



# Limited English Proficiency Standard Program Evaluation

---

## Program Evaluation Question(s)

“Are ELL students appropriately identified, served and making progress in the program?”

### I. Program/Service Information

1. Name of Program or Services:

English Language Learner [Also referred to as: Limited English Proficient (LEP), English as a Second Language (ESOL) and/or Language Minority (LM)]

2. Personnel Responsible for Evaluation and Program (list):

Randy Dillon, Director of Technical Education  
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  
Debbie Younce, 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

3. Demographic Description of Program:

Location(s): North Tech and South Tech  
Number of staff: 4: 2 Instructional and 2 Support  
Students Identified: 8  
Students Receiving Services: 2  
Length of program/service: Varies according to need

4. Date of Evaluation (Year/Duration):

July 1, 2006 – June 30, 2007



# Limited English Proficiency Standard Program Evaluation

---

5. Goal/Objective of Program/Services:  
To provide assessment, remediation and transition services to LEP students.
  
6. Brief description of relationship between program goals, CSIP and MSIP Standards:  
LEP assessments and services are required as an MSIP 7.7 criteria. The services are directly related to CSIP Goal 1 dealing with the ability of the student to achieve progress in an academic and/or technical program, as well as impacting issues such as attendance, discipline, drop-out and placement.

## II. Evaluation Criteria for Programs/Services Offered (check type utilized)

Staff perception\_\_  
Assessment statistics   x    
Financial data\_\_  
Attendance rate   x    
Dropout rate\_\_  
Suspension rate\_\_  
Expulsion rates\_\_  
Participation rate in co-curricular/extracurricular\_\_  
College/vocational attrition rates\_\_  
Student attitude and interest survey   x    
Longitudinal performance data\_\_  
Achievement data   x    
Perception data\_\_  
IEPs\_\_  
Movement to LRE\_\_  
Other (list): MACII and Woodcock Munoz

## III. Description of Stakeholders Engagement in Program Evaluation:

Don Hosutt provides data on Admissions activities related to identification of prospective LEP students and placement. Martha Garrett monitors Core Data information related to LEP students. Leigh Roberts and Kirsta Armstead, Assessment Facilitators at South Tech and North Tech, respectively, administer the MACII and Woodcock Munoz . Guidance counselors at each building schedule services and provide data on intervention services provided to students. Mary Lee Burlemann monitors the administration of the MACII tests to potential ELL students. Pat Waddle, English teacher at South Tech, is certificated in ELL and provides intervention and support services as needed. Alma Atkins, Spanish teacher at North Tech, also provides services as appropriate.



# Limited English Proficiency Standard Program Evaluation

---

## IV. Results

### 1. Strengths of program/service

Qualified faculty members at both North Tech and South Tech are available to provide LEP services. Assessment measures are in place in the admissions process to identify potential LEP students and to ascertain if eligible students are receiving services in the partner district. Guidance counselors are aware of, and attentive to, the needs of LEP students who attend full-day as well as those half-day students who require services in partner district schools. Both full-day and half-day students are progressing in their academic and technical studies. Several recommendations from the 2005 Program Evaluation have been implemented. The primary responsibility for LEP has been assumed by the Technical Education Division. Home Language Surveys are being obtained from potential LEP students by the Admissions Representatives and LEP services at partner district schools are being requested. The Woodcock Munoz Language Survey has been adopted and is being used. The MACII continues to be the primary instrument used in assessing the need for LEP services. SOLOM does not appear to be a necessary exit assessment since the MAC II serves the same purpose.

### 2. Concerns regarding program/service

There are increasingly fewer students identified as requiring LEP services, which may result in fiscally non-efficient staffing decisions. Since only two students, one each at North Tech and South Tech, are receiving services, recommendations for training all staff have not been implemented. Due to the low numbers, specific data regarding grades, attendance, discipline, cannot be publicly disclosed. Six Special Education students, 4 at Litzinger and 2 at Neuwoehner, have been identified as Language Minority (LM), but are not receiving LEP services, based on assessment of Special Education staff.

### 3. Recommendations regarding program/service

- a. Continue strong identification process.
- b. Continue using the MACII test as prescribed by DESE.
- c. Use the Woodcock Munoz test as necessary in Special Education.
- d. Consider LEP needs in making personnel decisions.
- e. Consider financial support for professional development of LEP staff.



# Limited English Proficiency Standard Program Evaluation

---

Person responsible to champion action plan:

Don Hosutt, Administrator of Student Services, Technical Education

Timeframe for reporting updates to Board of Education:

Bi-annual with Standard Evaluation every two years.

\_\_\_\_\_ Date: March 21, 2007

**Signature of Administrator Responsible for Chairing Evaluation**



# Limited English Proficiency Standard Program Evaluation

---

## Appendices:

- A: English Language Learners: Definitions and Identification
- B: Board Policy IGBC
- C: Student Home Language/Migrant Survey
- D: Identifying LEP and LM Students
- E: Recommendations of LEP Program Evaluation, March 4, 2005



# Limited English Proficiency Standard Program Evaluation

---

Appendix A

English Language Learners: Definitions and Identification



# Limited English Proficiency Standard Program Evaluation

---

## ENGLISH LANGUAGE LEARNERS

### Definitions

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

*English Language Learners (ELL)* is the newest term being used instead of *Limited English Proficient (LEP)* referring to an LM student whose proficiency in reading, writing, listening to or speaking English is below that of grade- or age-level peers.

*English as a Second Language (ESL)*: Refers to an academic program for those with limited English proficiency. ESL is used synonymously with ESOL.

### Identification

Upon enrollment into one of Special School District's Technical High Schools, component districts are asked to complete a Technical High School Program application (See Appendix 5-3 North-South Technical Program Application). On this application the home school counselor is asked to identify English Language Learners.

Students attending one of the Special School District's technical high schools either attend full day or half day with the other portion of the day being spent in their home school. English Language Learners requiring extensive services may access these at their home school and still enroll in a vocational/technical program for half day. Service will be provided students during their vocational/technical program as needed. The program staff will implement recommendations to address the students' instructional needs relating to English Language Learners.

Service provided English Language Learners at the technical high schools is content-based ESL instruction with peer tutoring. Content-based ESL instruction is the least restrictive and typically the best approach for secondary students (Chamot, 1994). South Tech, English Language Learners may be placed in a 35-minute study hall with an ESL instructor who provides additional assistance with content material.

Students receiving these services are assessed for progress in a variety of ways. Progress reports and report cards are monitored. The MAC II, which is an assessment of English language ability, is administered on an annual basis. SOLOM is an assessment, which may be used to identify a student's need for service and evaluate progress. PASSKEY is an assessment program designed to help sophomores gain proficiency in academic areas. Staff monitors PASSKEY levels. WORKKEYS, which are pre-tests given juniors to determine current skill level, are also monitored. Post-testing is done with seniors to validate skill achievement.



# **Limited English Proficiency Standard Program Evaluation**

---

English Language Learners receive services until they exit high school or a team that includes program staff members determines services are no longer needed based on teacher observations, anecdotal records, writing samples, informal reading assessments, and successful mastery of content curriculum.



# Limited English Proficiency Standard Program Evaluation

---

Appendix B: Board Policy IGBC

Parent/Family Involvement in Instructional and Other Programs



# Limited English Proficiency Standard Program Evaluation

---

Policy: IGBC

## Parent/Family Involvement in Instructional and Other Programs

The Board believes that the education of each student is a responsibility shared by the school as well as the family. The Board believes that parents and families of all economic, racial and ethnic, cultural, and educational backgrounds can have positive effects on their children's learning. The Board recognizes the importance of eliminating barriers that impede parent and family involvement to facilitate an environment that encourages collaboration with parents and families and community.

The District provides for parent and family involvement for all of its students through the Parent Advisory Council (PAC) as required by Missouri statute. In addition, the Board recognizes the special importance of parent involvement to the success of its Title I program, Migrant Education Program (MEP), and Limited English Proficiency (LEP), Safe and Drug-Free Schools and Communities (SDFSC) and Innovative (Title V) programs.

The Board supports the development, implementation and regular evaluation of a parent and family involvement plan that includes the following six (6) elements and goals:

- 1) Promote regular, two-way, meaningful communication between home and school  
Examples: personal visits beyond parent/teacher conferences, electronic/telephone contact, use of translators
- 2) Promote and support responsible parenting  
Examples: parenting workshops, parent resource centers, parent support groups
- 3) Recognize the fact that parents and families play an integral role in assisting their children to learn  
Examples: parent curriculum night, family literacy programs, post-secondary planning activities, access to instructional materials
- 4) Promote a safe and open atmosphere for parents and families to visit the school that their children attend and actively solicit parent and family support and assistance for school programs  
Examples: training of volunteers and staff, family activities at school, identifying parent volunteer opportunities in and out of school
- 5) Include parents as full partners in decisions affecting their children and families  
Examples: shared parent and teacher expertise on individual students, student academic planning, advisory councils (e.g., technology, nutrition/wellness), parent leadership development



# Limited English Proficiency Standard Program Evaluation

---

- 6) Use available community resources to strengthen and promote school programs, family practices, and the achievement of students  
Examples: utilize the knowledge and skills of community agencies, senior citizens, retired teachers, and veterans; encourage education-friendly practices in local businesses; parent information centers; identify links to current, quality resources

The Board is committed to professional development opportunities for district staff and leadership to enhance understanding of effective parent and family involvement strategies. The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parent and family participation.

Parents and families will be included in the annual evaluation of the content and impact of this policy. The evaluation will be used to improve and/or create practices to enhance parent and family involvement.

## **Title I.A Improving the Academic Achievement of the Disadvantaged Parent Involvement**

### **1. District Policy**

Pursuant to federal law, the district and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement policy. This policy will describe how the agency will accomplish the following:

- Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
- Involve parents in the process of program evaluation and review of achievement data
- Assist Title I schools to plan and implement more effective parent involvement activities that will result in improved student and school performance
- Achieve coordination with other existing parent involvement programs
- Conduct with parents an annual evaluation of this policy's content and effectiveness in improving academic performance, including identifying and alleviating barriers to greater parent participation (especially those who are economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The district will use the findings of such evaluation to design strategies for more effective parent involvement and to revise, if necessary, the parent involvement policies.
- Build the schools' and parents' capacity for strong parent involvement and involve parents in the activities of the schools served.



# Limited English Proficiency Standard Program Evaluation

---

## 2. School Policy

Each Title I building must jointly develop with and distribute to parents of participating children a written parent involvement plan. The plan will be updated periodically to meet the changing needs of parents and the school and be in a format and language readily understood by parents and district personnel. Existing building plans will be revised to meet the federal policy as required.

The written plan will include strategies for parent involvement, shared responsibilities for high student achievement, and expanding opportunities for parent involvement.

To the extent that is practical, the district and its schools will provide full opportunities for the participation of LEP parents, parents with disabilities, and migrant parents. Facilities used for parent involvement activities will be accessible to all parents. To allow greater parent participation, Title I funds may be used, if needed, for transportation to the activities and for child care.

### **Title I.C Migrant Education Program (MEP) Parent Involvement**

Parent Involvement is required and generally follows the same guidelines as for Title I.A. The district will follow all federal policy regarding parent involvement for families that qualify for the MEP. The district will disseminate information about the program to the parents of the children to be served, as well as to the general public. If parents are limited English proficient, information will be disseminated in their native language if possible.

### **Title III Limited English Proficiency (LEP) Parent Involvement**

The district will inform parents of a child identified for participation in a language instruction educational program supported by Title III not later than 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the district will inform parents within two weeks of the child's placement in such a program. Parents will be informed about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the Show-Me standards. In addition the district will follow federal policy guidelines on informing parents about their child's LEP program and services, as well as their parental rights.

Parents of children participating in a Title III program will be given notice of any failure of the program to make progress on the annual measurable achievement objectives described in the program. This notice will be provided no later than 30 days after this failure occurs. The required notices described will be provided in an understandable and uniform format and, to the extent practical, in a language that the parent can understand.



# Limited English Proficiency Standard Program Evaluation

---

## **Title IV Safe and Drug-Free Schools and Communities (SDFSC)**

On an ongoing basis, the district will consult with parents and other community members with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals) in order to develop its application and to seek advice regarding how best to coordinate activities with other related strategies, programs, and activities being conducted in the community.

Based on the performance measures, the program or activity will undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools being served. The results of such evaluation will be used to refine, improve, and strengthen the program, and to refine the performance measures. In addition, the results will be made available to the public upon request, with public notice that results can be obtained.

The district will make a reasonable effort to inform parents or guardians of students of the contents of programs or activities funded through SDFSC. The district will withdraw a student from any program or activity supported with SDFSC funds upon written request from the parents or legal guardians of students.

## **Title V.A Innovative Programs Parent Involvement**

The district will engage in and document systematic consultation with parents of students (not including those parents employed by the school district), teachers, administrators, and other local groups deemed appropriate in planning for use of the district's Title V funds.

Adopted: April 9, 1996  
April 24, 2001  
May 27, 2003

Cross Refs.: CGC — State and Federal Programs Administration  
IA — Instructional Goals/Priority Objectives  
IGBCA — Programs for Homeless Students  
IGBCB — Programs for Migrant Students  
IGBH — Programs for Limited English Proficient/Language Minority Students  
IK - Academic Achievement  
JHC — Student Health Services and Requirements  
JHDA — Surveying, Analyzing or Evaluating Students  
KI — Public Solicitations/Advertising in District Facilities  
KL — Public Complaints

Legal Refs.: §610.010-.028 — RSMo.  
PL 107-110, No Child Left Behind Act of 2001.  
20 U.S.O §1232h, General Education Provisions Act.



# Limited English Proficiency Standard Program Evaluation

---

Appendix C: Student Home Language/Migrant Survey



# Limited English Proficiency 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 you learned? No Yes
2. Can you speak a language other than English? No Yes
3. Is my language other than English used at home? No Yes
4. Which language do you use most often with friends? English Other \_
5. Which language do you use most often with you parents? English Other \_
6. Which language do you use most often with other relatives? English Other \_
7. Have you attended school in a country other than the U.S.? No Yes (How long/ what grades)
8. Have you attended another school in the U.S.? No Yes (Where and how long?)
9. Have you attended another school in Missouri? No Yes (Where and how long?)
10. In the last 3 years or currently, have you or your parent(s) been employed in:  
temporary, seasonal, or agricultural activities including any of the following:
  - Feeding or process poultry, beef, hogs
  - Gathering eggs or working in hatcheries
  - 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):

---



---



---



---



# Limited English Proficiency Standard Program Evaluation

---

Appendix D: Identifying LEP and LM Students



# Limited English Proficiency Standard Program Evaluation

---

## IDENTIFYING LEP AND LM STUDENTS

### Admissions:

- Application indicates LEP — Contact the home school guidance counselor to obtain copy of plan
  - If there is a plan, that application should go to Instructional Facilitators for review
  - If there is no plan, application should be changed to reflect Language Minority (LM)
- During the interview, there is a suspicion that the student does not speak fluent English or understand English — Contact the home school guidance counselor regarding concern

### Technical Schools:

- Administer English Language Survey at beginning of school year
  - If student indicates that English was not the first language learned or that another language is used at home, with friends, parents or relatives, students will be listed in SIS as Language Minority
- A list of LM students will be generated and sent to Shop/Academic teachers, asking them to identify any student that is having difficulty due to poor language skills
  - If a student is identified, the MAC II or Woodcock Muno 2 may be administered to rate language proficiency
- Further testing using an instrument such as the Language Assessment Scales or the MAC II will be given to determine language proficiency and the need for LEP services



# Limited English Proficiency Standard Program Evaluation

---

Appendix E: Recommendations of the LEP Program Evaluation  
March 4, 2005



# Limited English Proficiency Standard Program Evaluation

---

## CHAPTER VI

### RECOMMENDATIONS

#### Process for Recommendation Development:

The Steering Committee met to analyze the program evaluation data and formulate recommendations. The recommendations were then presented to the Work Group for input and feedback.

#### Overview:

The recommendations have been placed into four categories. These categories are Student Assessment, Instructional Services, Training and Program Monitoring. There are a number of recommendations in each category. Some categories have subheadings in order to clearly address each area.

#### Student Assessment

1. Identification of students requiring LEP services.
  - a. Obtain a Home Language Survey and any records of LEP services from the home school.
  
2. Assessment of students to determine if services are appropriate.
  - a. Use the SOLOM to determine if services are required.
  - b. Use the Woodcock Munoz Language Survey to determine level of language proficiency
  - c. Use an alternate assessment such as open-ended questions, writing samples, grades and teacher observation.
  
3. Transition for students exiting from services.
  - a. Administer the Student Oral Language Observation Matrix (SOLOM) to determine exit eligibility.
  - b. Use performance on Missouri Language Learning Assessment (MAC II)
  - c. Use alternate assessments such as open-ended questions, writing samples, grades, and teacher observation.



# Limited English Proficiency Standard Program Evaluation

---

## Instructional Services

1. Consider a team-taught approach for specific learning strategies and individualized instruction.
2. Consider implementing a peer-mentoring program during the academic network period.
3. Increase parental involvement

## Training

1. Provide cultural awareness training for all staff.
2. Provide training of strategies for instructing multilingual students for all staff.

## Program Monitoring

1. Assign a person in the Technical Division to oversee the LEP program since the students who qualify for LEP all attend the technical schools.

## Limitations of the Program Evaluation

There were several limitations to this program evaluation. The first of which was the small population and limited information available to the committee. Special School District serves a very limited number of students with Limited English Proficiency; therefore there was little to no historical information to consider. A second limitation was that the staff member chairing the program evaluation has limited technical school involvement. Since the program evaluation focused primarily on the technical high school, a technical school administrator is recommended to chair the program evaluation in the future.

