Lau Plan

St. Joseph School District

2024-2025

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I. OVERVIEW

A. Definitions

ACCESS - This is the required test that all EL students must take each spring to measure their progress in English.

Child- an individual between 3-21 years of age

English for Speakers of Other Languages (ESOL) - Refers to an instructional approach for English learners.

English Language Development (ELD) - Refers to the academic department that supports English language learners

English Language Proficiency (ELP) - Refers to the students language abilities as defined by the WIDA Screener or ACCESS Assessment, which serves as a summative assessment of English proficiency abilities provide annually

Language Instruction Educational Program (LIEP) - This is the type of instructional program used for an EL student, such as pull-out, push-in, ELD course, etc.

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.

Language Use Survey (LUS) - Survey that all parents must fill out when enrolling their students(s), and the answers are part of the ELD Office procedures to determine who needs to be screened for ELD services.

Limited English Proficient (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 an assessment of the student's English language proficiency.

Missouri Assessment Program (MAP) - Statewide required assessments that occur each spring in Missouri.

MY1 - Term for an EL student who has passed the ACCESS test or met district criteria to exit the program, but must be monitored for two years before being formally exited. He/She is in the first year of monitoring. You will collect documentation by collaborating with their teachers to monitor their progress.

MY2 - Term for an EL student who has passed the ACCESS test or met district criteria to exit the program, but must be monitored for two years before being formally exited. He/She is in the second year of monitoring. You will collect documentation by collaborating with their teachers to monitor their progress.

Non-Limited English Proficient (NLP) - Completed all monitoring and exited all ELD services or they were never designated ELD.

Non-English Speaker (NES) - Someone who has very limited to no speaking skills. This is a common

term for a kindergarten student born in the U.S. who does not speak English yet.

Parent- Parent, legal guardian or person otherwise responsible for the child.

RCV - Designation for an EL student receiving ELD services.

SLIFE - Students with Limited or Interrupted Formal Education - These students have gaps in their formal education due to war, immigration, etc.

World-Class Instructional and Design and Assessment (WIDA) - This is the consortium of 36 states plus territories, and federal agencies which provide our ELD Standards and assessments.

WIDA Screener - The test given to determine if a student in grades 1-12 needs ELD services.

WIDA K-APT - This previous kindergarten screener will not be used after 21-22 in Missouri, but past scores will continue to be available and used for students who took this test in Missouri or another state.

WIDA Kindergarten Screener - The kindergarten screener is now used for all incoming kindergarten students.

B. Data and Demographics

St. Joseph School District serves over 1490 students in either ELD services or as monitor students that have been reclassified. These students range from newcomers to students that have been in the district for a few years. The most prevalent languages are Spanish and Chuukese, but there are at least 31 languages spoken in the district. The ELD program at SJSD has greatly increased in size over the last 15 years, and teachers have been added to ensure that students are receiving the best services possible. Each building has at least one part-time or full-time ELD teacher. Paraprofessionals also assist in classes where needed. The ELD population makes up about 9.5% (Ellevation, 2023) % of the SJSD population at this time.

EL students are making great strides in language development and academic achievement at SJSD. Students are monitored for English language proficiency, but the ELD Department also monitors their progress on iReady and content assessments. All of this data is used to adjust lessons and goals for EL students. The number of students that are able to be reclassified by ACCESS test scores or portfolio criteria indicates the strength of this process.

Any questions about the ELD program should be directed to Michelle Schulze, ELD Coordinator at 816-671-4119 or michelleschulze@sjsd.k12.mo.us.

C. Legal References

Civil Rights Act (Title VI) of 1964
"No person in the United States shall, on the grounds of race, color, or natural origin be excluded from participation in, be denied under the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance" (Office of Civil Rights, 1974)

Lau v. Nichols: U.S. Supreme Court decision of 1974

"There is no equality of treatment merely by providing students with the same facilities, textbook, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education" (Office of Civil Rights, 1974)

Memorandum, May 25, 1970 Dept. of HEW

"Where inability to speak and understand the English language excluded national origin-minority children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students" (Office of Civil Rights Memorandum, 1990)

D. Legal Background

School districts in many parts of the country are experiencing a substantial increase in the enrollment of national-origin-minority students who cannot speak, read, or write English well enough to participate meaningfully in educational programs without appropriate support services. In the absence of specific steps to address the language-related limitations experienced by such students, these students are at risk of losing the educational opportunities provided to students generally.

The Office for Civil Rights (OCR) is responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin. In Lau v. Nichols, the U.S. Supreme Court affirmed the Department of Education's May 25, 1970, Memorandum, that directed school districts to take steps to help ELL students overcome language barriers and to ensure that they can participate meaningfully in the districts' educational programs.

Department of Education policies regarding ELL children are reflected in three OCR policy documents. The May 1970 memorandum to school districts entitled "Identification of Discrimination and Denial of Services on the Basis of National Origin" clarifies OCR policy under Title VI on the responsibility of school districts to provide equal educational opportunity to language minority students. The December 3, 1985, guidance document entitled "The Office for Civil Rights' Title VI Language Minority Compliance Procedures" outlines the procedures OCR follows in applying the May 1970 memorandum and the Lau legal standard on a case-by-case basis. The September 27, 1991, memorandum entitled "Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited-English Proficiency (LEP)" is a policy update to be read in conjunction with the May 1970 and December 1985 memoranda. It provides additional guidance for applying the May 1970 and December 1985 memoranda in the context of staffing, transition and/or exit criteria, and program evaluation, as well as to special education programs, gifted and talented, and other special programs.

OCR does not require or advocate a particular program of instruction for ELL students and nothing in federal law requires one form of instruction over another. Under federal law, programs to educate children with limited proficiency in English must be: (1) based on a sound educational theory; (2) adequately supported so that the program has a realistic chance of success; and (3) periodically evaluated and revised, if necessary. These three fundamental principles of federal law are discussed below (Office of Civil Rights, 2020)

II. PART II - Developing ELD Programs

A. Goals *

Students will make adequate yearly progress in English according to standards set forth by the state of Missouri and ESSA.

These specific target areas have been established:

Growth of ELs:
Below are the expectations for growth based on the ACCESS test given. Each student is evaluated and categorized as to Met or Not Met this growth expectation. Buildings are evaluated based on if they meet the percentage goal for the number of students making adequate growth.

Starting PL	1st	2nd-3rd	4th-5th	6th-8th	9th-12th
1.0-1.9	1.2	1	0.9	0.8	0.7
2.0-2.9	0.9	0.8	0.8	0.7	0.6
3.0-3.9	0.6	0.6	0.6	0.5	0.4
4.0-4.6	0.4	0.4	0.4	0.4	0.4

(Cockrum & Goucher, 2019)

Proficiency:
Proficiency is based on the percentage of all students who score a 4.7 or higher on the ACCESS test.

	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Cohort 1	8.8%	9.8%	10.8%	11.8%	12.8%	13.8%	14.8%
Cohort 2	10.7%	11.7%	12.7%	13.7%	14.7%	15.7%	16.7%

(Cockrum & Goucher, 2019)

DESE has developed an index score that provides an incentive for schools to address the needs of English learners by including two factors. An explanation of this index is found in Appendix A of the Missouri ESSA Consolidated State Plan. DESE has determined that 30 is the minimum number of students necessary to be included to carry out the requirements of any provision under Title I, Part A of the ESEA that requires disaggregation of information by each subgroup of students for accountability purposes. The new School Report Card has multiple indicators of student and school performance. These include: Academic Achievement, Academic Progress, Graduation Rate, and Academic English Proficiency (AEP).

The total scale of this indicator ranges from 0-200. The first factor credits schools for the percentage of students achieving AEP. This factor is given 50 points. The second factor credits schools for the growth shown by each EL on WIDA ACCESS© as shown in Appendix A. This factor is given up to 150 points.

DESE will calculate an index score based on all the indicators of the accountability system. The index will be calculated for all schools. This index score will be used for improvement identification purposes for schools receiving Title I, Part A funds. . The index will also be calculated for each subgroup of 30 or greater present in each of those schools. Because the scale of each indicator is of a significantly different magnitude and range, DESE will calculate and assign an NCE for each indicator that does not already have one. This will normalize the scales so that weighting of indicators is proportional.

- Academic Achievement – DESE will average the MPIs for ELA and mathematics and rank the resulting average MPI. An NCE will be calculated based on this rank and assigned to each school. The calculated NCE will be multiplied by four.
- Student Progress – DESE will average the NCEs for ELA and mathematics derived in the growth model calculation. The resulting average NCE will be ranked and the rank will be multiplied by three.
- Graduation Rate – DESE will rank the three-year average graduation rates and calculate NCEs. The NCE will be multiplied by three.
- English language acquisition – DESE will assign up to 50 points for meeting the rate at which students become AEP on WIDA ACCESS©, and 150 points for gains on the WIDA ACCESS©. These total points will be ranked and NCEs calculated. The NCE will be multiplied by two.
- Student Success/School Quality – DESE will measure attendance, defined as the percentage of students attending at least 90 percent of the time. Attendance rates will be ranked and NCEs calculated. The NCE will be multiplied by one (DESE, 2022b).

B. Measurement Tools

ACCESS English proficiency test results
WIDA Screener, Kindergarten Screener results
MAP/End of Course (EOC) test results
Permanent yearly file of ELP, test results, parental communication,
E-mails/communication forms from teachers, and student grades and work.
All professional development materials from in-service training sessions will be kept.

C. Legal Provisions

ELs must be provided equitable access to the educational program, meaning any class in which they are enrolled. The court decided that it was insufficient to place students in classes alongside native English speakers without supports, accommodations, or modifications as the students are deprived of a meaningful education (Lau v. Nichols, 1974) (DESE, English Language Development, Identifying English Learners, n.d.)
The Missouri Department of Elementary and Secondary Education (DESE) has issued the following guidelines for school districts' compliance with federal and state law.

 School systems must identify all students who meet the qualifications of an English Learner according to the Title IX of Education Amendments of 1972 (DESE, English Learners (EL) Identifying ELs, n.d.)

 Any specially designed support or instructional program shall be consistent with all federal acts and mandates and related federal regulations, as well as Missouri State acts, mandates and policies, which relate to the education of limited English proficient and

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migrant students.

☐   The ELD curriculum used must be tied to scientifically based research on teaching ELs and must have demonstrated effectiveness, which involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. Local school systems will use the Missouri English Language Development (ELD) Standards as a basis for developing their own curricula, incorporating a scope and sequence that can be adapted to their individual program requirements and their EL population. With the Missouri ELD Standards as a guide and through collaboration of EL and content area teachers, ELs are provided quality instruction that enables them to meet school expectations, perform well on mandated assessments, and become college and career ready (DESE, English Language Development: Instruction, n.d).

☐   School districts will provide English language development programs to English Language Learners, and reclassify students from Limited English Proficient (LEP) to Monitor status and exit from the program by using the recommended state criteria.

D. St. Joseph School District Board of Education Policy
(St. Joseph School District Board Policies, 2019)

Policy IGBH: PROGRAMS FOR ENGLISH LEARNERS   **Status:**
ADOPTED

Original
Adopted Date:
01/28/2019

Last Revised

7/26/22

The Board of Education 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 shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs.

Definitions

English Learner (EL) – Any student who:

1. Is age 3–21, and

2. Is enrolled or is preparing to enroll in the district, and

3. Has difficulties speaking, reading, writing or understanding English that may be sufficient to deny the individual the ability to attain proficiency on state assessments, the ability to be successful in a classroom where instruction is in English, or the opportunity to participate fully in society, and

4. Meets one of the following additional requirements:
   - Was not born in the United States or whose native language is a language other than English, or

   - Is Native American, an Alaska Native or a native resident of the outlying areas 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

   - Is a migratory individual whose native language is a language other than English and who comes from an environment where a language other than English is dominant.

Immigrant Student – A student between the ages of 3 and 21 who was not born in a state of the United States of America and who has not been attending schools in any one state for more than three full academic years.

Identifying EL Students

The district will screen for EL students by administering the Language Use Survey (LUS) created by the Missouri Department of Elementary and Secondary Education (DESE) to all enrolling students. The LUS will be administered in a language the parent/guardian understands using translation or interpretation. This survey may be incorporated into district enrollment forms provided to all students.

Students whose LUS indicates a language other than English and possible language barriers will be referred to the superintendent or designee for additional screening using the DESE-adopted screening tool for determining the level of English language proficiency. The screening results will be used to identify students eligible for EL services and assist in a program placement that meets the students' needs. The district will make every effort to complete the screening process within 30 days of the first day of school or, for students who enroll after the first day, within 30 days of the student's enrollment.

The completed LUS and all other screening results will be retained in the student's permanent record.

Placement of EL Students

Students will be placed in a language instruction educational program (LIEP) based on their current level of English proficiency and in accordance with the standards established by DESE. The district's program is designed to increase English proficiency and academic achievement. Students in these programs will be held to the same academic achievement standards established for all students. If the district offers more than one type of LIEP, students will be placed in an LIEP that is in their best educational interest.

Students will transition out of an LIEP only after meeting state-established exit standards.

Parental Information

The district will, through parental involvement and outreach activities, provide parents/guardians of English learners with information about how the parents/guardians can be active participants in helping their students learn English, achieve at high levels in core academic subjects and meet state-established learning standards.

The parents/guardians of each student identified as an EL student will be informed of:

1. The reasons for identifying their student as an English learner in need of placement in the district's LIEP.

2. The student's level of English proficiency in reading, writing, speaking and listening; how that level was assessed; and the status of the student's academic achievement.

3. The method of instruction that will be used in the program the student is or will be participating in and the methods of instruction used in available alternative programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction.

4. How the program will meet the educational strengths and needs of the student.

5. How the program will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

6. The specific exit requirements of the program, including expected rate of transition from such programs into classrooms that are not tailored for EL students.

7. The expected rate of graduation from high school, including four-year and extended-year adjusted cohort graduation rates for the program if Title III funding is used in high schools.

8. If the student has an individualized education program (IEP), how will the LIEP meet the student's IEP objectives?

Parental Rights

Parents/Guardians will be notified within 30 days after the opening of school enrollment if their student is identified for participation in or is participating in an LIEP. For those students who were not identified as EL prior to the beginning of the school year, but are identified during the school year, such notice shall be provided within 30 days of the student being placed in an LIEP.

Parents/Guardians of EL students have the right to decline the placement of their student in an LIEP, choose an LIEP other than the one recommended by the district (if other programs are offered by the district) or have their student immediately removed from an LIEP upon their request.

Parents/Guardians may opt their student out of the district's LIEP by contacting the EL coordinator and attending a meeting with the coordinator and one or more LIEP instructors to discuss the results of the student's screening assessment and information about the LIEP. Parents/Guardians who decline language instruction will be asked to sign a waiver exempting their student from instruction. Students removed from the district's LIEP will continue to receive language supports in the regular classroom, and the district will continue to monitor the student's progress toward English proficiency. Parents/Guardians may not refuse regular classroom supports and may not opt their students out of statewide assessments to determine English proficiency.

A written copy of these rights, which may be a copy of this policy, will be provided to parents/guardians of EL students and, to the extent practicable, will be provided in a language the parents/guardians understand.

Parental Notification

Pursuant to federal law, if the district's English language program fails to make progress on annual measurable achievement objectives, the district will notify parents/guardians of students participating in the district's program. Such notice shall be provided within 30 days after the district learns of the failure.

Instructional Specialist & ESOL Assessor

The district's EL program coordinator is technical director of ESOL.

1. Provide parents/guardians with notice of and information regarding the LIEP as required by law.

2. Ensure that any student whose LUS indicates a language other than English will be further screened and assessed for English proficiency using the state-provided instruments.

3. Determine the appropriate instructional environment for EL students.

4. Maintain records relating to the LIEP and prepare reports for submission to DESE.

5. Reach out regularly to parents/guardians of EL students, assist them in becoming active participants in their students' learning, and provide information about the district's parent and family involvement and engagement activities.

6. Evaluate the effectiveness of the LIEP and make recommendations for revisions.

7. Prepare reports on immigrant students for submission as required by DESE.

LIEP Staff

Teachers and paraprofessionals working in the district's LIEP will have all required state and federal certifications and other qualifications required by law. In addition, teachers and paraprofessionals providing services to English learners will be comparable in terms of education, experience and effectiveness to teachers and paraprofessionals who are providing services to students who are not English learners.

Assessment

In addition to other required assessments, the district will annually assess the English proficiency of EL students in accordance with state and federal law and the district's assessment policy.

Nonpublic Participation

The district will consult with representatives of nonpublic schools as required by federal law.

End of SJSD Board Policy IGBH, 2019

E. Educational Approach

Educational philosophy: English Language Learners need support in promoting schema and comprehension of academic content. Vocabulary instruction and literacy instruction are essential parts of the ELD program. Consideration is given to the language proficiency of students with a focus on monitoring progress and challenging students to perform at the next level. Collaboration between ELD teachers and mainstream teachers is key in providing instruction that supports content area curricula, while enhancing the language proficiency of students. Parental involvement includes educational opportunities to support literacy in the native language. Native language support is provided when possible, and appropriate (SJSD ESOL Policies and Procedures 2021, 2022, p. 7). EL services occur in a variety of forms described later under "Program of Services."

F. Identification of Potential English Learners (EL Students)

1. **Definitions**

Every school district in Missouri must have procedures in place to identify students who meet the federal definition of an English learner. As stated in Title IX of the Education Amendments of 1972, an English learner is an individual who is:

A) age 3-21

B) who is enrolled or preparing to enroll in an elementary 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; (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

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 the State assessments ...; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society (DESE, English Learners (EL) Identifying ELs, n.d.).

"The term newcomers refers to K-12 students born outside the United States who have arrived in the country in the last three years and are still learning English" (U.S. Department of Education, 2023, p. 6).

2. **Enrollment Procedures**

When students are enrolling it is important that we identify any students who have Limited English Proficiency (LEP) skills.   In order to identify and provide support for these students, the following enrollment and identification procedures will be followed:

1) All new enrollees to the district must complete a Language Use Survey (LUS) indicating primary language used in the home.

2) If a language other than English is noted on the Language Use Survey, a copy of the completed Language Use Survey is sent to the ELD Office.

3) The ELD Department Staff will identify LUS that indicate any language other than English. The ELD teacher will gather more information on those students through the following means:

- Review records (previous grades, test results, teacher comments)
- Speak with Parent(s)/Guardian(s) and Teacher(s)
- Interview and/or observe student
- Other means, which may be applicable, but must be documented

The ELD teacher will review all data and do one of the following:
    1. Based on the data, determine that the student's proficiency level is not Limited in English. **OR**
    2. Based on the Language Use Survey, which identifies that a student may be of LEP, the student will take a test of language proficiency to measure the child's listening, speaking, reading, and writing skills in English. The WIDA Screener or Kindergarten Screener will be administered as the state designated language proficiency exams to inform placement of newly enrolled ELstudents for ELD services.
    The results of the assessments may indicate the child is:
        a. Fluent in the English language or
        b. English Language Learner at a proficiency level of 1) Entering, 2) Beginning, 3) Developing, 4) Expanding, 5) Bridging, 6) Reaching

4) Screening will be administered by district designee (i.e. ELD teacher, ELD administrative staff) using the WIDA Screener or Kindergarten Screener. Screening should take place within 30 days of enrollment at the beginning of the year and 30 days for identification of potential new LEP students that move in during the year.

5) Newcomers may be exempt from WIDA screening if they meet the criteria identified by DESE for exemption. ELD Administrative staff will approve the Newcomer Kit and submit it without Personal Identification Information (PII) to MO DESE for students who are eligible to forgo screening "no later than 15 days from the beginning of the academic year or five school days when enrolling after the first day of school" (MO DESE, Newcomer Kit, 2019/2020). Newcomers in grades 9-12 will be given the option (see Appendix H) to attend our Newcomer Center currently located at Central High School. Parents may choose to send their child to Central High School, if that is not their home school, or attend their home school in their area. Students will have ELD core subjects, as available, and co-teach courses in other key courses required for graduation. Foundations of ELA, Social Studies, Science, and Math will be available for students with educational gaps to fill before taking other courses required for graduation. Increased staffing will allow for more support for the newcomers.

6) Screening results will be reviewed by the ELD Teacher and/or ELD Department. ELD teacher will formally share results with regular education teacher and building principal through an ELP plan, English Language Proficiency Plan. Parents will be notified of the screening test results by letter within 30 days of the first day of attendance.

7) Parent(s) must notify the district if they wish to decline participation in the ELD Title III services. If parent(s) wish to opt out of services, they must meet with the ELD Office staff to discuss why services are needed and sign a form. The student will still be required to take the ACCESS English proficiency exam each year until they demonstrate proficiency on the test or through the portfolio option.

8) An English Proficiency Plan will be developed in Ellevation that best suits the level of English proficiency for the student. The plan will be shared with the student's teachers.

9) The student's progress will be monitored throughout the year by an ELD teacher, as well as regular education teachers. A parent-teacher conference will occur. Other communication will take place as needed.

10) Students will be assessed annually in the Spring for English proficiency progress using the Missouri testing tool (currently ACCESS) and new students will be screened within 30 days of enrollment using the district screening tool (WIDA Screener & Kindergarten Screener) until English proficiency is met. The student will then be reclassified to monitor status for a period of two years. If English and content proficiency is maintained for a period of two (2) years as measured by available standardized tests, the student may then be exited from the ELD Program. English Proficiency Plans will be revised in conjunction with student progress.

10) Students will continue to receive ELD program assistance until adequate levels of English proficiency are attained as determined by MO DESE.
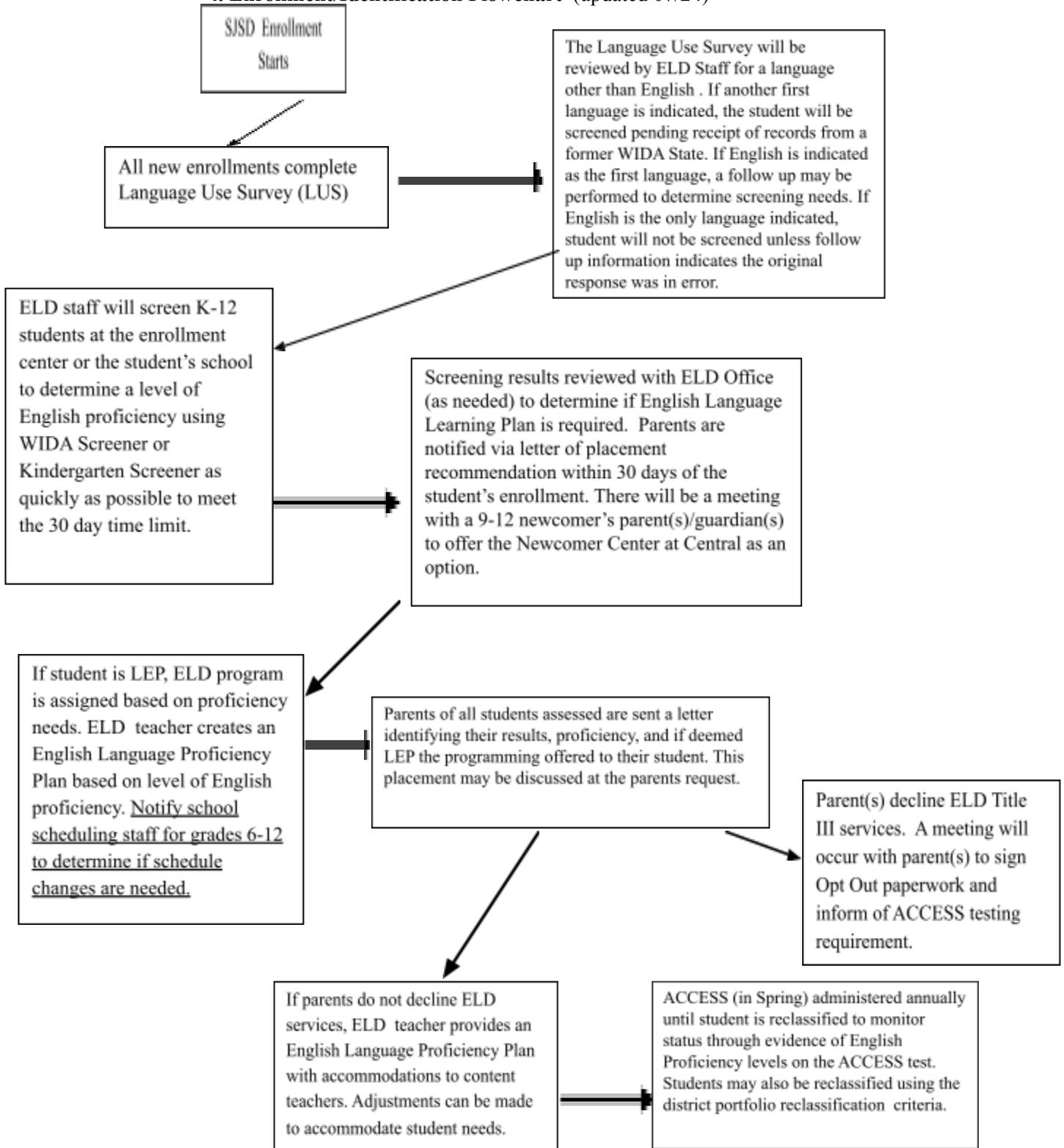
3. **Migrant Identification Procedures**

When students are enrolling it is important that we identify any students who are migrants. In order to identify and provide support for these students, the following enrollment and identification procedures will be followed:

1) If a language other than English is noted on the Language Use Survey, a copy of the completed LUS is sent to the ELD Office.

2) The ELD Specialists will check the Language Use Survey to see if the student's family has moved in the last three years and works in a migrant job category as defined in the Language Use Survey.

3) Once per month, ELD staff runs a report of any new potential migrant families, and the ELD Specialists notify the DESE Migrant Recruiter for the area.

4) A MELL recruiter will meet with the family to complete the family interview form and needs assessment.

5) If the student qualifies as migrant, a Certificate of Eligibility is filed with the state and given to the district, and the student is coded as migrant in PowerSchool.

6) The student is given the WIDA screener or Kindergarten Screener, and ELD services are provided if he/she qualifies.

7) The ACCESS test is given during the Spring to measure English proficiency.

8) Migrant services will be provided under Title 1c, if available. Those services will be based on the needs assessment and focus on the students most at-risk as determined by the district.

9) At least one meeting will be held with migrant parents each year to assess needs and encourage participation in their child's school.

10) Information for the meeting and other school activities will be provided in the native language whenever possible.

11) MAP data, ACCESS data, and any other testing data will be used to monitor the progress of migrant students and modify services as needed.

English Learners (ELs)

4. Enrollment/Identification Flowchart (updated 07/24)

SJSD Enrollment Starts

All new enrollments complete Language Use Survey (LUS)

The Language Use Survey will be reviewed by ELD Staff for a language other than English . If another first language is indicated, the student will be screened pending receipt of records from a former WIDA State. If English is indicated as the first language, a follow up may be performed to determine screening needs. If English is the only language indicated, student will not be screened unless follow up information indicates the original response was in error.

ELD staff will screen K-12 students at the enrollment center or the student's school to determine a level of English proficiency using WIDA Screener or Kindergarten Screener as quickly as possible to meet the 30 day time limit.

Screening results reviewed with ELD Office (as needed) to determine if English Language Learning Plan is required. Parents are notified via letter of placement recommendation within 30 days of the student's enrollment. There will be a meeting with a 9-12 newcomer's parent(s)/guardian(s) to offer the Newcomer Center at Central as an option.

If student is LEP, ELD program is assigned based on proficiency needs. ELD teacher creates an English Language Proficiency Plan based on level of English proficiency. Notify school scheduling staff for grades 6-12 to determine if schedule changes are needed.

Parents of all students assessed are sent a letter identifying their results, proficiency, and if deemed LEP the programming offered to their student. This placement may be discussed at the parents request.

Parent(s) decline ELD Title III services. A meeting will occur with parent(s) to sign Opt Out paperwork and inform of ACCESS testing requirement.

If parents do not decline ELD services, ELD teacher provides an English Language Proficiency Plan with accommodations to content teachers. Adjustments can be made to accommodate student needs.

ACCESS (in Spring) administered annually until student is reclassified to monitor status through evidence of English Proficiency levels on the ACCESS test. Students may also be reclassified using the district portfolio reclassification criteria.
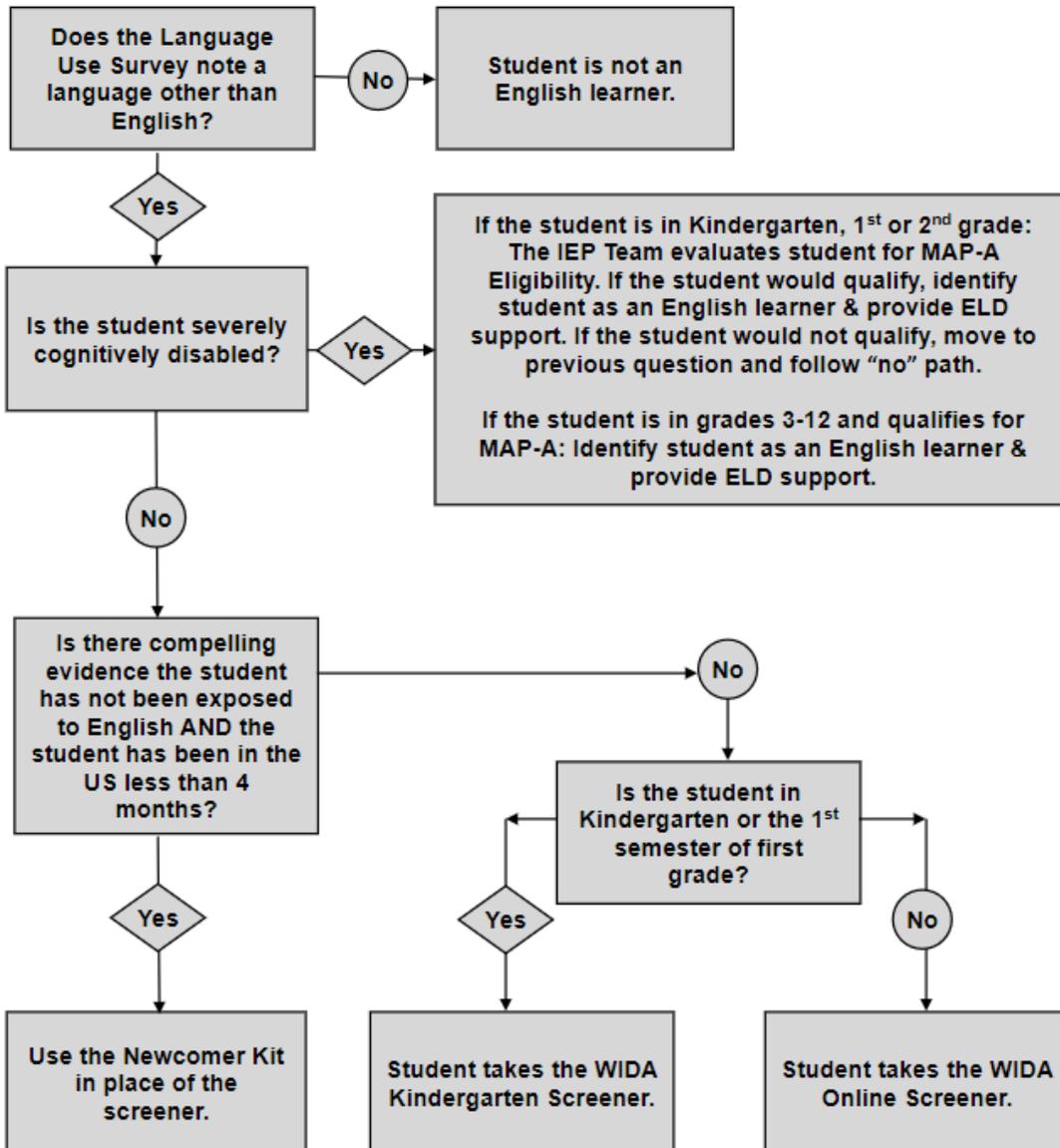
5. Screener Decision Tree
(DESE, 2022c)
Adapted from: Missouri Guide To EL Screening 2022-2023 | Missouri Department of Elementary and Secondary Education (mo.gov)

Missouri EL Screening Guide
2023-24

SCREENER DECISION TREE

Does the Language Use Survey note a language other than English? — No → **Student is not an English learner.**

↓ Yes

Is the student severely cognitively disabled? — Yes → If the student is in Kindergarten, 1st or 2nd grade: The IEP Team evaluates student for MAP-A Eligibility. If the student would qualify, identify student as an English learner & provide ELD support. If the student would not qualify, move to previous question and follow "no" path.

If the student is in grades 3-12 and qualifies for MAP-A: Identify student as an English learner & provide ELD support.

↓ No

Is there compelling evidence the student has not been exposed to English AND the student has been in the US less than 4 months? — No → **Is the student in Kindergarten or the 1st semester of first grade?**

↓ Yes

Use the Newcomer Kit in place of the screener.

From "Is the student in Kindergarten or the 1st semester of first grade?":
Yes → **Student takes the WIDA Kindergarten Screener.**
No → **Student takes the WIDA Online Screener.**

Graph 1

6. ELD District Committee for ELD Status

The ELD District Committee will discuss any placement or service issues for a student in a particular building to find solutions to increase student academic achievement. Team members may consist of ELD district staff, an ELD teacher or academic content teacher, parent/guardian and a building principal, or Director of Special Services. When there is a concern as to the potential for student status change, no less than three of these members and one administrative member will be consulted to determine reclassification. The parents will be consulted on any recommendation prior to finalizing the change.

7. Program of Services for EL Students

Educational philosophy: English Learners need support in promoting schema and comprehension of academic content. Vocabulary instruction and literacy instruction are essential parts of the ELD program. Consideration is given to the language proficiency of students with a focus on monitoring progress and challenging students to perform at the next level. Collaboration between ELD teachers, paras, and content teachers is key in providing instruction that supports content area curricula, while enhancing the language proficiency of students. Parental involvement includes educational opportunities to support literacy in the native language. Native language support is provided when possible and appropriate.

Program Models:

Newcomer Center (NWC)
New students to the country in grades 9-12 will have the option (See Appendix H) to attend the Newcomer Center at Central High School. Students will have ELD core subjects, as available, and co-teach courses in other key courses required for graduation. ELL ELA and Foundations of ELA will use the four modalities of speaking, listening, reading, and writing to teach students English. Foundations of ELA, Social Studies, Science, and Math will be available for students with educational gaps to fill before taking other courses required for graduation. Increased staffing will allow for more support for the newcomers. Newcomer students will still have elective mainstream courses.

Pull- Out ELD (POE)
Typically used at the elementary level, students are pulled out of the regular classroom for intensive English instruction. Amount of EL pull-out time is determined by the students' English abilities, time in the country, and academic and social needs. An ELD-certified teacher provides explicit language instruction in the four domains (speaking, listening, reading, and writing) and including grammar, vocabulary and communication skills.

ELD as a Content Course (CON)
Typically used at the secondary level, an ELD-certified teacher designs and delivers a course providing intensive English instruction in addition to core content classrooms. English credit may be awarded for these classes.

ELD Resource Classroom (RSC)
Essentially, a resource classroom is the secondary variation of the pull-out model. The

resource classroom is not limited to one content area, rather an ELD certified teacher focuses on English skills across multiple disciplines and provides supplemental instruction.

Co-Teaching (COT)

An ELD-certified teacher and a content teacher collaborate during lesson planning, curriculum mapping, instructional practices, and assessment to ensure students experience a culturally and linguistically responsive classroom. Accommodations are provided per each student's ELP plan by the teachers.

ELD Coaching (COA)

ELD Coaching is an approach to train all teachers over time to deliver effective instruction for English learners. This model recognizes and plans for the multiple duties of ELD-certified teachers. Districts cluster students into specific classrooms and the ELD Coach assists individual teachers or grade level teams in designing, delivering and assessing effective instruction for ELs. The ELD Coach is also available for interventions, co-teaching and other strategies to support the student.

Collaboration
This model will be used only with the permission of the ELD District Office when other models are not appropriate.

English Learners (ELs) will receive research-based instruction designed for second language learners in addition to receiving instruction and accommodations in mainstream classes. Communication among classroom teachers and ELD staff is an integral part of differentiating instruction for ELs and providing access to our rigorous curricula.

Determinations for students are made on an individual basis, with consideration to language proficiency, language support needs, and educational backgrounds (SJSD Policies and Procedures 2021-2022, updated 7/2022).

Instructional Space:

Instructional space for ELD pull-out or class-based courses will be provided that is comparable to that available for non-EL / LEP students.

Grade Level Placement:

All EL students will be placed in grade levels by following the Missouri state laws and St. Joseph School District Board of Education policies. Students will be placed in the grade level corresponding to their age. If they transfer from within the United States, the previous grade of completion will be used. If they transfer from outside the United States, previous school grade level will be considered when comparable to the U.S. grade system. Secondary students will also depend on the number of credits that they have to transfer to SJSD. A student may also have an alternative graduation plan when SJSD staff agree one is necessary for the success of the student. This will be evaluated on a case-by case basis following the criteria outlined below. Those circumstances include:
   a. Little or no past formal education
   b. Major gaps in education due to war, trauma, or immigration
   c. A migrant student with major gaps in education
   d. Students receiving special education services will be placed in accordance with law.

Class/Testing Accommodations:
EL students will have their accommodation needs specified in the English Language Proficiency Plan and shared with all teachers. Classroom teachers are then responsible for providing those accommodations. Accommodations for MAP tests and EOCs will be provided based on the individual student's needs, English proficiency and state guidelines.

Individual Career and Academic Plan (ICAP):
When new ELD students enroll, counselors work with the ELD Department and families to write an ICAP to help students on the journey to success after high school. This is in addition to the Alternative Graduation Plan that is written when students arrive after 9th grade from another country without transcripts. Course grades and plans are reviewed on a regular basis by counselors and ELD building and district staff. ICAP and Alternative Graduation Plans are revised as needed to ensure the success of each student and to meet their post-secondary goals (Missouri Senate SB 638, Section 167.903, 2016).

8. ELD Staff Requirements and Responsibilities

- The ELD Teacher will hold State of Missouri certification with TESOL endorsement. If teaching a core subject to ELD students, the teacher will be certified in both TESOL and the academic content area. If the academic content teacher is not certified in TESOL, then, a co-teacher in TESOL may be assigned. Tuition assistance may be available to qualifying applicants from the St. Joseph School District for teachers who need to add the TESOL endorsement. This is dependent on availability of funding. Staff to student ratio goal is to have comparable staff to student ratios with general education teachers in the district and state guidelines. The department has increased staffing at the Newcomer Center in order to provide ELD core classes and more support for newcomer ELs. The ELD paraprofessional may provide assistance under the supervision of the ELD Teacher.

- The ELD teacher will also serve as the Case Manager for their assigned EL students. Their duties in this role include checking grades for students at least every two weeks, collaborating with general education teachers about grades, communicating with families about grades when appropriate and with the assistance of Family Advocates, monitoring and working with counselors to ensure graduation credits are being met (high school only), and working with students to provide them with help with coursework and be a friendly and trusted adult for the EL students.

- The ELD staff will have the opportunity to access appropriate professional development, both in academic core areas and TESOL. PD opportunities are available throughout the school year.

- The ELD staff will collect and evaluate the LUS, and staff will screen students for ELDservices as appropriate based upon LUS answers and Missouri DESE guidance.

- Parents will be provided with the opportunity to access their child's school information in their native language, whenever possible. This includes providing documents in the native language whenever possible and hiring or using district interpreters as needed.

- The ELD Teacher Leaders will recommend ongoing modifications and revisions to the Lau Plan as needed for re-submission to the district.

- The ELD Teachers will recommend reclassification for exiting students based on the ACCESS or portfolio exit criteria as needed. ELD Office staff and district administration will make decisions on reclassification based on these recommendations.

- The ELD staff will provide meaningful cultural and language information to staff, students, and families.

- The ELD staff will insure that high school students receive appropriate career and/or educational information and that all post graduate opportunities are available to them.

- The ELD staff will monitor currently enrolled students who have been reclassified from the ELD program to monitor status for a period of two years; monitor students screened, but not considered eligible for ELD services.

9. Placement/Reclassification/Exit

a. Retention/Special Needs Placement of ELs

Regarding the issue of grade-level retention, it is not appropriate to retain an ELD / LEP child solely for the reason of limited English proficiency because the child has unique needs and must be given ample time from grade level to grade level to acquire English proficiency. The most advantageous way to avoid grade-level retention is to make accommodations for the EL / LEP child in the mainstream classroom and to maintain a close collaborative relationship between the mainstream teachers and ELD program. If an EL / LEP child is referred for retention, the District ELD office staff and Director of Special Services should be included in that process to ensure that language proficiency is not the sole reason for the referral.

b. Special Education Programs

OCR's overall policy on this issue, as initially announced in the May 1970 memorandum, is that school systems may not assign students to special education programs on the basis of criteria that essentially measure and evaluate English language skills. The additional legal requirements imposed by Section 504 also must be considered when conducting investigations on this issue. This policy update does not purport to address the numerous Title VI and Section 504 issues related to the placement of limited English-proficient students in special education programs. Although OCR staff are very familiar with Section 504 requirements, additional guidance on the relationship between Section 504 and Lau issues that arise under Title VI may be helpful. A separate policy update will be prepared on those issues.

Pending completion of that policy update, Lau compliance reviews should continue to include an inquiry into the placement of limited-English-proficient students into special education programs where there are indications that LEP students may be inappropriately placed in such programs, or where special education programs provided for LEP students do not address their inability to speak or understand English. In addition, compliance reviews should find out whether recipients have policies of "no double services": that is, refusing to provide both alternative language services and special education to students who need them. Such inquiries would entail obtaining basic data and information during the course of a Lau compliance review regarding placement of LEP students into special education programs. If data obtained during the inquiry indicates a potential problem regarding placement of LEP students into special education, the regional office may want to consult headquarters about expanding the time frames for the review to ensure that it can devote the time and staff resources to conduct a thorough investigation

of these issues. Alternatively, the region could schedule a compliance review of the special education program at a later date. In small to medium-sized school districts, regional offices may be able to gather sufficient data to make a finding regarding the special education program as part of the overall Lau review (OCR Memorandum, 1991).

c. Guidance from Missouri DESE:

Considering program guidelines for ELs with Disabilities, as with other populations, one might expect to find a range of abilities among students whose English proficiency is limited. The difficulty often arises in determining whether a learning problem is related only to English Language Proficiency level or whether the student has an actual disability. Students learning English, because of their cultural and linguistic background, have special instructional needs. When a student is having difficulty mastering specific skills, it is important for the teacher to differentiate the instructional strategies and/or instructional pace for the student. Just because the student requires accommodations to his/her program, it does not necessarily mean that he/she has a disability or that he/she should be referred to special education for a comprehensive evaluation for possible services.

If the student continues to have difficulty after consistent language differentiation and instructional interventions have been implemented, the student can be referred for a comprehensive evaluation IF the team suspects a disability. The ELD teacher has training in English language acquisition regardless of the student's first language and should be a member of the team considering the referral. The ELD teacher is also familiar with the usual rate and stages of acquisition, as well as the typical errors to be expected. Once a referral is made, a comprehensive evaluation is conducted. The evaluation team will determine if the student is eligible to receive special education services as a student with a disability under the Individuals with Disabilities Education Act (IDEA).

If the student is eligible for special education services, an Individual Education Program (IEP) is developed by the IEP team which includes required members as specified in the **Missouri State Plan Special Education, IDEA, Part B**. The IEP should address the student's need(s) for services based on the students' disability to be able to progress in the general education curriculum. If the IEP team deems appropriate, language assistance and support can be addressed in the present level of academic achievement and functional performance.

If the severity of the student's disability indicates more special education services are needed to meet the student's needs rather than ELD services, the ELD Specialist should work with school and district personnel to set up a consultative model or push-in model for that student's language development.

The ELD Specialist should meet regularly with the special education teacher and maintain a record of consultations. Missouri uses ACCESS for ELLs® as its annual English Language Proficiency assessment. Students who are in monitored status for EL do not take the assessment. Form D is used by the IEP team to address the student's participation with or without accommodations (DESE, Serving ELs with Disabilities, n.d).

d. Special Needs Placement

Determining special needs placement for students who are receiving ELD services is a complex process. There may be a number of individual or combined factors determining why language and cultural minority students are achieving little academic progress over time: the normal process of second language acquisition, the acculturation process, different learning styles, motivation to learn, or the student's lack of prior schooling are a number of potential factors instead of intrinsic learning problems. Building MTSS policies and procedures are completed when students are demonstrating academic difficulties. Support

documents that we provide tailor the review to the language acquisition needs of the student. Interventions are then tailored to the student's needs. If interventions are unsuccessful in producing improvement, a referral for a special education screening may occur. Screening and diagnosing at-risk students receiving ELD services include a number of pre-referral steps to determine whether there exists temporary learning and behavior characteristics shared by learning disabled students and EL students, or whether referral to special education is warranted. The following procedure must be followed.

e. Step 1: Consideration of Factors that May Impact Academic Success for ELLs
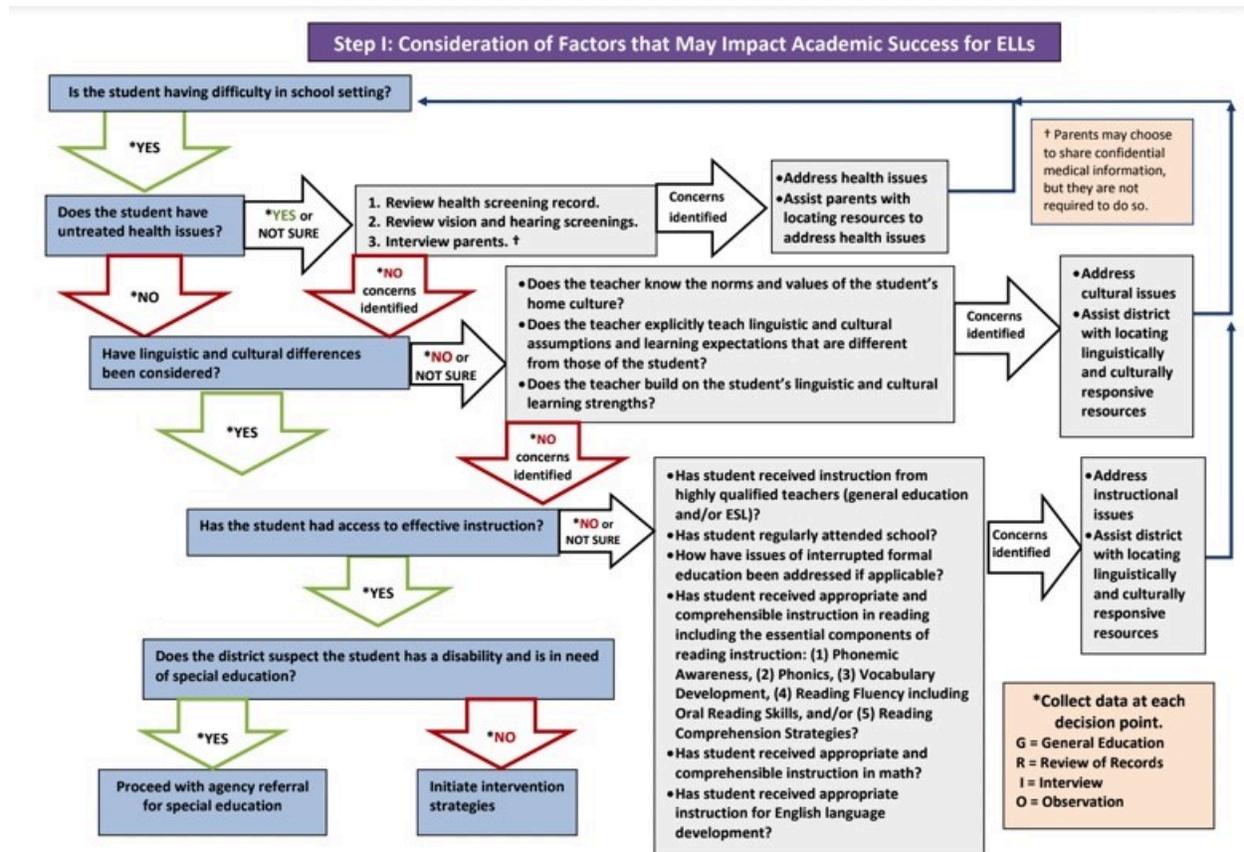
f. Step 2: Initiate Intervention Strategies

Step 2: Initiate Intervention Strategies

It is crucial that all data collected be considered when determining interventions. Use of the data during the intervention process will help ensure an appropriate intervention for ELLs. It is important that the team recognize the potential need for involving specialized personnel and/or curricula during the intervention process, particularly when considering the need for an increase in the frequency, duration, and intensity of interventions. After considering intervention data, the team must answer the post-intervention questions below.

Interventions for ELLs should:
- Be comprehensible and culturally responsive (Banks, 2005; Bialystock, 2001).
- Actively engage students in contextualized and authentic language use (Bialystock, 2001; Lightbown & Spada, 2003).
- Facilitate transfer of concepts, language, and skills across contexts and languages (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christian, 2006).
- Be provided at the student's English language proficiency level (Bialystock, 2001; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Paradis, 2011).
- Employ the students' conversational and academic proficiency in home language(s) and English (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christian, 2006).

Source: *Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI²) for English Language Learners* (2013) Board of Regents of the University of Wisconsin System. www.wida.us

POST INTERVENTION QUESTIONS

(1) Does data show that intervention was successful to address the student's difficulty?

> **YES:** continue the intervention
> **NO:** proceed to question 2

(2) Does data suggest there is a reason to suspect the student has a disability and is in need of Special Education services?

> **YES:** proceed with agency referral for special education
> **NO:** use data from previous intervention to develop new intervention

Continue using appropriate interventions until data suggest there is a reason to suspect an educational disability or the difficulty the student is experiencing is resolved.

(MO DESE, n.d.)

g. Gifted/Talented Programs and Other Specialized Programs

The exclusion of LEP students from specialized programs such as gifted/talented programs may have the effect of excluding students from a recipient's programs on the basis of national origin, in violation of 34 C.F.R. § 100.3(b)(2), unless the exclusion is educationally justified by the needs of the particular student or by the nature of the specialized program.

LEP students cannot be categorically excluded from gifted/talented or other specialized programs. If a recipient has a process for locating and identifying gifted/talented students, it must also locate and identify gifted/talented LEP students who could benefit from the program.

In determining whether a recipient has improperly excluded LEP students from its gifted/talented or other specialized programs, OCR will carefully examine the recipient's explanation for the lack of participation by LEP students. OCR will also consider whether the recipient has conveyed these reasons to students and parents.

Educational justifications for excluding a particular LEP student from a specialized program should be comparable to those used in excluding a non-LEP peer and include: (1) that time for the program would unduly hinder his/her participation in an alternative language program; and (2) that the specialized program itself requires proficiency in English language skills for meaningful participation.

Unless the particular gifted/talented program or program component requires proficiency in English language skills for meaningful participation, the recipient must ensure that evaluation and testing procedures do not screen out LEP students because of their limited-English proficiency. To the extent feasible, tests used to place students in specialized programs should not be of a type that the student's limited proficiency in English will prevent him/her from qualifying for a program for which they would otherwise be qualified (OCR memorandum, 1991).

h. Extracurricular Activities/Sports

ELs are eligible for any and all extracurricular activities and sports as their non-EL peers. Eligibility is solely based on MSHSAA and SJSD rules and guidelines for all students. Any EL wishing to participate in an extracurricular activity or sport is encouraged to do so. If any EL has questions or needs assistance with the process, he/she may contact their ELD teacher or a Family Advocate.

i. Process for Seal of Biliteracy

The ELD Department will review past and current students who had ELD services but are now proficient in English. Counselors will interview the students using a survey to determine the students' abilities in their home language(s) and desire to pursue a Seal of Biliteracy. Any of these students may then take the test in their home language during their junior or senior years to prove proficiency, which is paid for by the district. If an ELD student inquires about the Seal of Biliteracy, the ELD teacher or counselor will also facilitate their testing as needed. Students who pass the test will have the Seal of Biliteracy on their transcript and diploma. A medal is also given.

j. Reclassification by ACCESS Score Criteria

Preface: St. Joseph School District will use multiple criteria to determine when Limited English Proficient (LEP) students are ready to be reclassified.

Monitor Process: The ELD Department will:
1. Send forms to teachers to monitor students' progress in mainstream classes.
2. ELD teachers will keep records of exit criteria for each monitored student for review by the ELD Exit Team.

Reclassification Criteria:

Language Proficiency:

███████ ███	██████████
4.7 - 6.0	The student must be exited barring compelling evidence in the EL Portfolio suggesting the student should remain in the LIEP.
Below 4.7	The student must remain in the LIEP barring compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction. A traditional or digital portfolio must be collected and include evidence that any unsatisfactory domain score on the ACCESS is not indicative of her or his ability.

(DESE, Reclassification,n.d.)

EL students' progress will be monitored throughout the year by an ELD teacher, the District ELD Office, as well as regular education teachers. Parents will be notified of progress at least three times a year: beginning of the school year, at parent/teacher conferences, and at the end of the school year. Students will be assessed using a variety of methods to determine their English language proficiency. When ACCESS scores arrive, students who meet the following criteria may be reclassified as monitors. The following assessments and tools will be used:

1) Students will be monitored by the ELD teachers throughout the school year through classroom visits, observations, and skill-based rubrics.

2) ELD teachers will monitor grades for students currently on ELP plans or who are being monitored for each grading period. The ELD teachers will follow-up with classroom teachers and students to address academic concerns.

3) ELD teachers will collect Exit Monitoring Forms for EL students who are being monitored. If any monitored student is not academically successful based on teacher Monitoring Forms and grades, the ELD Department will analyze why that student is not being successful. If it is determined a lack of English is the reason, the ELD Department will notify parents and discuss providing additional EL services. If the issue is with academic content, the ELD Department will notify parents and discuss additional support, such as a co-taught ELD course, tutoring, etc.

4) ELD teachers will analyze MAP scores, common assessments, and EOC tests for each student to determine progress and areas for academic improvement.

5) ELD teachers will monitor the students for any social or academic issues that require interventions and will locate appropriate help as needed.

6) ELD teachers will meet with parents of students enrolled in the ELD program during district scheduled parent/teacher conferences as needed and throughout the school year.

7) Parents of students who are eligible for reclassification to monitor status will be notified by letter to discuss the new classification and how it will be implemented during the school year.

k. Reclassification by Portfolio Criteria

English Language Learners who score between 3.5-4.6 may be considered for reclassification. Portfolios will be required for these students. DESE requires English learners to remain in ELD services "barring compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction. A traditional or digital portfolio must be collected and include evidence that any unsatisfactory domain score on the ACCESS is not indicative of her or his ability" (DESE, Reclassification, n.d.) Districts are allowed flexibility in the evidence and criterion considered in the portfolio. **Students cannot be reclassified based on the ELD portfolio alone, and the team will review the following evidence: ELD portfolio, grades, benchmark assessments, teacher recommendations, state test scores, and parent input to make a final decision.**

1) A multidisciplinary team will meet in person or via technology regarding the validity of a portfolio reclassification and to render a decision **by the end of each school year.** Team members may consist of ELD district staff, an ELD teacher or academic content teacher, parent/guardian and a building principal, or Director of Special Services. When there is a concern as to the potential for student status change, no less than three of these members and one administrative member will be consulted to determine reclassification. The parents will be consulted on any recommendation prior to finalizing the change.
2) Portfolio Artifacts will include data in all four language modalities as needed to offset false negative scores on the ACCESS language proficiency exam.
   a) Depth of Listening Comprehension Matrix (DOLC)
      i) Observing participation in class
      ii) Questions asked of presenters

iii)   Group/collaborative academic discussions
- b)   Student Oral Language Observation Matrix (SOLOM)
  - i)   Group/collaborative academic discussions
  - ii)   Oral presentations
  - iii)   Participation in laboratory sessions or other hands activities that require communication with others to complete
- c)   Reading Scores
  - i)   Benchmark Scores on grade level
  - ii)   Lexile Scores on grade level
- d)   Writing - 3 samples cross curricular
  - i)   Possible Evidence Pieces
    - (1) Essays with extended discourse (only 1 from ELA is required) - Final writing product including **all elements** of the writing process (brainstorming, drafting, revising, editing, final product) must be submitted
    - *(2) Multiple paragraphs per content area and written records constitute one artifact per content area*
      - (a) Science journaling or written project
      - (b) Math constructed response with written explanation of thinking for multiple step problems
      - (c) Social Studies written reports or written project
      - (d) Any subject written test responses that accurately articulates a correct answer to the prompt
3)   All portfolio artifacts must be submitted or uploaded into Ellevation.

l. Parent-Request to End Services:

Parents may opt out of Title III English language services. If parents desire a change in services, they must attend a meeting with the ELD Office staff. The parents will sign a document that explains why the student needs Title III services and what services that the parent is opting out of at that time. The student must continue to take the ACCESS test each spring until he/she passes or they can be reclassified using Portfolio Exit Criteria (United States Department of Education, 2016). The district is still responsible for making sure that their English language needs are met.

Reviewed By:

The above criteria will be reviewed by the ELD Specialists, ELD Coordinator, and Director of Special Services. The varied assessment information collected will be used to make reclassification decisions.

Part III – Program Evaluation

A. Office of Civil Rights (OCR)

In determining whether the recipient is operating a program for LEP students that meets Title VI requirements, OCR will consider whether: (1) the program the recipient chooses is recognized as sound by some experts in the field or is considered a legitimate experimental strategy; (2) the programs and practices used by the school system are reasonably calculated to implement effectively the educational theory adopted by the school; and (3) the program succeeds, after a legitimate trial, in producing results indicating that students' language barriers are actually being overcome (OCR Memorandum, 1991).

B. ESSA

Under the ESEA, each State must establish a multi-measure accountability system that includes at least five indicators: (1) an Academic Achievement indicator for all schools; (2) an Academic Progress indicator for elementary and middle schools; (3) a Graduation Rate indicator for all high schools; (4) a **Progress in Achieving ELP indicator** for all schools; and (5) at least one School Quality or Student Success indicator (ESEA section 1111(c)(4)(B); 34 C.F.R § 200.14(b)) (ESSA Title III Resource Guide, 2017).

C. Missouri Program Evaluation

DESE has developed an index score that provides an incentive for schools to address the needs of English learners by including two factors. An explanation of this index is found in Appendix A of the Missouri ESSA Consolidated State Plan. DESE has determined that 30 is the minimum number of students necessary to be included to carry out the requirements of any provision under Title I, Part A of the ESEA that requires disaggregation of information by each subgroup of students for accountability purposes. The new School Report Card has multiple indicators of student and school performance. These include: Academic Achievement, Academic Progress, Graduation Rate, and Academic English Proficiency (AEP).

The total scale of this indicator ranges from 0-200. The first factor credits schools for the percentage of students achieving AEP. This factor is given 50 points. The second factor credits schools for the growth shown by each EL on WIDA ACCESS© as shown in Appendix A. This factor is given up to 150 points.

DESE will calculate an index score based on all the indicators of the accountability system. The index will be calculated for all schools. This index score will be used for improvement identification purposes for schools receiving Title I, Part A funds. . The index will also be calculated for each subgroup of 30 or greater present in each of those schools. Because the scale of each indicator is of a significantly different magnitude and range, DESE will calculate and assign an NCE for each indicator that does not already have one. This will normalize the scales so that weighting of indicators is proportional.

- Academic Achievement – DESE will average the MPIs for ELA and mathematics and rank the resulting average MPI. An NCE will be calculated based on this rank and assigned to each school. The calculated NCE will be multiplied by four.
- Student Progress – DESE will average the NCEs for ELA and mathematics derived in the growth model calculation. The resulting average NCE will be ranked and the rank will be multiplied by three.

- Graduation Rate – DESE will rank the three-year average graduation rates and calculate NCEs. The NCE will be multiplied by three.
- English language acquisition – DESE will assign up to 50 points for meeting the rate at which students become AEP on WIDA ACCESS©, and 150 points for gains on the WIDA ACCESS©. These total points will be ranked and NCEs calculated. The NCE will be multiplied by two.
- Student Success/School Quality – DESE will measure attendance, defined as the percentage of students attending at least 90 percent of the time. Attendance rates will be ranked and NCEs calculated. The NCE will be multiplied by one (DESE, 2022a).

D. Resources for LEP Program Evaluation

i. Missouri Program Evaluation Scores
ii. OCR 3-prong criteria
iii. ESSA Title III Resource Guide, 2017
iv. Evaluating Programs and Services for English Learners Tool

E. Parent Request for Documents

All student documentation, including LUS forms, ELD placement letters, ILPs, portfolio reclassification forms, and exit monitoring forms are available in the ELD District Office files and uploaded into FileBound. These will be provided upon request to parents/guardians of EL students and, to the extent practicable, will be provided in a language the parents/guardians understand.

F. Using a School District Improvement Planning Checklist for LEP Programs
(https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap9.pdf)

It is important that evaluations of EL programs and services focus on overall and specific program goals. The goals should address expected progress in English language development and core-content instruction. SEAs and LEAs are encouraged to develop continuous evaluation systems that align with both program design and the needs of EL students in each state or community.

G. Components of an Evaluation of Programs and Services for ELs

The following tool is 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. It may help SEAs and LEAs identify elements for evaluating ELD programs and services. Questions and data sources focus on ELD program implementation information; staffing and professional learning; student performance in English language development and academic content areas; and analyzing the information collected and identifying areas for improvement. EL program evaluation will vary from LEA to LEA; thus, the information below is illustrative.

* The updates to growth measurement and exit expectations will not be available from MO DESE until at least Aug./Sept. 2024.

H. ELD High School Services Option Form

Student Name:	School of Residence:
Grade:	DOB:
MOSIS ID:	Years/Months in U.S.:
Years/Months in U.S. Schools:	ACCESS Composite Score:
First Language:	Date:

I understand that St. Joseph School District has open enrollment of high schools, and that English Language Development programming differs by location. I have options for my newcomer student in grades 9-12. I understand that my student is recommended to attend the Newcomer Center at Central High School. I choose the following option by initialing in the box by my choice.

_____As required by federal law, I recognize that my child has been identified as a newcomer English Learner and has been recommended to attend the Newcomer Center at Central High School. I understand that my student will receive specialized, intensive English Language Development instruction in a program designed to help newcomers adjust to American schools and the community, acquire English language proficiency, and access grade level content instruction. I also understand that my child may attend Central High School until he/she graduates or reaches age 21, even if he/she scores a 4.7 or higher on the ACCESS test and is reclassified to monitor status. Transportation will be provided. I have considered the options offered by the district and have chosen to have my student attend Central High School.

_____ As required by federal law, I recognize that my child has been identified as a newcomer English Learner and is eligible to attend the Newcomer Center at Central High School and receive English Language Development instruction in a program designed to help newcomers adjust to American schools and the community, acquire English language proficiency, and access grade level content instruction. I have considered the options offered by the district and

have chosen **NOT** to attend Central High School. I understand that I am declining a specialized, intensive English Language Development program for my child to access a program designed to help newcomers adjust to American schools and the community, acquire English language proficiency, and access grade level content instructionI choose to have my student attend his/her high school of residence, _____.

> Since I am declining the Newcomer Center at Central High School, I understand and accept the following by initialing in **each** box:

_____As per this request, my child will not receive specialized English Language Development instruction at the Newcomer Center at Central High School. He/She will still have ELD ELA and Newcomer I and II at their neighborhood high school.

_____My refusal of ELD/newcomer services at Central High School does not release the district from its obligation to ensure that my child has access to the educational program by providing the necessary support.

_____The school district will report my child in the Student Information System (SIS) as an English Learner (EL) until my child attains English proficiency.

_____As long as my child is enrolled in Missouri public schools, they will be tested annually with ACCESS until he/she attains English proficiency.

_____The school district will continue to inform me of my child's progress in attaining English proficiency.

I can change my preference at any time by notifying the school district in writing. If I later choose for my child to attend the Newcomer Center at Central High School, my student will be allowed to move after the semester when the request is received ends.

_____ (please initial) All of this information has been presented to me in a language I fully understand.

Parent/Guardian Signature: _____

Date: _____.

I.   TOOL #1

EVALUATING PROGRAMS AND SERVICES FOR ENGLISH LEARNERS

A. EL Program Implementation Information

Overview: Following are questions to consider in collecting and maintaining information needed to determine whether all aspects of an LEA's EL program(s) are being evaluated. Where an LEA uses more than one EL program, the evaluation should disaggregate current and former EL students' performance data by program to ensure that each program's strengths and weaknesses can be identified and addressed, as needed.

Questions to Ask About EL Program Implementation:

1. Does the evaluation cover all procedural and service provision requirements set forth in the LEA's EL plan, including

   - the identification/screening process?

   - the student assessment process, including the annual ELP assessment?

   - the provision of EL programs and services to all EL students in ways that avoid the unnecessary segregation of EL students?

   - the provision of qualified staff and resources consistent with EL program design?

   - equal opportunities to participate meaningfully in programs and activities, whether curricular, co-curricular, or extracurricular?

   - following appropriate criteria for exiting students from EL program services?

   - the implementation of monitoring practices for current EL students, including opt-out ELs, and former EL students who have transitioned from EL program services?

2. Is the information collected on each EL program element being assessed with reference to the specific requirements of the district's EL plan? For example, when looking at the process for

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identifying potential EL students, does the evaluation determine whether the LEA has followed the established plan for identifying potential EL 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 EL services?

TOOL #1: EVALUATING PROGRAMS AND SERVICES FOR ENGLISH LEARNERS (CONTINUED)

Possible Data Sources:

- file and record reviews (e.g., date of enrollment, HLS, assessment, placement, notice letter to EL parent)

- staff interviews and surveys

- enrollment data in advanced, gifted, and special education courses; choice programs, like magnets;

  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

B. Staffing and Professional Learning

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

Questions to Ask About Staffing and Professional Learning:

1. Do classroom teachers have the resources, skills and knowledge to address the needs of EL students in their classroom?

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

3. If English as a Second Language (ESL) teachers teach in content areas, do they have certification in their specific content areas, as well as ESL certification?

4. Does the LEA provide adequate professional development and follow-up training in order to prepare EL program teachers and administrators to implement the EL program effectively?

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

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

Possible Data Sources:

- copies of required certifications, licenses or endorsements of teachers who instruct ELs, including content-area certification, as appropriate

- list of all paraprofessionals who work with ELs and their qualifications to provide support to ELs

- classroom observations

- class lists and description of how ELs are placed in classes (e.g., ESL, bilingual, and supported content instruction)

- topics, schedules, and participants at professional learning opportunities

C. Student Performance Information: English Language Development

Overview: Following are questions that may be considered when evaluating the success of EL programs in meeting English language development (ELD) goals.

Questions to Ask About English Language Development Goals:

1. Rate of English Language Development

    - Are EL students acquiring English language skills in all four language domains (e.g., listening, speaking, reading, and writing) at a pace that is consistent with EL program goals or expectations and with EL students at comparable ages and initial ELP levels?

    - Is the rate of language development compatible with the LEA's objectives for academic progress?

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

2. English Language Proficiency

    - How are EL students performing in English language skills compared to the LEA's goals and standards?

    - Are EL students progressing in English language skills so they will be able to successfully manage regular coursework?

    - Do former EL 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 each EL program with respect to whether ELs attain English proficiency within a reasonable time period. Disaggregating data by current ELs, former ELs, and never ELs is particularly useful for assessing whether EL programs enable ELs to attain parity of participation in the standard program within a reasonable time period.

D. Student Performance Information: Academic Content

Overview: This area addresses whether EL 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:

Rate of Academic Progress

- Are EL students receiving ELD services targeted to their language needs and progressing academically relative to EL program goals or expectations?

- Are EL students learning grade-level core content in addition to English language development?

- Depending upon the LEA's EL program model(s) and goals, are EL 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 EL students receiving meaningful access to courses needed to graduate on time?

Comparison to Other Students

- Once EL students have exited EL programs and services, are they able to participate meaningfully in the standard curriculum comparable to their never-EL peers?

- How are EL and former EL students doing, over time, as compared to the academic performance of never-EL students in core-content subjects and with respect to on-time graduation?

- How do the percentages of current ELs, former ELs, and never-ELs compare in special education, advanced courses, and extracurricular activities? Does such access differ by EL program or language background? If there is disproportionate participation, what are the barriers to participation? Are the barriers based on language needs or EL status?

- Are multiple measures used to assess the overall performance of current EL and former EL students in meeting the educational goals the district has established for its EL program?

  Note: Longitudinal data is especially important in evaluating the success of each EL program. Disaggregating academic performance data by current ELs, former ELs, and never ELs is particularly useful for assessing whether EL programs enable ELs 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 EL student's ELP and age at the time of entry

- grades in core classes

- graduation and drop-out rates

- inclusion of EL students in gifted and talented, as well as other special programs (e.g., magnet programs)

- participation in extracurricular activities

- measures related to meeting state or local school reform goals

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

E. 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 the district 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?)

Questions to Ask (continued)

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 EL 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.

(U.S. Department of Education, 2016)

Part IV: Resources

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