

English Language Learners Program Evaluation 2012 Willard R-II Schools

Program Objectives

1. 51 % of students in cohort 1* and 66% of students in cohort 2** will meet AMAO 1 by increasing their ACCESS for ELLs scale scores by at least one point in each of the four domains of reading, writing, listening and speaking on the ACCESS for ELLs Assessment.
2. 16 % of students in cohort 1* and 21 % of student in cohort 2** will obtain proficiency on the ACCESS for ELLs assessment to meet AMAO 2.
3. 75.5 % LEP subgroup will score Advanced or Proficient on the Communication Arts MAP to meet AMAO 3.
4. 72.5 % of LEP subgroup will score Advanced or Proficient on the Mathematics MAP to meet AMAO3.

**Cohort 1: Students who have participated in language instruction educational programs for three or fewer years.*

***Cohort 2: Students who have participated in language instruction educational program for four or more years.*

Improvement Strategies

1. After reviewing district assessment data (disaggregated MAP, common formative assessments, or other district assessment data) to pinpoint specific math skills and standards in which LEP students are not yet proficient at each grade level, mainstream teachers will collaborate with ELL teachers to increase the math skill set of LEP students with regard to math standards and skills in which LEP students are not yet proficient.
2. Mainstream teachers of core subjects with ESL students will be required to participate in ESL professional development every other year.
3. ESL Teachers will provide Face-to-Face professional development at the District Conference in September, presenting multiple times to accommodate various building schedules.
4. An online course will be available for teachers to complete at their convenience, which provides information about instructional strategies to be used with ESL students.
5. An ESL Blog will be published with monthly posts for administrators and teachers to read to learn about our ESL program, instructional strategies, ESL events, and timely information related to ESL students.
6. ESL teachers will collaborate with mainstream teachers by participating in grade level meetings. Mainstream teachers with ELL students in their classrooms will collaborate with ESL teachers to develop mainstream capacity to make content comprehensible for ELL at a language level appropriate to the student's English language proficiency. The ESL teachers will share differentiated ELL strategies and accommodations. Classroom teachers with ESL students will complete a form listing

lessons plans for next week so that ESL teachers can front load lessons during pull out sessions.

7. The district will implement use of the WIDA ELP Standards and the WIDA Can Do Descriptors to guide teachers in differentiating instruction for all students at various language proficiency levels in classrooms with ELLs including both mainstream content and ESL classrooms.
8. Administrators will look for modifications and accommodations being used with ELL students during their walk-throughs and evaluations to ensure fidelity of implementation of WIDA resources and appropriate modifications/accommodations. A list of some general strategies (same list provided to PE, Art, Library teachers) will be used to develop a look-for-list for Administrators to reference while doing walk-thrus.
9. ESL teachers request 5-10 minutes at start of year staff meeting to explain place mats, how students qualify, translation of documents, and the front loading form.
10. Provide special class teachers (Art, Music, Library, PE) with a list of ESL students and some general strategies.
11. ESL teachers will get teacher input about students who may be transitioned next year.

Evaluation Data

The below data references 2011 test data as received from DESE in February 2012.

- Willard met AMAO 1 and AMAO 2 for both cohorts.
- Willard met AMAO 3 AYP for CommArts.
- Willard did not meet AMAO 3 AYP for Math. The Proficient goal was 72.5 and our LEP sub group was 31.8. Previous years: 2010=40; 2009=43.3; 2008=34.8;
- Willard has not achieved AMAO Overall Met for 3 consecutive years.

All Title III Schools in Missouri

- AMAOs Overall: 4 out of 74* schools met (5%) **one school NA*
- AMAO 1: 72 out of 75 schools met (96%)
- AMAO 2: 48 out of 75 schools met (64%)
- AMAO 3 AYP: 6 out of 72 schools met (8%) **3 schools NA*
- AMAO 3 AYP Com arts: 15 out of 71* schools met (21%) **four schools NA*
- AMAO 3 AYP Math: 26 out of 73* schools met (36%) **two schools NA*
- Consecutive Years not Met for Overall:
 - 0 years: 7% of schools
 - 1 year: 13% of schools
 - 2 years: 5% of schools
 - 3 years: 17% of schools
 - 4 years: 57% of schools

	08-09	09-10	10-11	11-12
ELL students receiving services	56	71	82	96
ESL Teachers	1	1	1.5	1.5
ESL Paras	1	1	1	1.5
District teachers participating in ESOL in-service	10	35	20	35
Buildings Served	6	7	7	7
Languages				
Spanish	30	36	42	46
Russian	1	2	3	3
Swahili	0	1	2	5
Romanian	18	22	23	25
Marshallese	0	1	1	1
Hmong	1	1	1	1
Chinese	2	4	4	1
Ukrainian	0	0	2	1
Filipino	1	0	0	0
Portuguese	2	2	1	1
Yupik Languages	0	0	0	1
Kinyarwanda	0	1	0	0
Gujariti	1	1	1	1
Vietnamese	0	0	1	4
Thai	0	0	0	1
Tagalog	0	0	1	1
Students served by Pull Out ESOL Services Grades K-5	40	48	60	71
Students served by Resources Classrooms Grades 6-12	16	23	22	10
Students served by Content Based ESOL	0	0	0	4
Students served by Sheltered Classrooms	0	0	0	5
Students being monitored/no longer receiving direct services	19	10	14	18
Students attaining English proficiency and transitioned into a classroom not tailored to ELL students (students no longer monitored or receiving direct services – “graduated”)	0	7	9	7
Students who have not received waiver for reading or language arts assessments	54	71	81	96
Students meeting the same state and academic content and student academic achievement standards as all other children (Basic, Proficient or Advanced for MAP, and/or earning passing grades in classes: A to a D- in all classes)	52	69	63	82
Students who dropped out of school	0	0	0	0