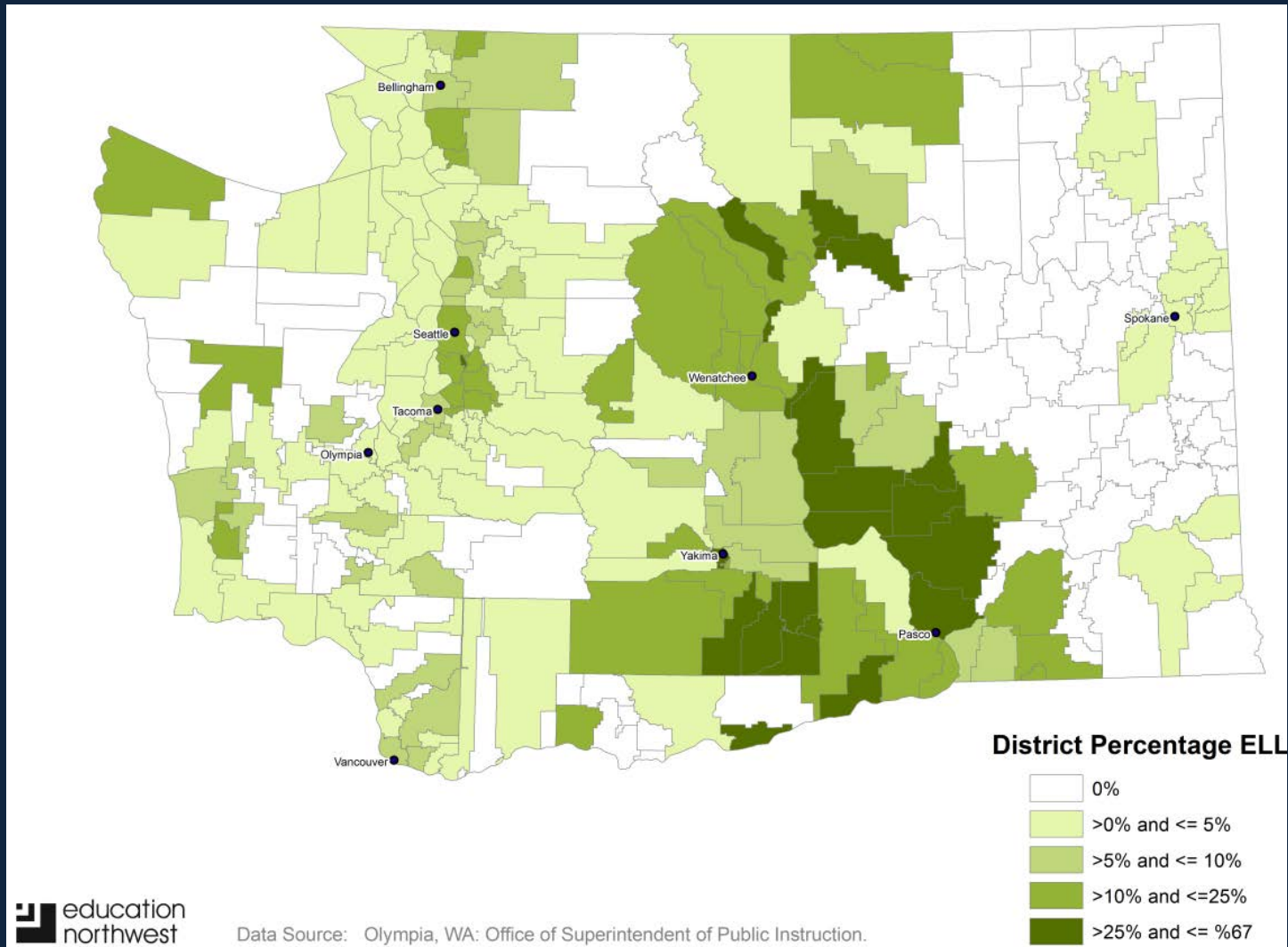


English Language Learners Are:



- Students who are acquiring English and have a first language other than English.
- Identified through assessment of English proficiency.
- Defined differently depending on:
 - A state's assessment of English proficiency.
 - Whether test results include formerly ELLs.
 - State and federal funding sources.
- In Washington data, ELL = "Limited English Proficient" (LEP).

192 Districts (65%) had ELL Students in 2009-10



ELL Demographic Snapshot



- 203 languages spoken
- 67 percent of ELLs speak Spanish
- 41 districts have 20 or more languages
- 16 districts have 50 or more languages
- 94 languages spoken by *fewer than 10 students* statewide
- The percent of ELL students is slowly increasing statewide

School Year	State Total Oct 1 Head Count	ELL Oct 1 Head Count	Percent ELL
2004-05	1,009,563	73,791	7.3%
2005-06	1,020,081	76,138	7.5%
2006-07	1,019,295	74,509	7.3%
2007-08	1,021,834	79,831	7.8%
2008-09	1,027,625	82,207	8.0%
2009-10	1,024,721	84,971	8.3%



+11,000 ELL Students
in Five Years

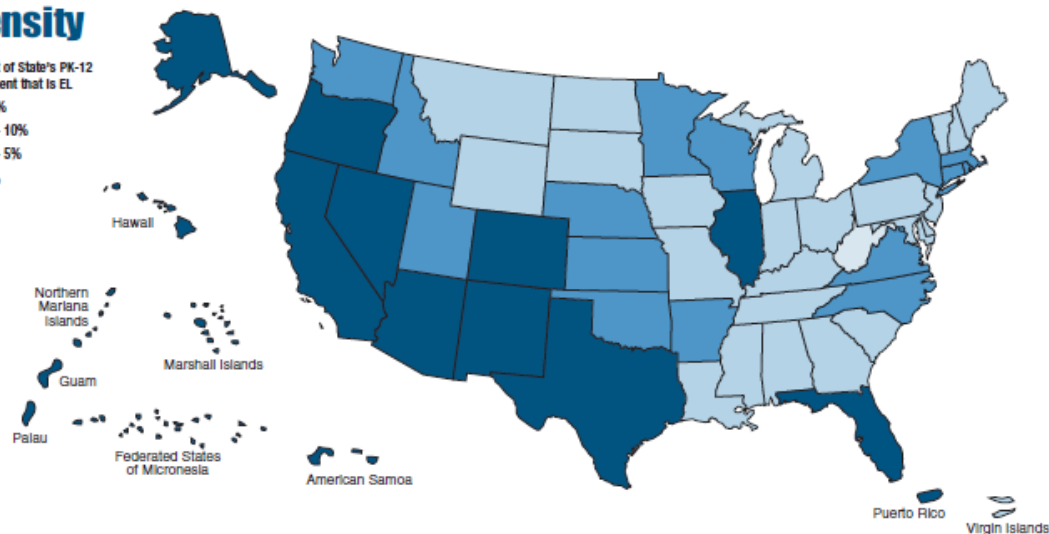
ELLs by State



Density

Percent of State's PK-12 Enrollment that is EL

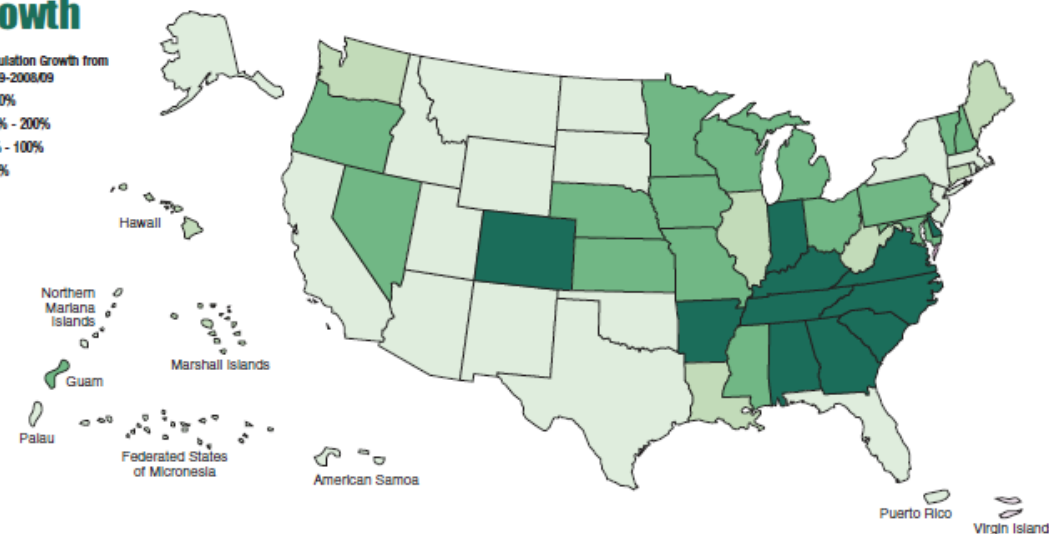
- >10%
- 5% - 10%
- 1% - 5%
- <1%



Growth

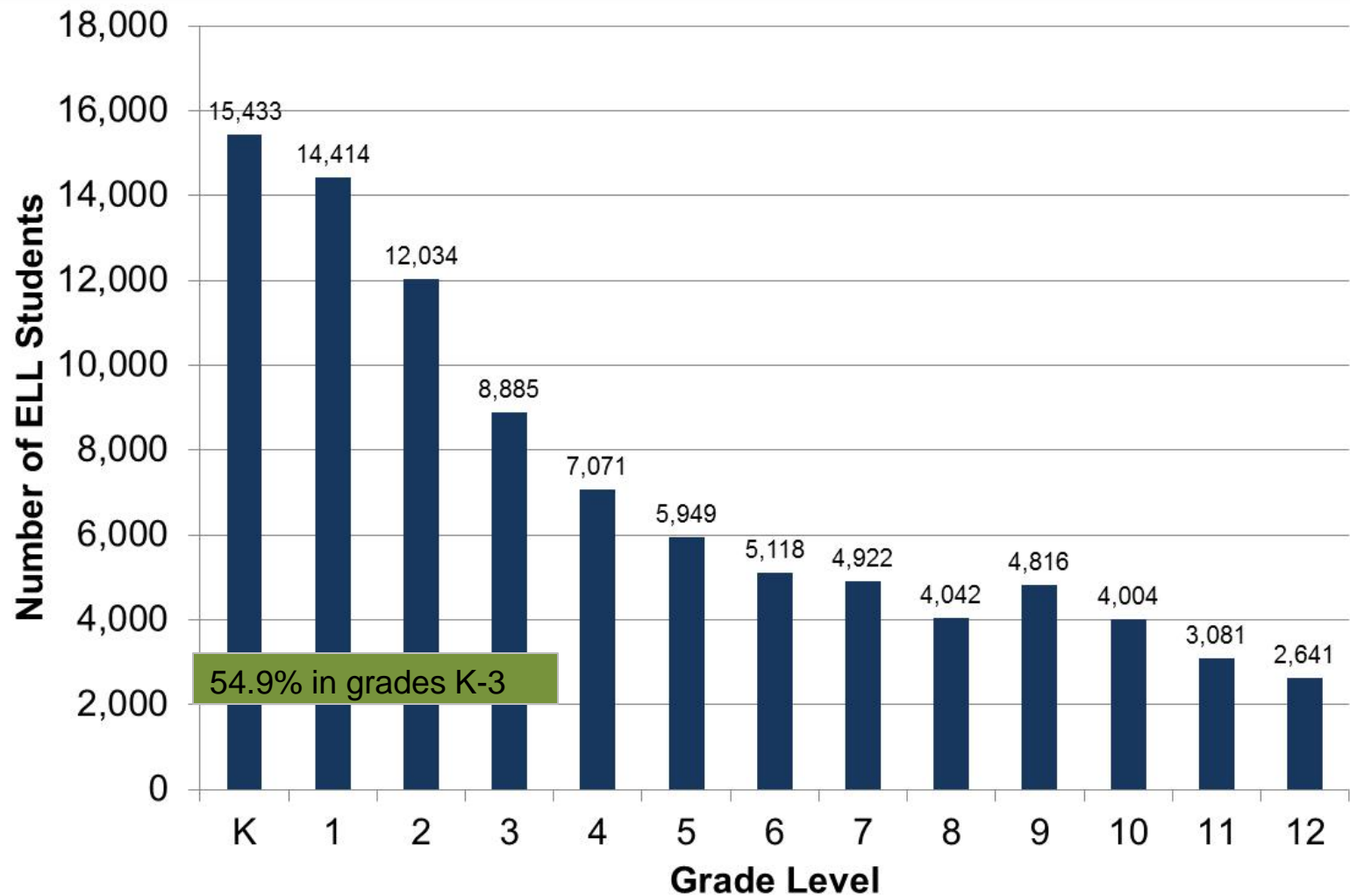
EL Population Growth from 1998/99-2008/09

- >200%
- 100% - 200%
- 50% - 100%
- <50%



Source: The National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs
http://www.ncela.gwu.edu/files/uploads/9/growingLEP_0809.pdf

Most ELLs Are in Elementary



Funding for WA ELL Students Comes from Federal, State, and Local Sources



Source	Amount
State Transition Bilingual Instruction Program 2009-2010	\$75,191,183
Federal Title I, Part C—Migrant Student 2010	\$15,691,456
Federal Title III— English Language Learner 2010	\$16,119,531
Local (estimate per OSPI 2009-2010 Report to Legislature)	\$13,200,000
Total	\$120,202,170

Funding

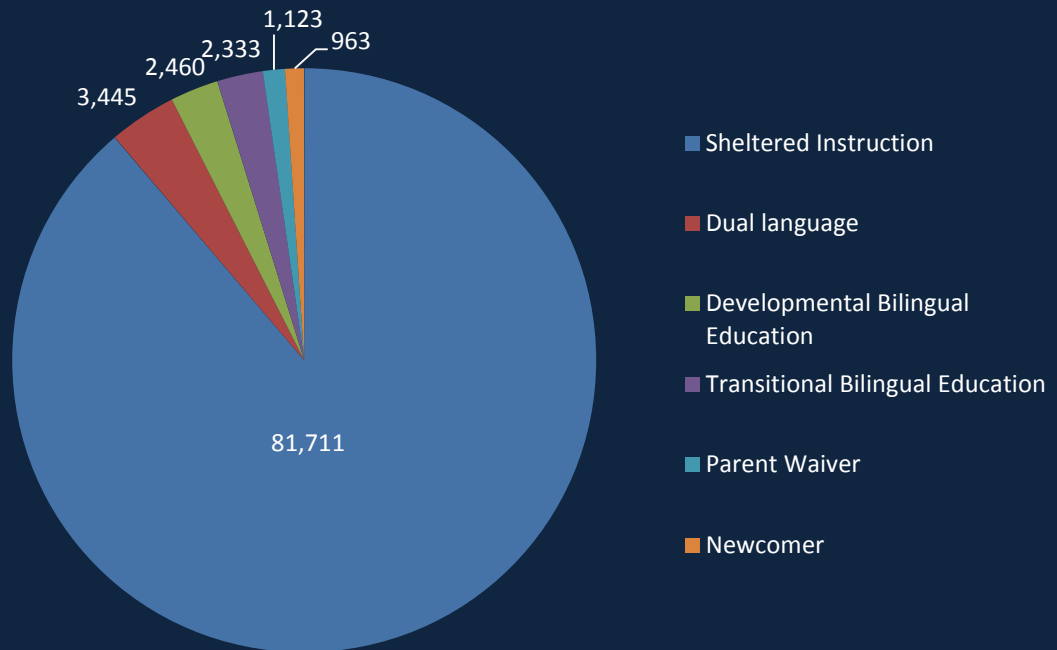


- All districts with ELLs receive state Transition Bilingual Instruction Program funds.
- Not all districts with ELLs receive Title III English Language Learner funds or Title I, Part C Migrant funds.
- Each funding source has different accountability requirements.



Multiple Program Models

- Sheltered Instruction (content-based ESL).
- Dual language (two-way bilingual and two-way immersion).
- Developmental Bilingual Education (late-exit bilingual).
- Transitional Bilingual Education (early exit bilingual).
- Parent Waiver (opt-out).
- Newcomer Program.



Programs have different purposes



	State Transition Bilingual Education Program	Title III, Part A	Title I, Part C Migrant
Purpose	Help ELL children to become proficient in English and to meet state learning standards	Help ELL children to become proficient in English and to meet state learning standards	Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves
Target Group	Children who score at the beginning, intermediate or advanced levels on a test of English Language Proficiency	Any student who needs to develop English language proficiency	Children of migratory agricultural workers

ELL Data Points

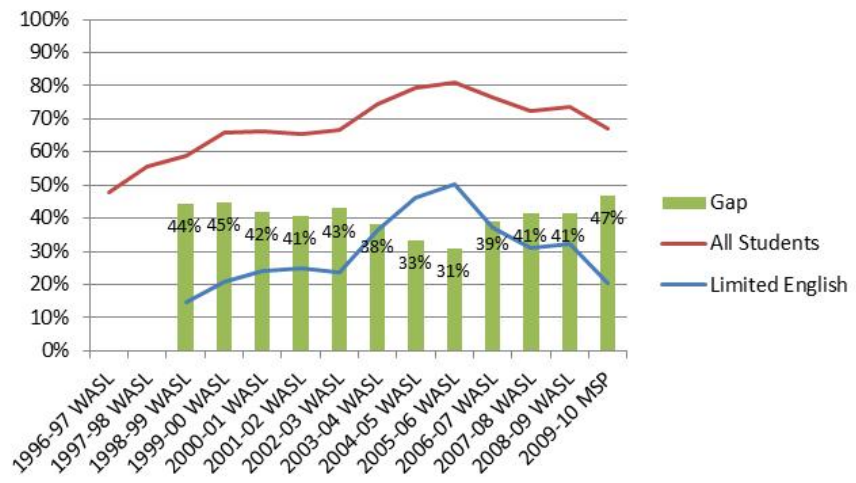


- Measurement of Student Progress (MSP).
- High School Proficiency Exam (HSPE).
- Washington Language Proficiency Test (WLPT).
- National Assessment of Educational Progress (NAEP).
- Graduation Rates.

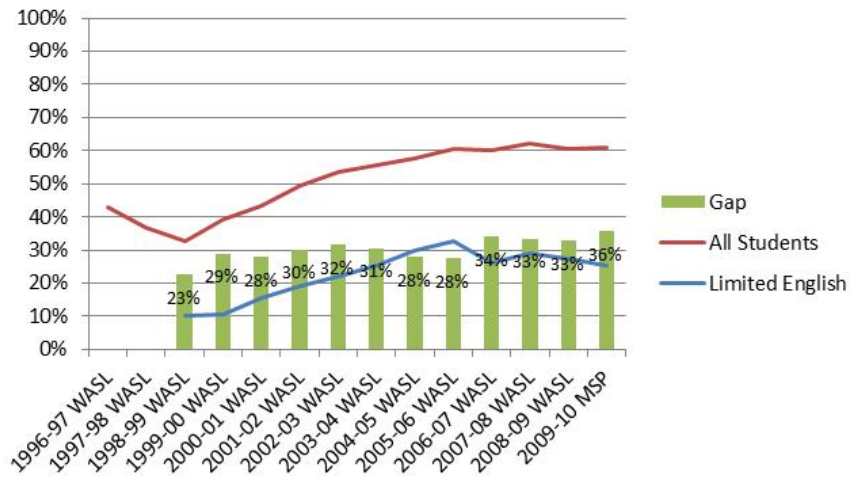


MSP Data: 4th and 5th Grade Gaps

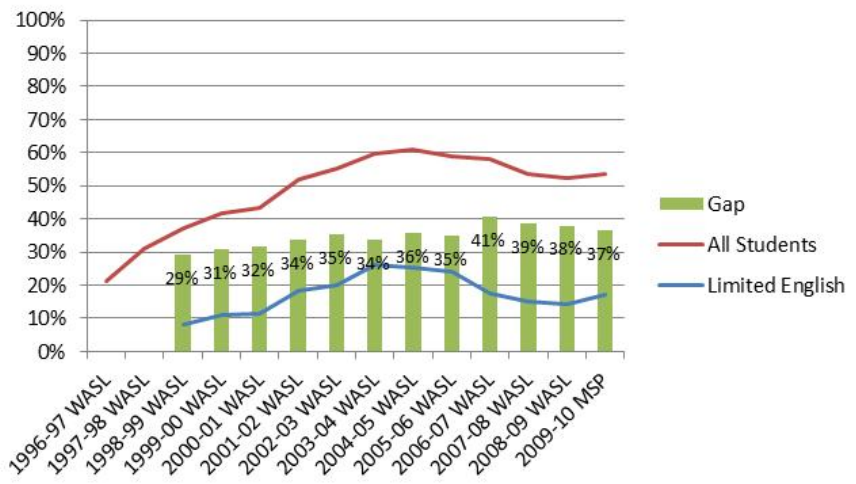
4th Grade Reading WASL/MSP



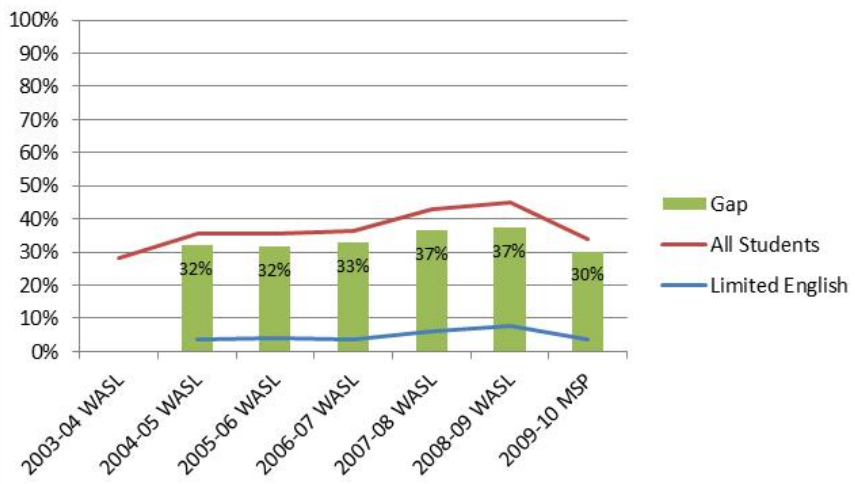
4th Grade Writing WASL/MSP



4th Grade Math WASL/MSP



5th Grade Science WASL/MSP





HSPE Data: 10th Grade Gaps

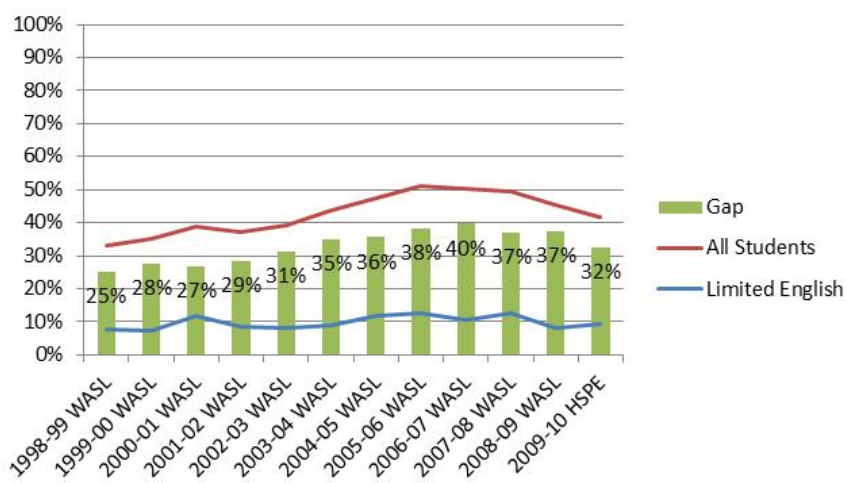
10th Grade Reading WASL/HSPE



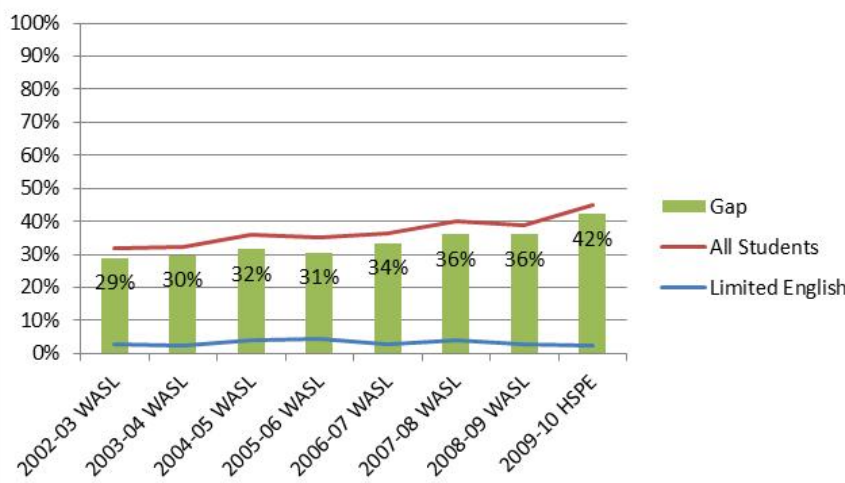
10th Grade Writing WASL/HSPE



10th Grade Math WASL/HSPE



10th Grade Science WASL/HSPE

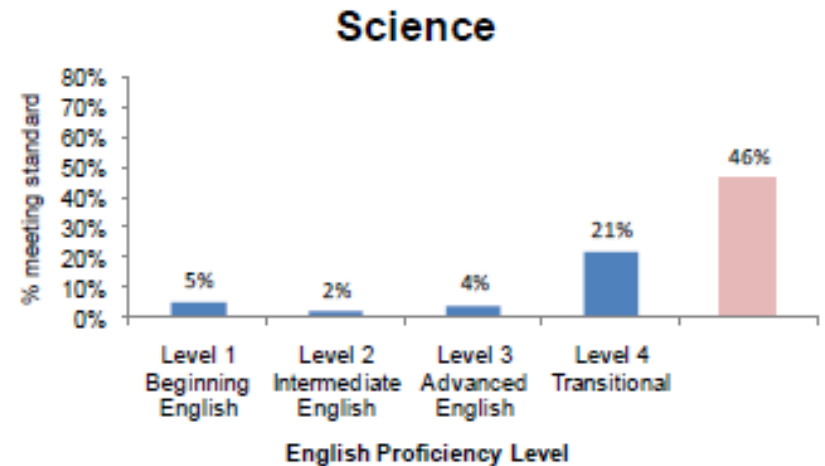
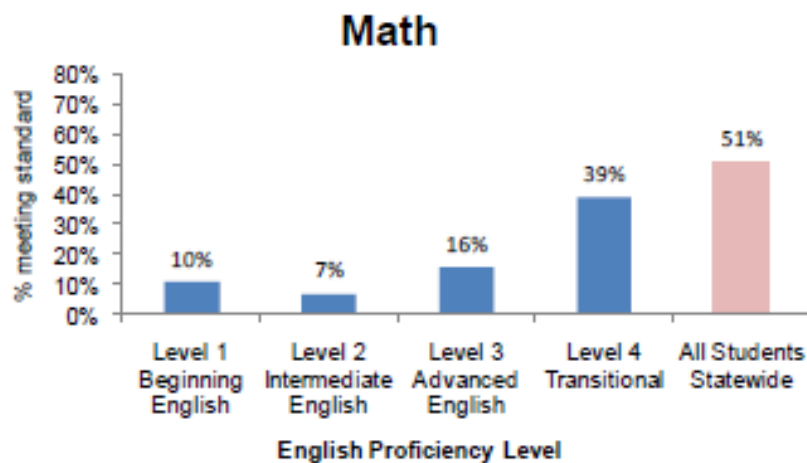
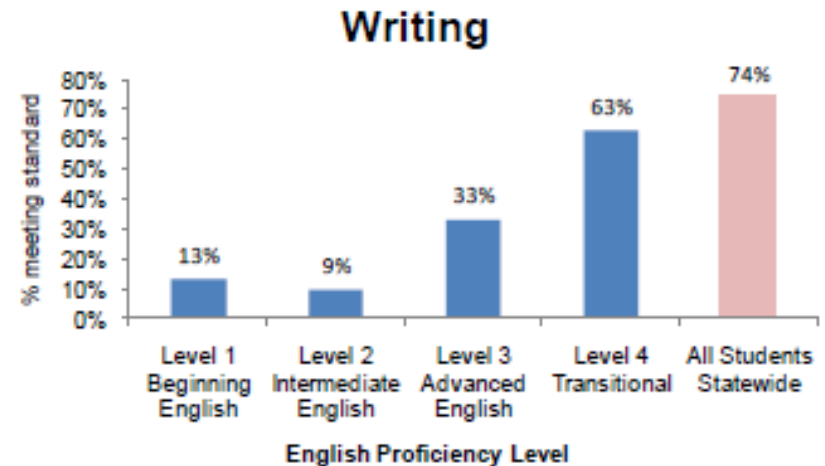
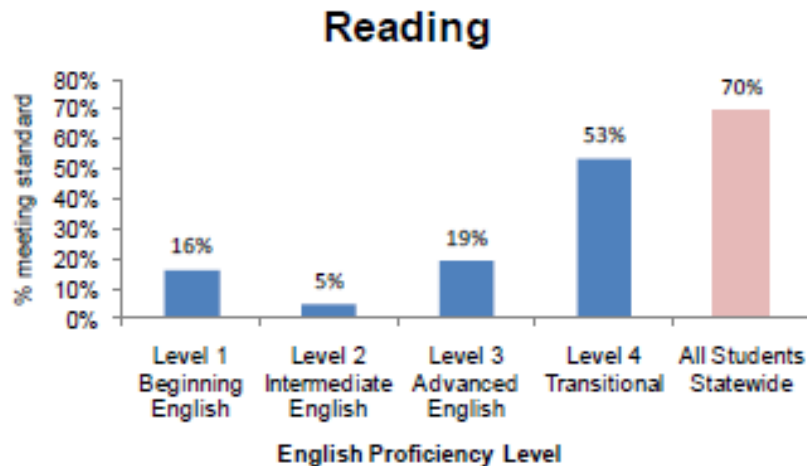


Washington Language Proficiency Test (WLPT)



- First used in 2005-06
- Measures reading, writing, listening, speaking
- Two tests:
 - placement (determination that a student is an ELL)
 - level of proficiency (given annually to ELLs)
- Four levels of English proficiency:
 - Level 1—Beginning
 - Level 2—Intermediate
 - Level 3—Advanced
 - Level 4—Transitional (proficient)
- New version to be implemented in 2012-13

Students who are more English proficient perform better on state assessments (2009-10)



Includes all grades tested



In reading, MSP/HSPE achievement gaps close after students transition (WLPT Level 4)

Grade in 2010	All Students	TBIP Transition Year				
		2006	2007	2008	2009	2010
3	72%		91%	90%	77%	76%
4	67%	76%	78%	68%	61%	63%
5	70%	85%	72%	68%	53%	68%
6	65%	70%	71%	59%	43%	43%
7	63%	65%	59%	57%	46%	36%
8	69%	73%	68%	57%	52%	40%
10	79%	85%	74%	66%	69%	70%

In math, achievement gaps close after students transition in elementary grades; gaps remain in middle and high school

Grade in 2010	All Students	TBIP Transition Year				
		2006	2007	2008	2009	2010
3	62%		84%	80%	65%	62%
4	54%	67%	65%	53%	48%	55%
5	54%	72%	56%	52%	40%	52%
6	52%	55%	51%	41%	32%	26%
7	55%	55%	50%	47%	37%	27%
8	52%	48%	46%	35%	36%	28%
10	42%	28%	21%	18%	28%	32%

Source: OSPI staff Paul McCold, Data Specialist

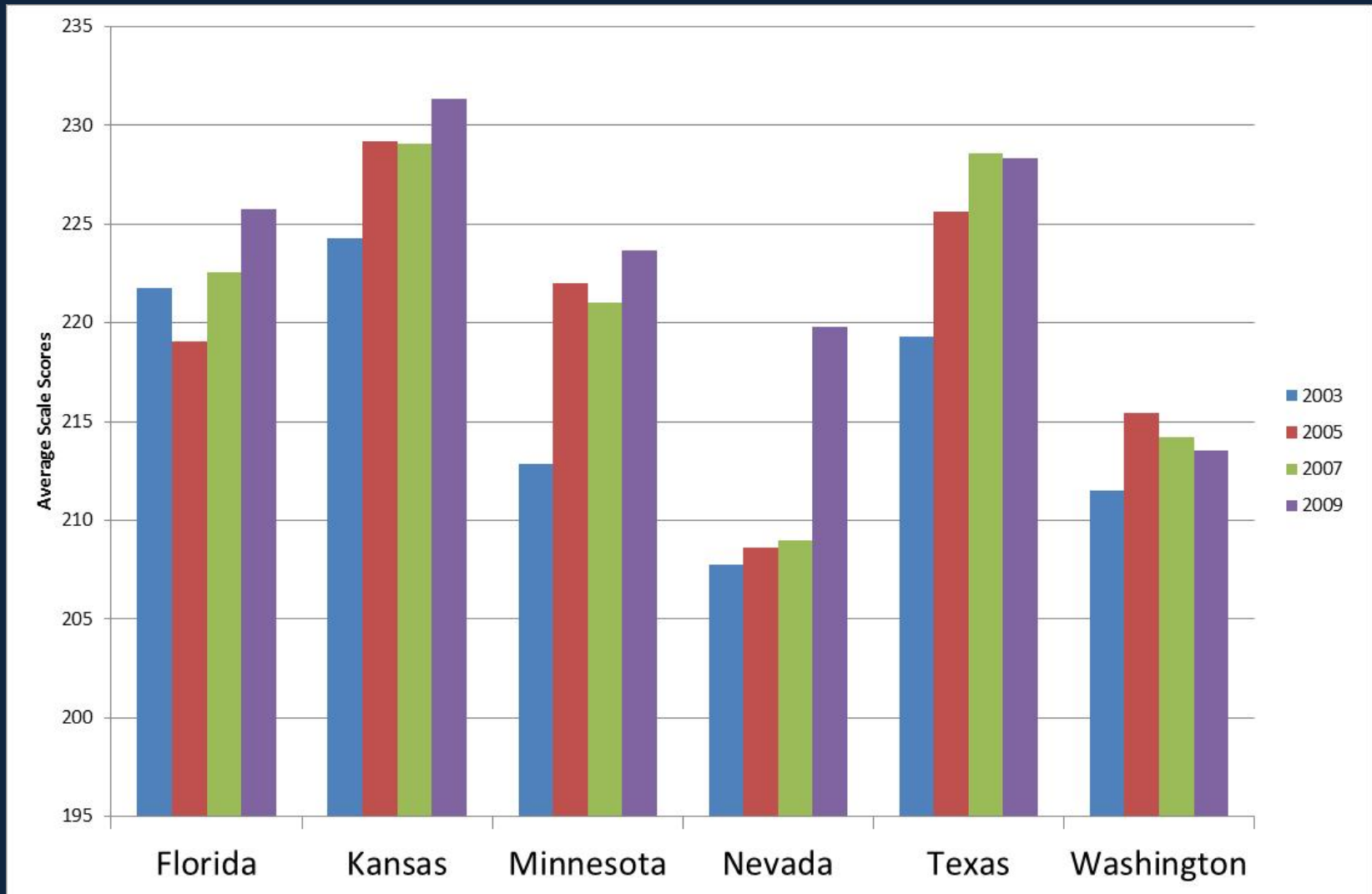
Federal Accountability/Adequate Yearly Progress



- ELLs in their first year in U.S. schools do *not* take reading or writing MSP/HSPE, but do after their first year regardless of English proficiency.
- All ELLs *must* take the math and science MSP/HSPE.
- Nine groups of students must meet expected targets for a school or district to meet AYP:
 - All
 - American Indian
 - Asian/Pacific Islander
 - Black
 - Hispanic
 - White
 - Students with disabilities
 - Students with limited English proficiency (LEP)
 - Students from low-income families

4th Grade Math NAEP Scale Scores for ELL Students

Comparison states had a similar or greater percentage of ELL students assessed than WA. All had a significantly higher ELL average scale score than WA on 2009 4th Grade NAEP Math test.



24 NAEP States Include Formerly ELL Students as English Language Learners



On the NAEP, 14 states had a:

- similar or higher percentage of ELL students than Washington, AND
- significantly higher average scale scores than Washington's ELL students on one or more of the 4th and 8th grade math and science tests.

All but 3 (Arkansas, Michigan, North Carolina) counted formerly ELL students.

Washington does not include formerly ELL students in the ELL category for the NAEP.



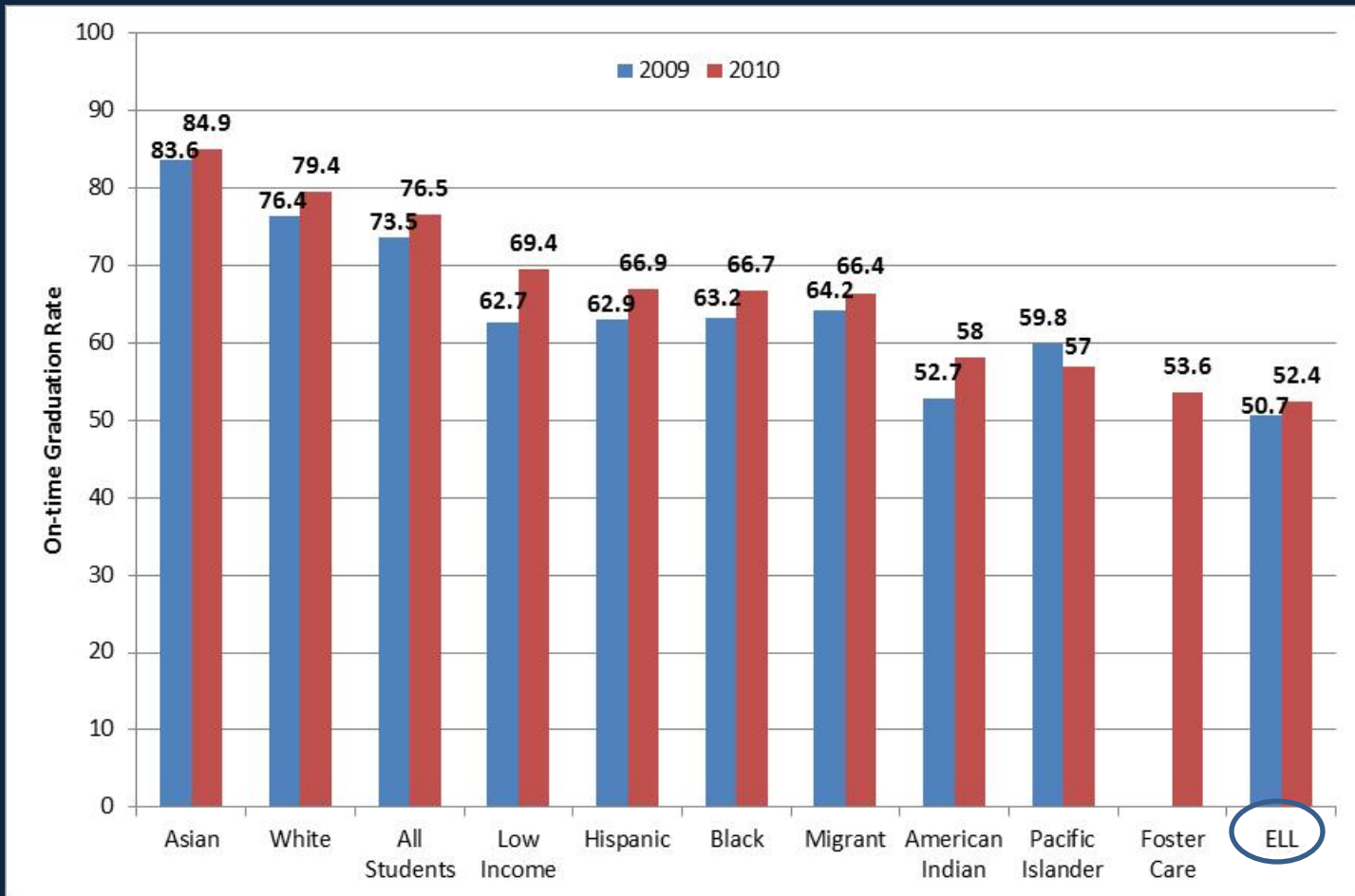
To what extent does your school's 4th grade mathematics curriculum focus on preparation for state assessments? (2009 NAEP School Questionnaire)

State	% ELL	Include Formerly ELL?	% Large Extent (ELL Students)	% Large Extent (All Students)
Texas	21	Yes	80	86
Kansas	9	Yes	75	81
Florida	8	Yes	72	78
Nevada	20	Yes	68	64
Minnesota	8	Yes	62	57
Washington	10	No	49	55

Comparison states had a similar or greater percentage of ELL students assessed than WA. All had a significantly higher ELL average scale score than WA on 2009 4th Grade NAEP Math test.

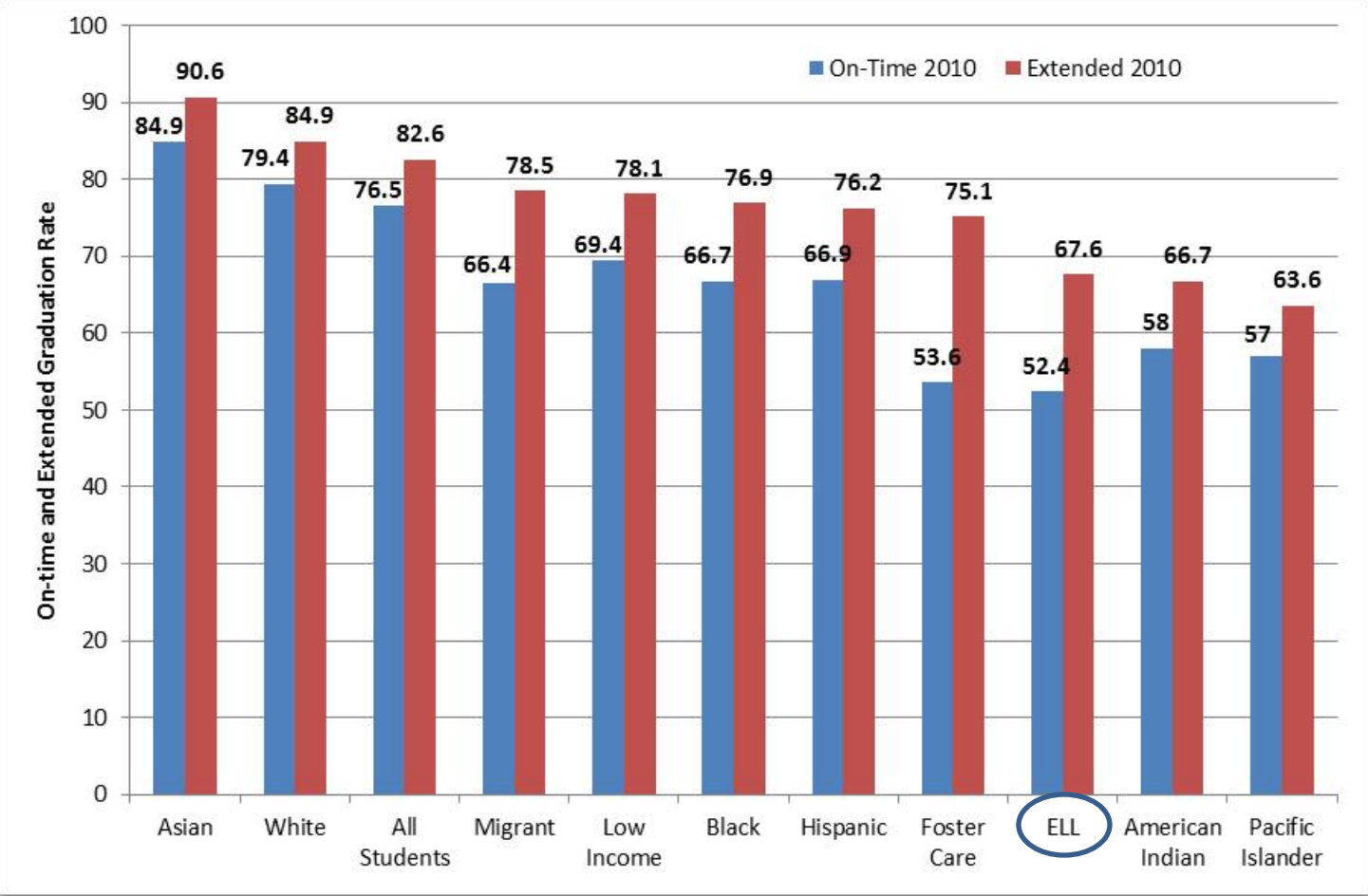
Source: OSPI Staff Angie Mangiantini, NAEP Coordinator

ELL On-time Graduation Rate Has Improved but Is Still Lowest of all Subgroups





ELL Extended Graduation Rates Among the Lowest



Federal Accountability: Title III Annual Measurable Achievement Objectives (AMAOs)



Used for federal ESEA accountability, required for Title III funds

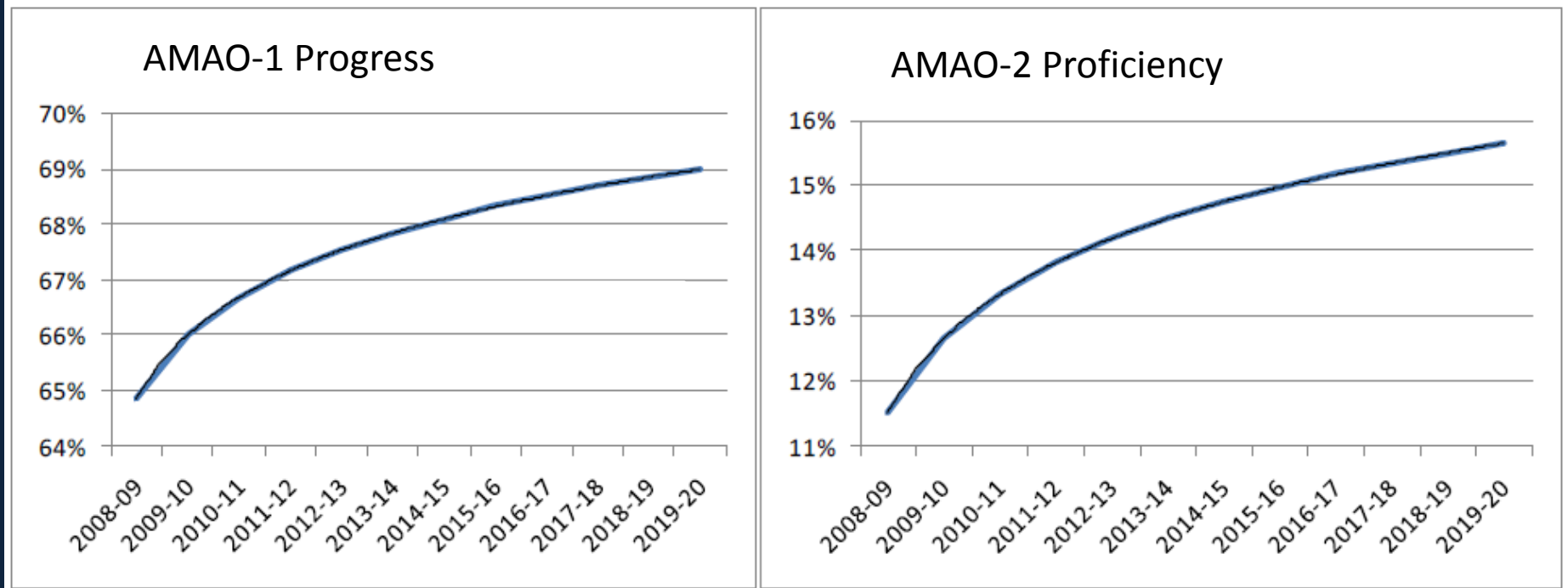
AMAO 1 – annual increases in the number or percentage of ELLs making progress in learning English (WLPT)

AMAO 2 – annual increases in the number or percentage of ELLs attaining English proficiency (“transitioning” WLPT Level 4)

AMAO 3 – the number or percentage of ELL students meeting AYP in reading and math



AMAO-1 and AMAO-2 Targets Increase Over Time



Source: OSPI presentation: Understanding Annual Measurable Achievement Objectives (AMAOs)
http://www.wabilingual.org/memos/trainings/Understanding%20AMAOs_Jan2011.pdf



2010 State AMAO Results

AMAO	% Meeting		Target	Met State AMAO Target?
AMAO-1 Progress	66.8% made progress		66%	Yes
AMAO-2 Proficiency	12.9% proficiency		12.7%	Yes
AMAO-3 AYP	AYP Math Grades 3-5	No	All yes	No
	AYP Reading Grades 3-5	No		
	AYP Math Grades 6-8	No		
	AYP Reading Grades 6-8	No		
	AYP Math Grade 10	No		
	AYP Reading Grade 10	No		



Most Districts Do Not Meet All AMAO Targets

193 Districts had 2010 AMAO Results

- 60 (31%) met all three AMAO targets
- 81 (42%) met AMAO-1
- 65 (34%) met AMAO-2
- 151 (78%) met AMAO-3
 - Of these 151, 81 met because $n < 30$

Title III Accountability When Districts Do Not Meet AMAOs



After 2 years of not meeting all 3 AMAOs:

Districts develop a plan addressing factors that prevented achievement of the AMAOs. Must consult with parents, staff, stakeholders. Must include:

- Teaching and learning needs of ELLs.
- Scientifically-based strategies to improve instruction.
- Professional development to support the strategies.

After 4 years of not meeting all 3 AMAOs:

Districts develop another plan with the above elements, plus:

- Modifications to curriculum, program, and instruction.

Federal Policy Issues

Working Group on ELL Policy for ESEA Reauthorization



- Stabilize the ELL subgroup definition
- States should report on and develop strategies to reduce the number of 'long term' ELLs – more than 5 years.
- States should incorporate English proficiency into accountability/assessment for content area achievement.
- States should implement assessments, practices, and accommodations to measure what students know and can do, not just their English language proficiency (consider native language assessments).
- States should encourage, not discourage, multilingualism.
- States' teacher credential requirements should lead to teachers having skills to meet content and academic language needs of ELLs.

Source: The Working Group on ELL Policy: *Improving Educational Outcomes for English Language Learners; Recommendations for the Reauthorization of the Elementary and Secondary Education Act*
<http://ellpolicy.org/wp-content/uploads/ESEAFinal.pdf>

Recommendations



	Institute for Public Policy (2005)	Washington Learns (2006)	Education Northwest Report 2008 (SB 5481)	Education Northwest Report 2009 (SB 5481)
Purpose	Review TBIP (enrollment trends, types of programs, academic and language acquisition effectiveness)	Develop world-class education system	Review of current research on effective instructional practices for ELLs	Field study of 10 WA districts to document practices with ELLs; grants to 5 districts to improve ELL education
Findings	Inconclusive about relationship between length of stay with student or program characteristics	Need to improve opportunities for ELLs	14 Principles of Effective Instruction	Many educators were not fully trained to work effectively with ELLs
Recommendations	Study effectiveness of instructional strategies	Regional best practices demonstration project that coordinates curriculum, assessment, teacher training and family involvement	What all teachers should know; what teachers in specific subject areas should know	Build capacity, training, coherent program models; support district and school outreach to parents/community

Recommendations



	CSTP Policy Brief on Supporting Teachers of ELLs (2009)	PESB Strengthening the Continuum of Teacher Development Report (2010) (ESHB 2261)	QEC TBIP Technical Work Group Presentation (2010)
Purpose	Build on findings of UW 2008 study of schools in 4 districts and Education Research reports to offer solutions	Develop calibrated standards at all levels (residency certificate, professional certificate, career-long) incorporating standards for Cultural Competency where possible	Provide ELL student information, key components of effective programs for ELL, general recommendations, and funding formula recommendations
Findings	Many teachers are unprepared to work with ELLs; need a variety of supports; need strong leadership; parents must be involved		Certified teachers with ELL Endorsements; supported and highly trained paraeducators; family engagement, and more
Recommendations/ Outcomes	Encourage teachers to retool and add an ELL endorsement; partner with colleges and ESDs to create local endorsement programs; ensure a critical mass of teachers have the same training, and more.	Created calibrated standards that incorporated Cultural Competency Added new language to Standard 5 of Program Approval Standards, effective 2012	Develop an accountability system to identify underperforming districts and provide technical assistance and sanctions where needed 2 FTE at state level to monitor districts and provide assistance

Next Steps for SBE to Consider



- Explore QEC Working Group recommendations to enhance the accountability system for state funds.
- Continue to advocate for professional development support for teachers.
- Continue to monitor achievement gaps and highlight success.

PAC Meeting







PAC Conference
January/2011
Chiawana High School



CREDIT UNION

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Isadora

THE POWER
OF YOUR
PARTY

Credit Union

river
hawk

2011
PAC Conference

PASCO
POLICE
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Resource
Table

PATRIOT
Put A Patriot In
And Live In Your City

CREDIT UNION

HAWK'S NEST









Salon Room
C-1034 asta
1054

SPIRIT

Sadies goes
80's is now
in 11

We will mi...
We will mi...
We will mi...













attention girls!
CAN YOU keep
your heart!
*listen to announcements!
-February 14th

Spirit Week

Monday
1/5
Day 1

Tuesday
Rep Your
College Day

Wednesday
UGLY
Sweater
Day 2/2

Thursday
1/5
Day 2

STUDENT ACTIVITY
ATHLETIC CENTER

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**National Migrant Education
Conference 2011
New Orleans, LA
NADSME**

Bienvenidos
43rd National Migrant
Education Conference

PAC 101

Cynthia Gualaja
Claudia Zuniga
Margarita Silva
Paula Contreras





Metas del Distrito

- 1. Enseñanza y Aprendizaje:** Crear un ambiente de aprendizaje personalizado donde los estudiantes alcancen estándares rigurosos a través de una enseñanza de alta calidad.
- 2. Colaboración:** Crear y apoyar un ambiente de múltiples niveles de colaboración y comunicación entre la comunidad de estudiantes, empleados, padres y miembros de la comunidad.
- 3. Administración de Recursos:** Generar y utilizar recursos financieros, físicos y tecnológicos que apoyen el mejoramiento del nivel de todos los estudiantes y avanzar la excelencia académica.

**Washington Association of Bilingual
Educators Conference 2011**

WABE

Kennewick, WA

Dicho Del Dia

A Donde El Corazon Se
Inclina El Pie Camina

El Ver Es Creer
Arbol Viejo No Se
Destronca De Un Golpe



Dicho Del Dia

A Donde El Corazon Se
Inclina El Pie Camina

El Ver Es Creer
Arbol Viejo No Se
Destronca De Un Golpe



Composiç o do Comit 

- A composiç o do Comit    formada por membros do Conselho Geral do Comit , Conselho de Regimento e Conselho de Fiscalizaç o.
- O Comit    composto de membros do Conselho de Regimento e Conselho de Fiscalizaç o.
- Para a formaç o do Comit    necess rio a aprovaç o do Conselho Geral do Comit .



PAC Involvement

- ATP
- Superintendent Bus Tours
- Facilities Task Force
- Multi-Track Year Round Task Force
- School Bond Committee
- Parent Education Center
- PEAK Partners

PAC Training

- Annual PAC Retreat
 - Board Development Training
 - Roles & Responsibilities
- Leadership Challenge
 - Five Practices of Exemplary Leadership
- Effective Communication
- Math Toolkit
- Read & Rise
- Etc....