Lau Plan

1. **Definition of English Language Learners**
    a. The Whitley County Board of Education (WCBOE) defines English Language Learners (ELLs) as those students whose primary language is a language other than English. ELLs are an extremely diverse group of students, representing hundreds of language backgrounds and nationalities (including many born in the U.S.). An ELL student may be from any grade, academic proficiency, or socioeconomic level in our society. The only characteristics shared by all ELLs are a lack of English proficiency and the need for linguistic support to help them access opportunities, both academic and otherwise, in schools where English is the language of instruction.

2. **Legal Foundation**
    a. The Whitley County Board of Education (WCBOE) takes several measures to ensure compliance with federal legislation regarding students determined to be English language learners (ELL), migrant/immigrant students, and/or refugee students. WCBOE prohibits discrimination based on national origin (Title VI of the Civil Rights Act of 1964). WCBOE holds itself to strong accountability measures for the education of all children and for certain provisions specific to ELL students, especially under Titles I and III of the No Child Left Behind (NCLB) Act of 2001. WCBOE takes appropriate steps to provide the same access to curriculum, instruction, and materials for ELL students as is provided to English dominant students [Equal Education Opportunities Act of 1974; Lau vs. Nichols (1974)]. WCBOE ensures that all students are appropriately served, including any students who may not be documented as legal immigrants [Plyler vs. Doe (1981)]. In accordance with the above stated goals, the WCBOE lays out a sound educational theory including effective implementation of an appropriate program; assurance that the program is working through an evaluation; and subsequent program modification to meet these requirements [Castañeda vs. Pickard (1981)]. Furthermore, WCBOE ensures that all language minority students be assessed for fluency, that parents be provided school information in a language they understand, and that schools assure that instruction to ELL students is carried out by qualified staff [Office of Civil Rights Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited English Proficiency (1991)].

    b. Committee to Implement WCBOE Lau Plan (ELL Plan)
        i. The WCBOE forms district-level and school-level committees to implement the district's ELL plan across the district and at each individual school, respectively. These committees are established to advise on identifying, serving, assessing, and eventually exiting an ELL from a language support system. They also serve to notify parents about upcoming testing. The committee meets on a regular basis to monitor the language and academic progress of ELL students, including those who may have exited the program. The committees may also meet with the entire school staff to inform them of their observations and recommendations for meeting the ELL needs.

        ii. The district-level committee recommends revisions to the WCBOE Lau Plan as needed; these revisions are eventually re-submitted for approval. This committee may consist of district-level administrators and support staff, school-level administrators, ESL teachers, and content-area teachers. The school-level committees may consist of an

administrator, a guidance counselor, academic content teachers, ESL teachers, and tutor or translator, if there is one. Some members may be temporary, rotating, or ongoing.

3. Educational Theory and Approach

a. WCBOE employs the Sheltered English Instruction method to instruct and meet the academic needs of ELLs. Sheltered English Instruction is an instructional approach used to make academic instruction in English understandable to ELL students. Sheltered English instruction is an instructional approach that engages ELLs in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level. The success of sheltered English instruction depends largely on two integrated factors. First, the teacher must provide modified instruction in English without oversimplifying the content. All students, including ELLs, are held to the same high expectations of achievement and must demonstrate that they meet content standards. Second, to avoid fossilization of language skills at the conversation level, the teacher must engage the student in a constant, concerted effort to develop and enhance academic language. In other words, teachers must first simplify their discourse to make class content comprehensible and then gradually make their language more complex, without sacrificing the quality of instruction or depth of comprehension in the process [(https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/sheltered-instruction-effective); Echevarria, J., Vogt, M., & Short, D.J. (2004). Making content comprehensible for English learners: The SIOP model (2nd ed.). Boston: Pearson].

4. Student Assessments

a. WCBOE is committed to ensuring that assessments for entry into a language support system are based on several criteria rather than a single test. Multiple sources are reviewed to assure authentic assessment information. These sources may include student writing samples, portfolios, exhibitions, demonstrations, oral interviews, and other assessment formats solicited from teachers and colleagues.

b. Student Identification and Placement

    i. In accordance with ESSA 3113(b)(2) WCBOE establishes a standardized entrance and exit procedure for ELLs. These procedures are applied consistently across the district and are consistent with federal civil rights obligations under Title VI. Under ESSA 1112(e)(3)(D) WCBOE does not base any part of the EL identification process on the basis of a surname or language-minority status.

    ii. In Kentucky, all local school districts are required to administer a Home Language Survey (HLS) to all students enrolled in the district as a first screening process to identify potential English learner students (703 KAR 5:070). Under federal guidance, the HLS must not include any questions which would be considered to have a "chilling effect" and thereby discourage enrollment and/or attendance. This includes questions regarding immigration status, date the child first entered the U.S., etc. Information such as a child's Social Security Number (SSN) cannot be required for enrollment (Plyler v. Doe, 1982). WCBOE ensures that parents of ELL students are made aware that, if a

district enrollment form asks for the SSN, providing this information is voluntary. The HLS employed by WCBOE is based on four questions and if needed, translations or oral interpreters provided at no expense to the families.

The four questions are:
- What is the language most frequently spoken at home?
- Which language did your child learn when he/she first began to talk?
- What language does your child most frequently speak at home?
- What language do you most frequently speak to your child?

c. ELL Identification Process
   i.   The HLS is given to all students upon enrollment.
        1. HLS responses are reviewed. If any of the answers on the HLS are a language other than English, the student is a "potential ELL" and will need to be assessed.

   ii. Kentucky uses WIDA screener assessments to determine the English language proficiency of students who have been identified as potential ELL students based on the HLS. WIDA screeners are flexible, on-demand assessments that can be administered at any time during the school year. Kindergarten students are screened using the Kindergarten W-APT and students in grades 1-12 are screened using the WIDA Screener Online.

   iii. If the student is in Kindergarten, the W-APT for Kindergarten will be administered. If the student is in grades 1-12, the WIDA Screener Online will be administered.

   iv. If the student in grades 1-12 scores a 4.5 overall composite on the WIDA Screener Online, the student is identified as Initially Fully English Proficient (IFEP). Students in grades 1-12 identified as IFEP will not take the ACCESS for ELLs assessment. If the student in grades 1-12 scores below a 4.5 overall composite, the students is identified as an ELL.

   v.   A Kindergarten student who has taken the W-APT test must be enrolled as an ELL student, regardless of the W-APT score results. Although parents may decline ELL services, Kindergarten students may not exit ELL status until receiving a 4.5 overall composite score on the ACCESS for ELLs test in the first grade.

   vi. If all responses on the HLS are "English", no additional action needs to be taken. The student is not considered an ELL.

d. Annual Assessment
   i.   ESSA 1111(b)(2)(G) requires districts to assess the English proficiency of all ELL students on an annual basis. WIDA provides Kentucky with the annual assessment known as ACCESS for ELLs 2.0. In Kentucky, this test is given to all ELs during the annual testing window, typically from the beginning of January through early February. Any student identified as an ELL must take the ACCESS test, including ELLs not receiving services. An ELL student will participate in the annual ELP assessment until meeting the state exit criteria requirements.

ii. The Alternate ACCESS, sometimes referred to as Alt ACCESS, is a large-print, paper-based test individually administered to ELLs in grades 1-12 with significant cognitive disabilities which prevent them from meaningfully participating in the traditional ACCESS for ELLs. The Alternate ACCESS meets U.S. federal requirements under both the Individuals with Disabilities in Education Act of 2004 (IDEA) as well as the ESSA for monitoring and reporting ELLs' progress toward English language proficiency.

e. Student Exit Criteria
    i. In order to exit from the ELL program in the state of Kentucky, a student must achieve a score of 4.5 or higher Overall Composite Proficiency Level on a Tier B or a Tier C ACCESS for ELLS® 2.0 as a student in the first grade or above. Students cannot exit in Tier A. Students taking the Alternate ACCESS for ELLs must score a P2 or higher Overall Composite in order to exit EL status. The Program Exit Date will be June 30 of the school year in which the ELL student exits services.

5. **Instructional Plan**
    a. WCBOE ensures that an appropriate program and comprehensible academic studies are developed to accommodate ELL students' English proficiency level needs. Students receiving ELL services from the WCBOE must have a Program Service Plan (PSP) in place (Please refer to Appendix 1). WCBOE also maintains a folder for each student containing information related to the student's status as an ELL and details about their individual PSP. These folders are updated on a regular basis and contain the following documentation:
        i. Copy of the HLS
        ii. Initial English language proficiency assessment scoresheet (Kindergarten W-APT/WIDA Screener Online)
        iii. Copy of the parent notification letter containing the required information in ESSA 1112(e)(3)(A)
        iv. Level of academic achievement (e.g., report cards, midterms, etc.)
        v. Annual English language proficiency assessment scoresheet (ACCESS for ELLs 2.0)
        vi. The PSP which includes the following essential elements required by 703 KAR 5:070
        vii. The name and date of the English language proficiency assessment administered to determine a student's ELL status;
        viii. Specific accommodations to be implemented in instruction;
        ix. A list of the names of the PSP committee members who reviewed the documentation and made the decisions;
        x. The appropriate accommodations needed;
        xi. The signature of the principal of the appropriate school as an indication of approval for the described accommodations.

6. **Parental Involvement**
    a. Research states that home involvement with children's schools supports their achievement [Epstein, J. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan, 76*, 701-712]. Family involvement takes distinct forms for different communities, due to varied understandings of the roles that families play in school and the expectation for "involvement" as understood by school staff. Since other family members and individuals in communities often engage with schools on behalf of children.

b. WCBOE recognizes the need to expand the discussion beyond "parent" involvement. WCBOE focuses on the following equity issues that influence family access to schools:

Knowledge About Schools
  i. Families and communities have different perspectives on involvement in their children's schools due to:
      • Prior knowledge and expectations about schools;
      • Various levels of educational background and experience;
      • Confusion about roles in school involvement;
      • Lack of information about school, programs, policies and regulations.

  ii. WCBOE's Responses to Knowledge About Schools
      • WCBOE personnel will explore families' assumptions about schools;
      • WCBOE personnel will initiate contact with families and community members;
      • WCBOE personnel will clarify roles;
      • WCBOE personnel will generate ongoing partnerships.

Culture
  iii. Culture influences family and school. Exploring and understanding culture will help enhance teaching methods. Culture may be influenced by:
      • Misunderstood benefits of connecting students' home and school lives;
      • Cultural expectations;
      • Cultural bias;
      • Gender differences;
      • Intergenerational differences.

  iv. WCBOE's Responses to Culture
      • Increase knowledge about cultures;
      • Interview selected cultural informants to understand cultural expectations of school;
      • Learn about other cultures;
      • Explore cultural perspectives regarding gender;
      • Encourage interaction among generations.

Language
  v. Language affects families, communities, and schools, when individuals attempt to forge relationships with each other and collaborate, but do not communicate in the same language through the following factors:
      • Multiple languages in students' homes and community organizations;
      • Language acquisition;
      • Linguistic differences.

  vi. WCBOE's Responses to Language
      • Provide translation strategies;
      • Offer practical opportunities to encourage language acquisition;
      • Address the differences in languages.

Social Status in the Larger Community

    vii. Social status affects family and community access to schools through the following factors:
- Equal access;
- Community awareness/participation in the community.

    viii. WCBOE's Responses to Language
- Ensure that everyone may participate in decisions;
- Recognize the larger community.

7. Qualified Personnel

a. WCBOE provides the personnel necessary to effectively implement its ELL program. Necessary personnel may include teachers who are qualified to provide ELL services, core-content teachers who are highly qualified in their field as well as trained to support ELL students, and trained administrators who can evaluate these teachers. WCBOE provides adequate professional development and follow-up training in order to prepare ELL program teachers and administrators to implement the ELL program effectively. WCBOE ensures that administrators who evaluate ELL program staff are adequately trained to meaningfully evaluate whether ELL teachers are appropriately employing their training in the classroom in order for the ELL program model to successfully achieve its educational objectives.

b. WCBOE ensures that any and all ELL program, core-content, and special education teachers who instruct ELLs have the appropriate certification, licensure, and/or training to teach ELLs. Personnel whore are found to not hold appropriate certification, licensure, and/or training work to obtain it within a reasonable period of time. WCBOE provides guidance and monitoring to assist qualified teachers in delivering instruction to ELLs. All teachers employed by WCBOE who instruct ELLs demonstrate the skills necessary to effectively implement the ELL program. Additionally, WCBOE provides supplemental professional learning opportunities, when necessary, to ensure that the ELL program is implemented effectively. WCBOE ensures that all ELL program, core-content, and/or special education teachers who deliver instruction to ELLs with disabilities receive continuing education specifically related to teaching dually identified ELLs.

c. WCBOE ensures that all ELL services are adequately staffed with qualified ESL, bilingual, core-content, and/or special education teachers trained in ELL strategies, in order to meet ELLs' language and content needs. Principals or other administrative staff employed by WCBOE are tasked with evaluating ELL teachers certified and sufficiently trained in ELL strategies in order to meaningfully evaluate teachers who deliver instruction to ELLs. Many paraprofessionals employed by WCBOE are adequately trained to support ELLs, and work under the direct supervision of a qualified teacher.

8. Budget

a. Title III of the Elementary and Secondary Education Act (ESEA) is part of legislation enacted to ensure that ELLs, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. The purposes of Title III are:

i. To help ensure ELs attain English proficiency and develop high levels of academic achievement in English;

ii. To assist ELLs in achieving high levels in academic subjects so they can meet the same challenging academic standards all children are expected to meet;

iii. To assist in establishing, implementing, and sustaining effective programs designed to assist in teaching ELLs;

iv. To assist in the development and enhancement of the capacity to provide effective instructional programs designed to prepare ELLs to enter all-English instructional settings;

v. To promote parent, family, and community engagement in programs and services for ELLs.

b. WCBOE ensures that all Title III funds are used solely for:

i. Providing a language instruction educational program (LIEP) to increase ELLs' English language proficiency (ELP);

ii. Providing effective professional development;

iii. Providing and implementing other effective activities and strategies that enhance or supplement LIEPs for ELLs, which must include parent, family, and community engagement activities, and may include strategies that serve to coordinate and align related programs.

9. Monitoring Exited ELL Students

a. WCBOE monitors the academic progress of former ELL students who have been re-designated fully English proficient [(RFEP), please refer to Appendix 2]. The students must be monitored for four years after exiting from a language instruction program [ESSA 3121(a)(5)]. WCBOE's monitoring ensures that RFEP students are able to participate meaningfully in the regular classroom. After students have exited the ELL program, WCBOE monitors the academic progress of exited ELL students to ensure that:

i. students were not prematurely exited;

ii. any academic deficits they experienced as a result of participation in the ELL program have been alleviated;

iii. they are successfully participating in the regular academic program comparable to their never-ELL peers.

b. Designated instructional staff, such as English as a Second Language (ESL) staff or a guidance counselor, formally monitor the RFEP student's academic performance regularly. The information is documented in the student's records. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services are made available to the student. If an exited ELL is not progressing academically as expected and monitoring suggests a continuing language issue, WCBOE then re-tests the student's ELP with a valid, reliable, and grade-appropriate ELP assessment (WIDA MODEL) to see if the student should be provided additional ELL services. If reentered into ELL services, WCBOE documents the reasons and obtain the parent's consent to reenter the student into ELL services. WCBOE collects data on the academic performance of RFEP students for the duration of the four-year period. The sources of information collected may include:

i. records on length of time from entry in a US English speaking school to exit from ELL programs;

ii.   performance on standardized achievement tests;
iii.   grades in content area classes;
iv.   Grade Point Averages (GPAs);
v.   teacher observations;
vi.   parent observations and/or feedback;
vii.   meeting promotion and graduation requirements; and/or
viii.   graduation rates.

c.   In accordance with ESSA 3121(a)(5), WCBOE reports on the number and percentage of ELLs meeting the Kentucky academic standards for four years after students are no longer receiving Title III services. This data includes results on content assessments for reading/language arts, mathematics, and science and is disaggregated by English learners with disabilities. WCBOE also disaggregates data by year after exit date (e.g., 1st year, 2nd year) to ensure that any academic deficits incurred due to participation in a language assistance program are recouped.

d.   WCBOE uses the following guidelines to monitor the success of ELLs after they have exited the district's language instruction educational program (LIEP). Exited ELLs are also referred to as re-designated fully English proficient (RFEP) students or reclassified ELLs. These steps are used as a checklist to monitor the academic performance of RFEP students:
i.   Identify the staff person(s) who will be responsible for monitoring RFEP students.
ii.   Establish guidelines for how often the district will monitor RFEP students (e.g., weekly, quarterly, each semester) and determine the length of monitoring [minimum of four-years per ESSA 3121(a)(5)].
iii.   Identify the data the district will review to measure whether individual RFEP students are successful in the district's overall educational program (e.g., grades, test scores, teacher observations).
iv.   Identify methods or criteria the district will utilize to measure success of RFEP students in the district's education program (e.g., the district may review the grades, testing results, teacher feedback and other appropriate information to determine whether a RFEP student has meaningful access to the district's regular education program).
v.   Establish criteria for determining the source of a RFEP student's lack of success in the district's regular program including a plan to determine whether a lack of success is due to academic deficits incurred while the student was receiving language instruction services, the lack of English language proficiency, or other reasons.
vi.   Establish procedures, methods and services to be used by the district to provide assistance to RFEP students that experience lack of success due to academic deficits incurred while the student was receiving language instruction services.
vii.   Establish procedures to be used by the district to provide services and meet civil rights requirements if students' insufficient academic progress is due to lack of English language proficiency.
viii.   Determine procedures to provide appropriate communications to inform parents of RFEP students' progress during the four-year monitoring period.

10. Evaluating Program Effectiveness
a.   WCBOE will periodically evaluate of the ELL program. WCBOE shall use the following outline based on the U.S. Department of Education's Office for Civil Rights' Web page "Developing Programs for English Language Learners," located at (http://www2.ed.gov/about/offices/list/ocr/ell/programeval.html.)

i.   **EL Program Implementation Information**

Overview:

Following are questions to consider in collecting and maintaining information needed to determine whether all aspects of WCBOE's ELL program are being evaluated.

Questions to Ask About ELL Program Implementation:

1. Does the evaluation cover all procedural and service provision requirements set forth in the WCBOE's ELL plan, including:
    - the identification/screening process?
    - the student assessment process, including the annual ELP assessment?
    - the provision of ELL programs and services to all ELL students in ways that avoid the unnecessary segregation of ELL students?
    - the provision of qualified staff and resources consistent with ELL program design?
    - equal opportunities to participate meaningfully in programs and activities, whether curricular, co-curricular, or extracurricular?
    - following appropriate criteria for exiting students from ELL program services?
    - the implementation of monitoring practices for current ELL students, including opt-out ELLs, and former ELL students who have transitioned from ELL program services?

2. Is the information collected on each ELL program element being assessed with reference to the specific requirements of WCBOE's ELL plan? For example, when looking at the process for identifying potential ELL students, does the evaluation determine whether WCBOE has followed the established plan for identifying potential ELL students with a home language survey (HLS) and timely referral for an ELP assessment?

3. Does the evaluation determine whether staff are adequately trained and have followed applicable procedural and service requirements, including frequency, timeliness, and documentation to ensure no lapses in ELL services?

Possible Data Sources:
- file and record reviews (e.g., date of enrollment, HLS, assessment, placement, notice letter to ELL parent)
- staff interviews and surveys
- enrollment data in advanced, gifted, and special education courses; choice programs; extracurricular activities
- input from parents, student surveys, or focus group meetings
- grievances or complaints made to the district regarding program implementation, service delivery, or access to programs

ii. Staffing and Professional Learning
     Overview:
     The following questions will be helpful to ask to determine if school leaders and ELL program teachers are well prepared and effectively employing professional learning in the classroom to help ensure that ELL programs and services facilitate improved educational outcomes and English language development for ELLs.

     Questions to Ask About Staffing and Professional Learning:
     1. Do classroom teachers have the resources, skills and knowledge to address the needs of ELL students in their classroom?

     2. Are content teachers trained in specific methodologies to provide ELL students with meaningful access to the content?

     3. Does WCBOE provide adequate professional development and follow-up training in order to prepare ELL program teachers and administrators to implement the ELL program effectively?

     4. Are administrators who evaluate ELL program staff adequately trained to meaningfully evaluate whether ELL teachers are appropriately employing their training in the classroom?

     5. Does the school use mainly paraprofessionals to serve ELL students or teachers who are qualified to deliver ELL services?

     Possible Data Sources:
     - copies of required certifications, licenses or endorsements of teachers who instruct ELLs, including content-area certification, as appropriate
     - list of all paraprofessionals who work with ELLs and their qualifications to provide support to ELLs
     - classroom observations
     - class lists and description of how ELLs are placed in classes
     - topics, schedules, and participants at professional learning opportunities

iii. Student Performance Information: English Language Development
     Overview
     Following are questions that may be considered when evaluating the success of the ELL program in meeting English language development (ELD) goals.

     Questions to Ask About English Language Development Goals:
     1. Rate of English Language Development
        - Are ELL students acquiring English language skills in all four language domains (e.g., listening, speaking, reading, and writing) at a pace that is consistent with ELL program goals or expectations and with ELL students at comparable ages and initial ELP levels?
        - Is the rate of language development compatible with WCBOE's objectives for academic progress?

- Is the language progress of intermediate and advanced ELLs or ELLs with disabilities stagnating? If so, what supports are these ELLs receiving in addition to continued ELD instruction targeted to their language needs?

2. English Language Proficiency
   - How are ELL students performing in English language skills compared to WCBOE's goals and standards?
   - Are ELL students progressing in English language skills so they will be able to successfully manage regular coursework?
   - Do former ELL students, who no longer receive English language development services, continue to demonstrate English language skills that enable them to successfully manage regular coursework?

Possible Data Sources:
- performance on standardized achievement tests
- standardized language proficiency tests
- English oral, reading, and writing skills, as demonstrated by grades in language development courses
- year-to-year test scores
- teacher observation
- parental observations and feedback
- records on length of time from entry to exit from the program
- grades in core classes
- graduation rates

Note: Longitudinal data is especially important in evaluating the success of the ELL program with respect to whether ELLs attain English proficiency within a reasonable time period. Disaggregating data by current ELLs, former ELLs, and never ELLs is particularly useful for assessing whether the ELL programs enable ELLs to attain parity of participation in the standard program within a reasonable time period.

iv. Student Performance Information: Academic Content
Overview:
This area addresses whether ELL students are demonstrating progress in grade-level academic content and are not incurring irreparable academic deficits. The following are questions that may be appropriate to consider when evaluating program success in the area of academic performance.

Questions to Ask:
1. Rate of Academic Progress
   - Are ELL students receiving ELD services targeted to their language needs and progressing academically relative to ELL program goals or expectations?
   - Are ELL students learning grade-level core content in addition to English language development?
   - Are ELL students making sufficient academic progress in the core-content areas so that they are either at academic grade level or will be able to "catch up" academically within a reasonable period of time?

- Are middle and high school ELL students receiving meaningful access to courses needed to graduate on time?

2. Comparison to Other Students
    - Once ELL students have exited the ELL program and services, are they able to participate meaningfully in the standard curriculum comparable to their never-ELL peers?
    - How are ELL and former ELL students performing, over time, as compared to the academic performance of never-ELL students in core-content subjects and with respect to on-time graduation?
    - How do the percentages of current ELLs, former ELLs, and never-ELLs compare in special education, advanced courses, and extracurricular activities? Does such access differ by language background? If there is disproportionate participation, what are the barriers to participation? Are the barriers based on language needs or ELL status?
    - Are multiple measures used to assess the overall performance of current ELL and former ELL students in meeting the educational goals WCBOE has established for its ELL program?

Note: Longitudinal data is especially important in evaluating the success of each ELL program. Disaggregating academic performance data by current ELLs, former ELLs, and never ELLs is particularly useful for assessing whether the ELL program enables ELLs to attain parity of participation in the standard instructional program within a reasonable period of time.

Possible Data Sources:
- performance on standardized achievement tests
- year-to-year test scores
- teacher observation
- parental observations and feedback
- records on length of time from entry to exit from program, including the ELL student's ELP and age at the time of entry
- grades in core classes
- graduation and drop-out rates
- inclusion of ELL students in gifted and talented, as well as other special programs
- participation in extracurricular activities
- measures related to meeting state or local school reform goals

Note: Most data should already be available in student records. Are data collection and maintenance systems maintained to effectively support this portion of the evaluation? Are data systems maintained that permit ELL and former ELL students to be compared to never-ELL students?

v.   Analyzing the Information and Identifying Areas for Improvement
Overview:
This section provides information on analyzing the data collected and describes steps to consider in developing an action plan to address the findings from the evaluation. For illustrative purposes, the information is organized into three areas discussed below.

Questions to Ask:
1.   Review of Results—Findings and Conclusions
Following are questions that may be considered when compiling, organizing, and summarizing the information collected for each area where WCBOE is not meeting the educational goals it established:
   - Is each identified area of concern evaluated to determine why it arose and how it is interfering with program objectives?
   - Were adequate resources allocated to the area of concern?
   - Were the responsible staff adequately trained with respect to their duties?
   - Were goals and expectations realistic? Were goals and other program expectations adequately communicated?
   - Does the concern suggest the need to take another look at some aspect of the program design?
   - Are there any contributing factors, explanations, or reasons for each area of concern?
     Note that it may be convenient to organize a written summary of three basic components:
   - Goal or Standard—Describe program goal or standard where a concern has been identified.
   - Actual Outcome—Describe what the evaluation demonstrated with respect to shortcomings in achieving the desired goal or standard.
   - Contributing Factors—Describe factors and circumstances that may have influenced the outcome of the goal or standard (i.e., why was the outcome not as expected?)

2.   Planning and Designing Modifications and Improvements
The following questions relate to planning and designing corrective measures or improvements tailored to address the specific concerns identified, while promoting the overall success of the program:
   - Has a description of the changes been developed (e.g., What procedural and program modifications will be undertaken? Who is expected to be responsible for what? When will the changes be implemented?)
   - Has a description of the rationale and objective(s) been developed (e.g., What are the changes expected to accomplish? How will success be measured?)

3.   Implementing Program Changes
Once the planned modifications are developed, they can be put in place. Questions about implementation procedures may include:
   - Have all stakeholders (i.e., responsible and interested parties) been notified of any program changes?

- Has necessary training been identified? Have appropriate steps been put in place so that responsible persons understand expectations and are prepared to implement the changes as planned?

To facilitate the success of the program improvement process, you may wish to consider the following questions:
- Staff Responsibilities—Have staff been assigned specific responsibility for activities? Have the assigned staff been granted appropriate authority and have they been provided directions describing responsibilities and expected outcomes?
- Establishing Schedules—Has a schedule of due dates been established for key events, action steps, and expectations? Does the schedule provide for prompt actions to afford equal educational opportunities to ELL students?
- Follow-up, as Appropriate—Has an approach been established to ensure that the process moves forward as expected? Has a person been designated with overall responsibility for the process to ensure its effective implementation?

11. Adjunct Services
a. WCBOE ensures equal access for ELL students to the full range of district programs, including special education, Title I, gifted and talented programs, and nonacademic and extracurricular activities.

b. Core Curriculum
   i. When adapting instruction in the core curriculum, WCBOE provides ELL services that are age-appropriate and of equal rigor as non-ELL instruction. ELLs are placed in age-appropriate grade levels, which provide meaningful access to programs designed to help ELLs meet grade-level standards. WCBOE ensures that students in the ELL program are provided access to the same standard grade-level curriculum—or to a comparable curriculum, equally rigorous—as is offered to never-ELLs, while also providing appropriate language assistance strategies in core instruction. WCBOE ensures that all ELLs are integrated into school educational programs, extracurricular offerings, additional services, and the student body. WCBOE ensures that all ELLs have equal access to all school facilities (e.g., computer labs, science labs, cafeteria, gym, and library). Students in WCBOE's ELL program are assessed in the core-content areas with appropriate and reliable evaluations and testing methods.

   ii. In keeping with Common Core standards, WCBOE employs the following principles for teaching ELLs:
   - Instruction focuses on providing ELLs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.
   - Instruction leverages ELLs' home language(s), cultural assets, and prior knowledge.
   - Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
   - Instruction moves ELLs forward by taking into account their English proficiency level(s) and prior schooling experiences.

- Instruction fosters ELLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
- Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.

c. English Language Arts
   i. The Common Core State Standards for English language arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. To help ELLs meet standards in language arts, WCBOE ensures that they have access to:
      - Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;
      - Literacy-rich school environments where students are immersed in a variety of language experiences;
      - Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;
      - Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
      - Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
      - Ongoing assessment and feedback to guide learning;
      - Speakers of English who know the language well enough to provide ELLs with models and support.

d. Mathematics
   i. ELLs are capable of participating in mathematical discussions as they learn English. WCBOE ensures that mathematics instruction for ELLs draws on multiple resources and modes available in classrooms—such as objects, drawings, inscriptions, and gestures— as well as mathematical experiences outside of school. Mathematics instruction for ELLs employed by WCBOE address mathematical discourse and academic language. Personnel of WCBOE provide regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting, which is critical to the success of ELLs in mathematics.

e. Gifted and Talented
   i. WCBOE identifies all students, including ELLs, who can participate in gifted and talented education (GATE) or other specialized courses such as Advanced Placement (AP) or honors courses. WCBOE ensures that the GATE admission policies and practices do not limit ELLs' access to and participation in GATE. WCBOE monitors the extent to which ELLs and former ELLs are referred for and participate in GATE programs and AP and honors courses, as compared to their never-ELL peers.

f. Inclusive Environment
    i. WCBOE takes steps to create positive school climates that welcome diversity and that prevent and address inappropriate behaviors, such as bullying and harassment. Such positive steps include training staff, engaging families and community partners, and helping students develop social-emotional skills that include conflict resolution. As part of an inclusive school climate, WCBOE implements an educationally sound and effective ELL program and limits the degree of segregation of ELLs to what the program requires. WCBOE's ELL program does not segregate students on the basis of national origin or ELL status unless there is a program-related, educational justification for doing so. In addition, WCBOE does not keep ELL students in the ELL program for periods that are longer or shorter than necessary to achieve the program's educational goals. The degree of segregation is determined to be necessary to achieve the stated goals of the WCBOE ELL program and required by each student's level of English language proficiency (ELP) and his or her time and progress in the ELL program. Further, it is rarely justifiable to segregate ELL students from their non-ELL peers in subjects like physical education, art, music, or other activity periods (e.g., lunch, recess, assemblies, and extracurricular activities).

    ii. In accordance with federal protections against national origin discrimination, WCBOE strictly prohibits discrimination based on a person's national origin, race, color, religion, disability, sex, and familial status. Laws prohibiting national origin discrimination make it illegal to discriminate because of a person's birthplace, ancestry, culture or language. This means people cannot be denied equal opportunity because they or their family are from another country, because they have a name or accent associated with a national origin group, because they participate in certain customs associated with a national origin group, or because they are married to or associate with people of a certain national origin. All individuals who feel their civil rights regarding national origin or native language and education may have been violated by WCBOE should contact:
    U.S. Department of Justice
    Civil Rights Division
    Educational Opportunities Section, PHB
    950 Pennsylvania Avenue, NW
    Washington, D.C. 20530
    (202) 514-4092

    iii. Once an employ of WCBOE knows or should reasonably know of possible student-on-student harassment based on national origin, race, color, or religion; WCBOE must take immediate and appropriate action to investigate or otherwise determine what occurred. If harassment has occurred, WCBOE staff must take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment, and prevent its recurrence. These duties are school staff's responsibility even if the misconduct also is covered by the WCBOE anti-bullying policy and regardless of whether the student makes a complaint, asks WCBOE to take action, or identifies the harassment as a form of discrimination. A complaint of discrimination can be filed by anyone who believes that an institution under the supervision of WCBOE that receives federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age. The person or organization filing the complaint need not be a victim of the alleged discrimination but may complain on behalf of

another person or group. Information about how to file a complaint with the Office of Civil Rights (OCR).

g. ELLs with Disabilities
   i.   The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) address the rights of students with disabilities in school and other educational settings. If an ELL is suspected of having one or more disabilities, WCBOE evaluates the ELL promptly to determine if the ELL has a disability or disabilities and whether the ELL needs disability-related services (which are special education and related services under IDEA or regular or special education and related aids and services under Section 504). Disability evaluations are not delayed because of a student's limited English language proficiency (ELP) or the student's participation in a language instruction educational program (LIEP). Also, a student's ELP cannot be the basis for determining that a student has a disability.

h. ELLs Who "Opt Out" of Services
   i.   WCBOE ensures that parents have the right to opt their children out of ELL programs or particular ELL services. This decision is voluntary and is based on a full understanding of the ELL child's rights, the range of services available to the child, and the benefits of such services to the child. If a parent decides to opt his or her child out of ELL programs or particular ELL services, that child still retains his or her status as an ELL. WCBOE continues to monitor the English language proficiency (ELP) and academic progress of students who opt out of the ELL program and services. Monitoring methods used by WCBOE include a combination of performance data, such as information on assessment results, grades, courses taken, observations, attendance, and parent meeting notes, along with possible comparisons to other ELL students of similar ELP levels. Appropriate personnel analyze this information throughout the year and make recommendations based on the student's current ELP level and ability to perform at grade level. If a student does not demonstrate appropriate growth in ELP or maintain appropriate academic levels, WCBOE informs the parents in a language they understand and offer ELL services.

   ii.   WCBOE provides guidance in a language parents can understand to ensure that parents understand their child's rights, the range of ELL services that their child could receive, and the benefits of such services. This is to ensure that the parent's decision to opt out is knowing and voluntary. WCBOE provides written notification to parents of their children's recommended placement in the ELL program within 30 days of the start of the school year (or within two weeks for later-arriving students). The notification includes all of the statutorily-required elements, including the right to opt out. WCBOE retains appropriate documentation to demonstrate that a parent knowingly and voluntarily opted his or her ELL child out of the ELL program or particular ELL services. WCBOE notes that opting out of the ELL program or particular ELL services does not affect a student's ability to participate in any other programs or services, such as special education services.

12. Other Possible Considerations

    a. Other possible factors which are not specified or defined, but which may require consideration by WCBOE may include, but are not limited to:

        i.   Instructional space

        ii.   Student transportation

        iii.   Inclusion features

        iv.   Civil rights

        v.   Celebrations

        vi.   Peer support

        vii.   Community ESL advisory committee

        viii.   Mentoring

        ix.   Business sponsorships

Appendix 1
Program Service Plan (PSP) Template
Whitley County Program Service Plan (PSP)

Demographic Information

Student Name (Last, First, MI):   Student ID:

Current Address: Date of Birth:

Gender: ☐ Male ☐ Female   Language(s) listed on HLS:

Additional Information: ☐ Immigrant   ☐ Migrant   ☐ Refugee   ☐ Less than 3 years in U.S. school

Parent/Guardian Name (Last, First, MI):
Home Phone Number:
Work Phone Number:
Cell Phone Number:

Other Contact Name (Last, First, MI):
Relationship:
Home Phone Number
Work Phone Number
Cell Phone Number

Home/School communication to parent guardian requested in: ☐ English   ☐ Native language
                                                              ☐ Oral   ☐ Written

Academic History

Last grade completed:

☐ Interrupted education   ☐ Limited schooling   ☐ No formal schooling

If available, attach past academic data (report cards, standard assessments, etc.)

Language Proficiency Test Information

Initial Screener

Grade Level	Screener	Date	Score
☐ Kindergarten	W-APT		
☐ Grades 1-12	WIDA Screener Online (W-APT if before July 2017)		

Attach copy of HLS and score report to PSP

Annual Language Proficiency Assessment Information
Enter scores for each time student takes the ACCESS for ELLs 2.0 assessment

Date of Test	Listening Score	Speaking Score	Reading Score	Writing Score	Oral Score	Literacy Score	Comprehension Score	Overall Score

Participation in the State-required Assessment and Accountability System

Date of entry to an English-speaking school:

Student will participate in:

☐ Annual English Language Proficiency Assessment (ACCESS)

☐ State-required Assessment and Accountability Program: ☐ Participation only ☐ K-PREP accountable

☐ Accommodations will be provided:

Check Accommodation

☐ Reader

☐ Scribe

☐ Simplified language

☐ Bilingual/English dictionary (word-to-word translations only)

☐ Extended time

☐ Accommodations will not be provided

Please review Inclusion of Special Populations Training to ensure proper accommodations

EL Program Type and Enrollment

Date Identified EL:

Date Entered EL Program:

Parents waived services or withdrew student from services ☐

Content area tutoring ☐

Structured English Immersion (push-in) ☐

Student will also receive Special Education services

(If yes, include information on how the program will meet IEP annual goals) ☐

With regular school attendance and parental support it is anticipated that the student will exit from services for English Learners to <u>monitoring status</u> in   years.

EXIT CRITERIA to RFEP: ☐ **ACCESS 2.0 English Language Proficiency Assessment (4.5 Overall)**

Comments:

Date exited from EL Status:

Expected date of graduation (Grades 9-12 only):

Accommodations

Instructional Accommodations

☐ Read text in English	☐ Adapted materials/technology
☐ Scribe response	☐ Link instruction to prior learning
☐ Bilingual/English dictionary	☐ Build background knowledge
☐ Prompting/Cueing	☐ Scaffold responses
☐ Provide visuals/organizers	☐ Bilingual or English glossary
☐ Use Spellcheck	☐ Simplified language
☐ Provide content objectives	☐ Assistive technology
☐ Engage in academic conversations	☐ Adapt pace of instruction
☐ Meta-cognitive strategies	☐ Use computer/software
☐ Oral native language support	☐ Model language/Task completion
☐ Read text in primary language	☐ Interaction opportunities
☐ Extended time: ☐ Double Time ☐ 1.5 Time	☐ Provide language objectives
☐ Small group/Single form test	☐ Other programming accommodations to address individual strengths and needs:

Assessment Accommodations

☐ Reader	☐ Oral native language support
☐ Scribe	☐ Extended time ☐ Double Time ☐ Double Time
☐ Bilingual/English dictionary (word-to-word translation only)	☐ Simplified language

Expected Rate of Transition: With regular school attendance and parental support, it is anticipated that the student will transition to full participation in classrooms that are not tailored for ELL students in _____ years.

Parents' Right to Opt Out & Notification

Parents' Right to Opt Out: As ELL parent(s) I understand I have the right under Title VI and the Equal Education Opportunities Act (EEOA) to decline or opt my child out of the school district's program for ELLs or out of particular language services within the program. If I decline services, my child is still required to take the ACCESS 2.0 each year.

Parent Notification: Parent notification must be provided no later than 30 calendar days after the beginning of the school year or within the first two weeks of placement in the ELL program if enrolled after the start of the school year. [ESSA 1112(e)(3)(A-B)]

X
_____

Parent

Program Service Plan Committee
Signatures and dates of persons involved in the development of the Program Service Plan.

Name	Signature	Title	Date
		Parent	
		Principal	

Appendix 2
Exited English Learner Monitoring Form Template
Exited English Learner Monitoring Form

Student Name:
SSID:
Years in EL Program:
Exit Date for EL Services:
Year of monitoring: ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th
Current Academic Year:

Exiting ACCESS for ELLs 2.0® Results:

Overall	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

State Assessment Results

Monitoring Year	Reading	Mathematics	Other
1st year			
2nd year			
3rd year			
4th year			

Special Services/Programs

Is the student receiving any special services/programs in addition to the standard academic program?
☐ Yes ☐ No
If yes, describe the services in the following chart:

Monitoring Year	Description of Special Services/Program
1st year	
2nd year	
3rd year	
4th year	

Academic Performance

Each year of monitoring, attach or include copies of the student's mid-term and report cards in the monitoring folder. Each year, please document any concerns and actions taken below.

Grading Period	Mid-term/Report Card Concerns	Actions Taken

Classroom Performance

Each year the student's content teacher(s) should rate the student's classroom performance for each grading period. This documentation should be kept with the mid-terms.

Monitoring Year:　　　Teacher:

Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4
The student completes assignments on-time.				
The student communicates effectively with teacher.				
The student participates effectively in class projects				
The student participates effectively in class discussions.				
The student is able to work independently.				
The student attends class regularly.				
The student displays effort and enthusiasm in class.				
The student requires additional assistance with assignments.				
The student shows evidence of difficulty with language.				
The student has discipline problems that interfere with his/her academic progress.				

Have EL strategies been implemented to respond to the language needs of the former EL? ☐ Yes ☐ No
If yes, provide details:

Do you recommend that this student be reassessed for reclassification as an EL? ☐ Yes ☐ No (Re-assessment must be done using a valid and reliable, grade-appropriate ELP test to determine if there is a persistent language barrier)

Signature

X _Jh Sh_