Special School District

ELL/ESOL Services Program Evaluation

Don Hosutt, Chair

Board Approved: June 23, 2009
ELL/ESOL
Standard Program Evaluation

Executive Summary

As required by the Missouri School Improvement Plan (MSIP) standards, school districts must evaluate ELL/ESOL services biennially. The question approved by the Board of Education for the present program evaluation was as follows: What components are in place to ensure that SSD identifies English Language Learner (ELL)/English as a Second Language (ESOL) students in accordance with MSIP standards? The present evaluation includes a review of federal and state requirements, SSD Board policy, SSD process and procedures and student data. Based on stakeholder review of the data, strengths, concerns and recommendations are noted.

Results

Strengths
- In accordance with state and federal law, Special School District has a process in place to actively identify Language Minority and Limited English Proficient (LEP) students.
- Thorough assessment protocols and communication with sending schools regarding potential LEP students facilitates the identification process and provision of services as needed.
- Procedures are in place to provide needed services, monitor progress and intervene as needed.

Concerns
- Fewer students are being identified as requiring LEP services in SSD schools.

Recommendations
- Continue strong identification and assessment process.
- Consider LEP enrollment and service needs in making personnel decisions and determining professional development needs.

ELL/ESOL
Standard Program Evaluation

Program Evaluation Question(s)
What components are in place to ensure that SSD identifies English Language Learner (ELL)/English as a Second Language (ESOL) students in accordance with MSIP standards?

I. Program/Service Information
1. Name of Program or Services:
   Limited English Proficiency (LEP)

2. Personnel Responsible for Evaluation (list):
   Don Hosutt, Administrator of Student Services

3. Demographic Description of Program:
   LEP students may be served at Ackerman, Litzinger, Northview, Neuwoehner, and Southview Schools of the Special Education Division, and North Tech and South Tech of the Technical Education Division. None of these schools currently enroll enough students requiring full time employment of a certified ESOL instructor; thus there are a variety of instructional methods that may be considered. The resource classroom is probably most familiar to SSD staff and is likely most effective for what is typically a very low number of students requiring service. Building staff including teachers and case managers provide needed service on an ongoing basis as needed. Yearly administration of the Language Assessment Scales (LAS) required by the Missouri DESE is done by the Reading Specialists in the Special Education Schools and the Assessment Facilitators in the Tech Schools. Service of LEP students is ongoing until the LAS score determines that services are no longer required, at which time the student will be on a two year period of monitoring.

4. Date of Evaluation (Year/Duration):
   July 2008-June 2009

5. Goal/Objective of Program/Services:
   Systematically identify students who speak languages other than English at home and provide effective programs to meet assessed needs.

6. Brief description of relationship between program goals, CSIP and MSIP Standards:
   Program goals are related to CSIP Goal 1: Student Performance, MSIP Standard 6.3: Effective Instructional Programs for Students, and MSIP Standard 8.1: Biennial Program Evaluation.
II. Evaluation Criteria for Programs/Services Offered:

- Federal and State Requirements
- SSD Board Policy
- SSD Process and Procedures
- Student Data

III. Description of Stakeholders Engagement in Program Evaluation:

- Don Hosutt, Administrator of Student Services
- Martha Garrett, Facilitator of Research, Data and Evaluation
- Leigh Roberts, Assessment Facilitator, South Tech
- Kirsta Armstead, Assessment Facilitator, North Tech
- Maureen Spaete, Instructional Facilitator, South Tech
- Cathy Kippenberger, Instructional Facilitator, North Tech
- Jeff Chandler, Guidance Chairperson, North Tech
- Russ Andrews, Guidance Chairperson, South Tech
- Mary Lee Burlemann, Intake Coordinator
- Paul Bauer, Director, Special Education Schools
- Pat Waddle, English Teacher, South Tech
- Alma Atkins, Spanish Teacher, North Tech
- David Baker, Principal, South Tech
- Mike Powers, Principal, North Tech
- Phyllis Kulp, Administrator, Federal Programs

IV. Results

Federal and State Requirements
Requirements for districts receiving funds from Title III of the No Child Left Behind Act (NCLB) Act of 2001 involves the identification and education of English Language Learners (ELL). All school districts in Missouri are required to implement a plan designed to systematically identify students who speak languages other than English at home. The plan should include procedures for assessing the language ability of these students in the areas of reading, writing, speaking and listening (Missouri School Improvement Program Standards 6.3). The district should designate a plan implementer (the ESOL coordinator). School personnel enrolling ELL students should be educated in the process of identifying, assessing and providing services to these students. These requirements apply to all school districts including those that do not currently serve ELL students. Districts with a low number of ELL students may contract with a neighboring district for services until they have a qualified ELL teacher in place.
The Missouri Department of Elementary and Secondary Education (DESE) provides the following definition:

The term 'limited English proficient', when used with respect to an individual, means an individual —

(A) who is aged 3 through 21;
(B) who is enrolled or preparing to enroll in an elementary school or secondary school;
(C) (i) who was not born in the United States or whose native language is a language other than English;
   (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
   (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
   (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
   (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
   (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
   (iii) the opportunity to participate fully in society.

SSD Board Policy
Board Policy IGBH (Programs for English Language Learners, Appendix A) recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District will take appropriate action to rectify the English language deficiency in order to provide the student equal access to all programs.

The District’s coordinator for ELL programs is the Administrator for Student Services in the Technical Division. The Board directs the coordinator to develop and implement language instruction programs that:

- Identify Language Minority (LM) students through the use of a Student Home Language survey. The building administrator will develop procedures to ensure that all new and currently enrolled students complete a Home Language survey.
- Identify LM students who are also English language learners (ELL). Any student who indicates the use of a language other than English will be assessed for English proficiency using the state-provided assessment instrument.
ELL/ESOL

Standard Program Evaluation

- Determine the appropriate instructional environment for ELL students.
- Annually assess the English proficiency of ELL students and monitor their progress, in order to determine their readiness for a mainstream classroom environment.
- Provide parents with notice of and information regarding the instructional program as required by law. Encourage parental involvement and regularly apprise parents of their child’s progress.

SSD Process and Procedure

1. The Student Home Language/Migrant Survey (Appendix B) will be given to a parent or guardian of students entering any SSD school. If a student is not already receiving ESOL service from the sending school, the survey will indicate the need for further assessment. The Assessment Facilitators and Counselors identify English Language Learners at the Tech Schools by following up on the survey with sending school counselors. Intake personnel perform this task for the Special Education schools. If further assessment is warranted, the Missouri English Language Learning Assessment (Language Assessment Scales) or the Woodcock-Munoz Language Survey will be used to determine levels of proficiency. The Student Oral Language Observation Matrix (SOLOM) may be used as a quick screening of oral proficiency in limited circumstances. Scores on these instruments must be shared with parents along with the indicated need (or absence of need) for service. School staff and the IEP team (as appropriate) determine need and arrange for the provision of service for students identified as English Language Learners. Yearly Language Assessment Scales (LAS) administered by educational examiners help in determining when service is no longer needed.

2. Students in need of ELL services will receive instruction using one or more methods of ESOL instructional models and resources available in each setting.

3. Parents will be notified within 30 days of the start of a school year or within two weeks of placement for students not previously identified (Interpretation or translation must be provided if needed for all parent contact).

4. Parents will be informed of the reason for identification or placement which would be the score on the LAS or possibly on some other instrument for any student not previously identified. Instruments used could be the Student Oral Language Observation Matrix (SOLOM) or the Woodcock-Munoz Language Survey. Ultimately the Language Assessment Scales (LAS) must be used in the state of Missouri to determine the level of proficiency each year. Information must also reach parents on the following:
   - Achievement levels should be comparable or equivalent to the rest of the student population.
   - The language acquisition program can be provided by bilingual emersion, structured emersion, content based ESOL, resource ESOL, or pull out ESOL depending on situation and circumstance.
Method of instruction possibilities include team-teaching, sheltered classrooms, or resource classrooms which are familiar and commonly used for students with disabilities throughout the district.

- LEP students should approach grade level achievement with assistance, likely individual since numbers of students are far too few to serve in groups.
- Exit requirements of LEP service is determined by the student’s LAS score.
- The expected rate of transition for ELL and all students is 100% and the rate of graduation should be equivalent to the rest of the student population.
- If an ELL student is identified as having a learning disability, personnel providing ESOL service should sit on the IEP team and goals should not be determined any differently than an English speaking student.

5. The language census and service program will be provided to the Federal Programs administrator each year along with copies of parent notification letters.

Student Data
Language Minority (LM) refers to a student from a home or country where a language other than English is used. Limited English Proficient (LEP) refers to Language Minority students whose English proficiency is below grade level and thus require services. Twelve students at North Tech were identified as Language Minority in 2008-2009 with 2 of these in the second year of monitoring after having been released from LEP services. Students who require monitoring attend North Tech only for their program instruction. Of 10 Language Minority Students at North Tech, five were identified as in need of and receiving LEP services in 2007-2008 (1 full-time, 4 half-time) and 1 full-time student was identified in 2006-2007.

Fifty-five students at South Tech were identified as Language Minority in 2008-2009 with 1 student in the first year of monitoring, 7 in the second year of monitoring and 5 receiving services at their sending schools. All South Tech students attend only for their program instruction. Sixty-five students were identified as Language Minority at South Tech in 2007-08 with 7 receiving services, 1 of which was full time. In 2006-07 of 57 Language Minority students, 8 were on monitoring and 6 received service of which one was full time. Students for whom services are required at South Tech are being monitored by a certificated ELL teacher. Contact has been made with the designated ELL staff member at each of these student’s sending schools and each student has also been in conference with this teacher. Each student’s program instructor at South Tech has been informed about the student in their class who receives ELL and will contact the ELL teacher with any problems or change in student performance. The ELL teacher will also check with the program instructors regularly about ongoing student performance in class. Additional service will be provided when needed. This may be done in a small group setting or individually depending on the circumstance and students involved. Students for whom monitoring is required are being monitored by their program instructors, the ELL teacher and/or their assigned counselor at the Tech School.
No students in the Special Education Schools have been identified as requiring service from 2006-07 through 2008-09. However, there are currently 6 Language Minority students enrolled for the 2008-2009 school year. This number is down from 2007-2008 when 49 students were identified as Language Minority.

V. Summary

Strengths
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- Procedures are in place to provide needed services, monitor progress and intervene as needed.

Concerns
- Fewer students are being identified as requiring LEP services in SSD schools.

Recommendations
- Continue strong identification and assessment process.
- Consider LEP enrollment and service needs in making personnel decisions and determining professional development needs.

VI. Action Plan for Recommendations as A Result of Program Evaluation

Person responsible to champion action plan: Don Hosutt

Timeframe for reporting updates to Board of Education: Bi-Annually

Signature of Administrator Responsible for Chairing Evaluation

Date:_____

Appendix A

Board Policy: Programs for English Language Learners
The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District will take appropriate action to rectify the English language deficiency in order to provide the student equal access to all programs.

Definitions

*Language Minority (LM)* Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student’s language background and not on proficiency.

*Limited English Proficiency (LEP)* Refers to proficiency in reading, writing, listening or speaking English that is below grade and age level peers. Limited English proficiency is based on the assessment of a student’s English language proficiency.

*English Language Learner* Refers to an LM student with limited English proficiency.

*English for Speakers of Other Languages (ESOL)* Refers to an instructional approach that can include structured ESOL immersion. Content-based ESOL and pull-out ESOL instruction.

1. Structured ESOL immersion involved a bilingual teacher and a self-contained classroom.
2. Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.
3. Pull-out ESOL periodically removes students from the regular classroom for instruction in English.

*Bilingual Education* Refers to an instructional approach that explicitly includes the student’s native language in instruction. This approach requires an instructor fluent in the student’s native language and proficient in content areas and is often used where many ELL students share the same language and where qualified bilingual teachers are available.

*Child* Refers to any individual age 3 to 21.

*Parent* Refers to parents, legal guardians, or persons otherwise responsible for the child.

*Language Instruction Education Program* Refers to an instructional course in which an ELL child is placed for the purpose of developing and attaining English proficiency while meeting challenging state academic achievement standards as required by law. The program may make instructional use of both English and a child’s native language and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

The District’s coordinator for ELL programs is the Administrator for Student Services in the Technical Division. The Board directs the coordinator to develop and implement language instruction programs that:

1. Identify LM students through the use of a Student Home Language survey. The building administrator will develop procedures to ensure that all new and currently enrolled students complete a Home Language survey.
2. Identify LM students who are also English language learners. Any student who indicates the use of a language
other than English will be assessed for English proficiency using the state-provided assessment instrument.

3. Determine the appropriate instructional environment for ELL students.

4. Annually assess the English proficiency of ELL students and monitor their progress, in order to determine their readiness for a mainstream classroom environment.

5. Provide parents with notice of and information regarding the instructional program, as required by law. Encourage parental involvement and regularly apprise parents of their child’s progress.

Adopted: March 13, 2001
      May 27, 2003
      February 27, 2007

Revised: May 26, 2009

Cross Refs: AC, Prohibition Against Illegal Discrimination and Harassment
CGC, State and Federal Programs Administration
IGBC, Parent/Family Involvement in Instructional and Other Programs
IGBCB, Programs for Migrant Students

Legal Refs: Title VI, Civil Rights Act of 1964, 42 U.S.C. Section 2000d
Equal Ed. Opportunities Act, 20 U.S.C. Section 1703(f)
English Language Acquisition, Language Enhancement and Academic Achievement Act, 20 U.S.C. §§ 6811–6871
34 C.F.R. Part 100
Castaneda v. Pickard, 648 F.2d 989 (5th Cir. 1981)
Appendix B

Student Home Language/Migrant Survey
ELL/ESOL
Standard Program Evaluation

Student Home Language/ Migrant Survey

Student’s name____________________________________Date______________________________
School______________________________________________________________________________

Person Completing Survey:
___Mother___Father___Student___Guardian___Other (Specify) __________

Circle the best answer to each question and provide additional information:

1. Was English the first language learned by the student?           No  Yes

2. Can the student speak a language other that English?           No  Yes

3. Is any language other that English used at home?            No  Yes

4. Which language does student use most often with friends?       English   Other__________

5. Which language does student use most often with parents?        English   Other__________

6. Which language does student use most often with other relatives? English   Other__________

7. Have you attended school in a country other than the U.S.?  No           Yes
   If yes, how long / what grades? ___________________________

8. Have you attended another school in the U.S.?                              No    Yes
   If yes, where and how long?  _____________________________

9. Have you attended another school in Missouri?                      No    Yes
   If yes, where and how long?  _____________________________

10. In the last 3 years or currently, have student or parent(s) been employed in temporary, seasonal, or agricultural activities including any of the following:
    • Feeding or process poultry, beef, hogs   No          Yes
    • Gathering eggs or working in hatcheries        No          Yes
    • Working on a dairy farm or a catfish farm  No    Yes

11. Please provide any other related information that would help the school (for example, referral to Gifted or Special Education Programs in prior schools):
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________