



English Language Learners (ELL) Program Evaluation

A Report to the District 101 Board of Education

Submitted by Dr. Jan Wright and the ELL Program Evaluation Committee

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Table of Contents

ELL Program Evaluation Committee Members	1
Part One: Introduction	3
Program History.....	3
Program Purpose.....	4
Admission Process.....	4
Scheduling	5
Curriculum and Instruction	5
Teacher Qualifications	6
Part Two: The Research	7
Program Effectiveness	7
Socio-cultural Aspect.....	8
Home Influence.....	10
Parent Involvement	10
Developing Bilingualism and Biliteracy	11
Effects of Bilingualism	11
Instructional Practices.....	13
Modifying for the Content Areas	15
Modifying Reading Instruction	15
Interventions for ELLs	16
Special Education.....	18
Part Three: Evaluation Process	19
Part Four: Evaluation Results	21
What Are the Characteristics of Students in the ELL Program?.....	21
What Does the ELL Program Cost to Operate?	24
How Well do ELL Students Achieve Academically?	27
How Do Parents Perceive the Program?	36
General Information.....	36
Parental Involvement at School	36
Parental Support.....	37
ELL Program Knowledge and Perceptions	38
Interpretation Services	40
How Does Staff Perceive the Program?.....	41
General Information.....	41
Perceived Knowledge of the Program.....	41
Perceived Knowledge of Program Characteristics	42
Perception of Program Effectiveness	43
Perception of Effectiveness of Training	44
How Does the District Comply With Law Regulating ELL Education?	45
Part Five: Conclusions and Recommendations.....	46
Appendix A: Home Language Survey.....	48
Appendix B: English Language Learners (ELL) Program K-2 Parent Survey	49
Appendix C: English Language Learners (ELL) Program 3-5 Parent Survey.....	54
Appendix D: English Language Learners (ELL) Program 6-8 Parent Survey.....	59
Appendix E: English Language Learners (ELL) Program 9-12 Parent Survey	63
Appendix F: English Language Learners (ELL) Program Teacher Survey	67
Appendix G: English Language Learners (ELL) Program Administrator Survey.....	75
Appendix H: Native Languages of District ELL Students	81
Appendix I: Illinois TBE/TPI/Title III District Self-Monitoring Checklist	82
References	86

Part One: Introduction

The Federal Definition of ‘language instruction educational program’ in NCLB means “an instruction course — (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by section 1111(b)(1); and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language. (Title III, Part C, Section 3301(8))

The purpose of this report is to communicate the results of an 18-month program evaluation of the district English Language Learners (ELL) program conducted by a committee of administrators, teachers, and parents. This program evaluation consisted of analyzing student demographic data, student achievement data, program process data, and perception data solicited from parents, teachers, students, and administrators. This introductory section will provide background information about admission into the ELL program and the curriculum, instruction, and assessment utilized in the program. Subsequent sections will provide information on existing research regarding ELL programs, the evaluation process used by the committee, the results of the data analysis, and conclusions and recommendations developed by the committee.

Program History

The ELL program has existed in Batavia since at least the early 1970's. Until 2000, it was a pull-out program for second language learners from kindergarten through twelfth grade. Instruction was in English only and focused on remediating English literacy skills, developing survival English and helping with homework completion. One teacher serviced all the schools on an itinerant basis, meaning most students received infrequent lessons.

In 2000, the district recognized the need to offer transitional bilingual education at Louise White due to Illinois School Code regulations. The law states that any attendance center that has twenty or more students of the same language group who require ELL services must provide instruction in that language. Therefore, the district hired a full-time bilingual (English-Spanish) teacher dedicated to Louise White while the other attendance centers continued to be serviced by one teacher as ESL (English as a Second Language) programs.

In bilingual education, students are grouped with students of the same native language and are taught literacy skills in their native language. These skills then support the learning of English literacy skills. In ESL education, students are grouped with students of various native languages and are taught in English with instructional strategies that makes the English language more accessible to their comprehension.

At Louise White, eligible students were grouped by grade level and native language. Instruction resembled small-group tutoring, with the ELL teacher re-teaching or practicing skills the students had not mastered in their general education classes. Students were pulled out for thirty minutes daily, five days a week and were taught in either Spanish or English as the

circumstances warranted. Since most Latino¹ students had no Spanish literacy skills, almost all reading and writing had to be done in English, whether the students had verbal English abilities or not.

In 2001, the two newest elementary schools opened, and the existing bilingual program moved from Louise White to Hoover-Wood. The district approved an additional full-time bilingual teacher to service the remaining five elementary buildings, increasing the district-wide ELL staff to three. During 2001, a group of administrators and teachers met several times with advisors from the Illinois Resource Center (IRC) to determine what program model would provide the greatest benefit to our elementary students given our small ELL population and our resources. Based on the extensive research by Collier and Thomas in the 1980's, the focus group agreed that developing literacy in the first language, when possible, was the most efficient way to teach English literacy because knowledge transfers between languages. The decision was made to focus on teaching Latino primary students how to read and write in Spanish, and thus a K-2 bilingual was developed. Beginning in the fall of 2002, Spanish-speaking kindergartners from across the district were transported to one attendance center for a half-day of literacy instruction in Spanish. The first and second grade students from the east side of town were transported to another attendance center for half-day instruction in Spanish literacy. All other ELL students – including intermediate Spanish-speakers and speakers of other languages – continued to receive pull-out ESL services in their home school.

Currently, there are two first/second bilingual classes, one housed at Louise White and one at H.C. Storm, and one bilingual kindergarten, housed at Hoover-Wood. Full-time bilingual teachers assigned to elementary schools have been increased to five, with one full-time teacher each at Rotolo Middle School and Batavia High School. Instruction continues to be focused on developing first language literacy for primary Latino children, transitioning to full inclusion in general education classes by third grade. In third through fifth grade and for all speakers of other languages, support is provided via pull-out. The middle and high school ELL programs are also replacement programs, substituting for Language Arts at the middle school and English at the high school, which counts towards Batavia's graduation requirements.

Program Purpose

The purpose of the ELL program is to help children continue to progress academically while they are learning English as a second language. This is accomplished via native language instruction or specialized instruction. Smaller instructional groups, differentiated materials and alternate assessments help students access learning without compromising the district's high academic expectations for all students.

Admission Process

As part of enrolling a student, a Home Language Survey (see Appendix A) is filled out by the parent or guardian. If the Home Language Survey indicates that a language other than English is spoken at home, the procedure to determine a student's eligibility begins. A student

¹ Although the term "Hispanic" is commonly used in the United States for all native Spanish speakers, this term should only be used for those living in or immigrating from Spain. "Latino" is the correct term used for persons from Latin America.

may be qualified by previous enrollment in an ELL program, or screened with the Wida ACCESS Proficiency Test (WAP-T), an instrument provided by the state. Kindergartners and first semester first graders are tested in English listening and speaking only. All other students are tested in all four domains: listening, speaking, reading, and writing. Parents of an eligible student receive a letter within thirty days of enrolling their child. If parents decline the services offered, they are asked to sign a letter requesting their child be withdrawn.

Scheduling

Students in bilingual education receive approximately 2 to 2-1/2 hours of instruction five days a week. First and second graders return to their general education classrooms in the afternoon, while bilingual kindergartners are concurrently enrolled in a half-day English class in the morning.

Elementary students in the ESL program receive 30 minutes of service or more, two to five times a week. In middle school, ELL students meet with the specialist for one 90-minute period per day. Every effort is made to schedule this ELL class in place of the Language Arts class the student is required to take. At the high school level, ELL replaces the student's English block. Depending on the student's English language ability, a double block of the ELL class is scheduled.

Curriculum and Instruction

The elementary bilingual program is a replacement program for the Latino students. That is, these students are taught literacy by a bilingual teacher instead of being taught literacy by their classroom teacher. However, the same curricular outcomes are taught in the bilingual program as in the general classroom. The Spanish version of Harcourt's *Trophies* series is used at the elementary level for the literacy instruction. As students become proficient in oral English, they may begin transitioning to English reading and writing within the bilingual setting.

The elementary ESL program is a supplementary program. The ELL teacher, in conjunction with the general education teacher, provides ongoing language development to support children's learning in the content areas, with a major focus on literacy. Teachers use a variety of materials, including the *Trophies* guided reading books for ELLs and computer software such as Rosetta Stone and Earobics.

At the middle school, the ELL teacher uses the *High Point* series by Hampton Brown. This comprehensive series covers language, literature and content areas. There are 4 levels from very beginning language skills to advanced. Along with this series, she uses fiction and non-fiction books at various reading levels, novels, and customized content area materials. Instruction at the high school level utilizes Thomson-Heinle's *English in Action*, a four-level textbook series, Rosetta Stone software, English department common vocabulary and reading strategies, novel reading, and academic content-based tutoring.

Teacher Qualifications

At each level, teachers must possess the corresponding teaching certificate for that grade. In addition, ESL teachers must earn the ESL approval or endorsement which requires six graduate courses. Bilingual teachers must either earn the bilingual approval or endorsement or a Type 29 certification. The bilingual endorsement requires passing six graduate courses. The Type 29 certificate is earned by demonstrating speaking, reading, writing and grammatical proficiency in both languages. Frequently this is done by passing an oral interview and a written test in the second language. However, the Type 29 expires at the end of six years, with one two year renewal period. In order to continue teaching, Type 29 holders must have completed the requirements for a certificate and either an ESL or bilingual approval/endorsement.

Teachers must also be approved to administer the state's screening instrument, the WAP-T, as well as the annual language proficiency exam, the Assessing Comprehension and Communication in English for English Language Learners (ACCESS for ELLs). The state provides free online training and practice modules. Then teachers must pass an online test with a score of 80% or better.

ELL teachers in Batavia also participate in professional conferences hosted by the Illinois Association of Multilingual Multicultural Education (IAMME), Illinois Teachers of Bilingual Education (ITBE), and Teachers of English to Speakers of Other Languages (TESOL). The teachers also receive professional development support and consultation from the Illinois Resource Center in Arlington Heights.

Part Two: The Research

The ELL Committee read several research articles that outlined best practices in the education of second language learners. The full list is located in the references section of this report.

Program Effectiveness

A longitudinal study (Thomas, 1997) of five large urban and suburban school districts using records collected from 1982 to 1996 and including over 700,000 ELL students offers a predictor of long term school success with the following key findings:

1. The first predictor of long-term school success is cognitively complex on-grade-level academic instruction through students' first language for as long as possible (at least through Grade 5 or 6) and cognitively complex on-grade-level academic instruction through the second language (English) for part of the school day, in each succeeding grade throughout students' schooling.
2. The second predictor of long-term school success is the use of current approaches to teaching the academic curriculum through two languages.
3. The third predictor is a transformed sociocultural context for language minority students' schooling."

Further, the study addresses the question of how long it takes ELLs to close the achievement gap (reaching similar academic achievement measures as native English speakers on standardized tests). Prior studies by Jim Cummins (1981) had estimated the time requirement to be somewhere between five and seven years. Thomas and Collier set out to study this issue because many educators seemed skeptical of the time frame and insisted that there must be some way to accelerate the language acquisition process. The results of their findings are shown in Figure 1. Thomas and Collier's research actually shows that the time frame proposed by Cummins is appropriate, for the most part, only for ELL students with prior and continued literacy and content instruction in their first language. For students without the benefit of first language instruction, the time required to close the gap in reading academic achievement is even longer, seven to ten years, rather than four to seven years. Moreover, their findings suggest that many students in the latter category never even make it to grade 12. Thomas and Collier (1997) explain:

...the main reason that it takes so long for ELLs to reach grade-level performance on tests in English is that native-English speakers are not standing still waiting for ELLs to catch up with them (Thomas, 1992, p. 215).

Native-English speakers are developing cognitively and academically with every year of school, as well as continuing their acquisition of L1 [English] in a learning environment that is favorable for instruction in English. School tests reflect that ongoing linguistic, cognitive, and academic growth that occurs in an "English-friendly" learning environment. (Thomas, 1997, p. 40)

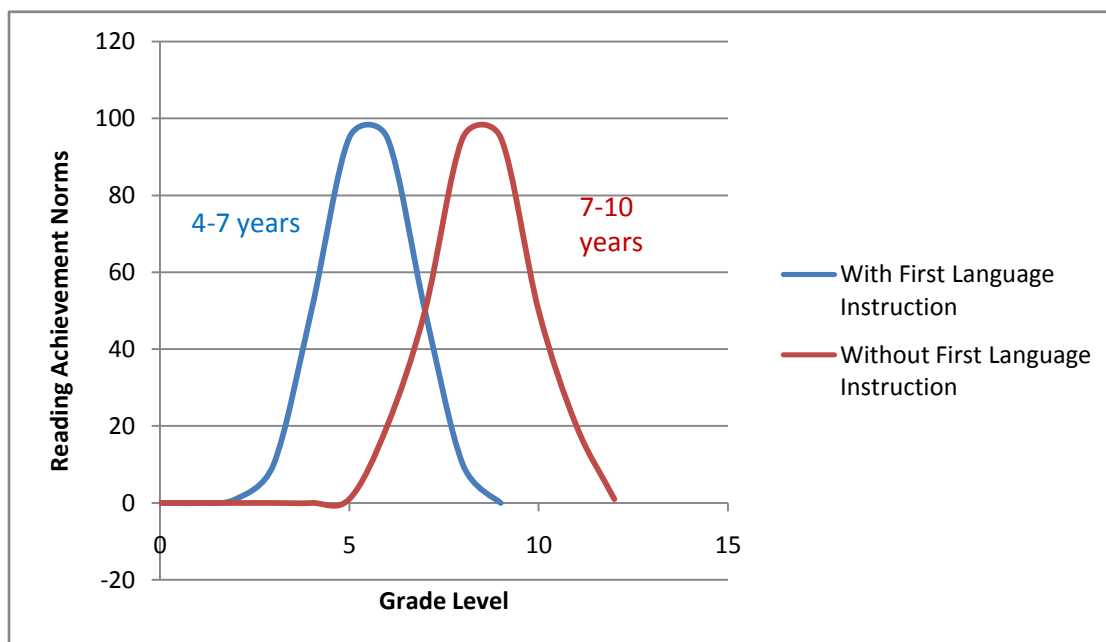


Figure 1. How long it takes to acquire a second language (Thomas & Collier, 1997)

Academic work is not isolated from cognitive, linguistic and social factors. Native English speakers in an English-friendly learning environment learn much more than just the English language in school. The linguistic, cognitive and academic growth to which ELLs are constantly trying to catch-up can be exacerbated by simplistic notions of addressing those needs by simply teaching them the English language. Student success happens within the context of home, school, community and the larger society, conditions that, depending on each case, may be more or less conducive to learning. Because academic success tends to occur in conjunction with family, peers, teachers, schools and society (Nieto, 2008), ELL instruction needs to facilitate the growth of the whole child if ELLs are going to have a chance at closing the academic gap.

Socio-cultural Aspect

One notable common thread amongst the various researchers was in viewing the whole child approach to teaching ELLs (English Language Learners) as a central idea in their instruction. This Prism Model, advanced by Thomas & Collier (Ovando, 2006), exemplifies this idea.

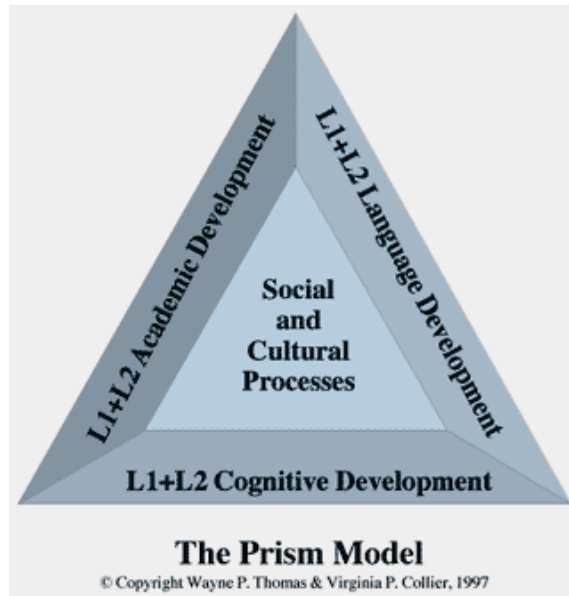


Figure 2. The prism model (Thomas & Collier, 1997)

As Figure 2 illustrates, four components interact in the education of ELLs. Academic, language and cognitive development flank the central subject of social and cultural processes. Supported by the Affective Filter Hypothesis², this model supports the need to address issues of a social and cultural nature as a vital component in the education of ELLs. Anthropologists provide the following informative guiding principles regarding culture:

1. Culture is intimately related to language and the development of basic communication, computation, and social skills.
2. Culture is an important part of the dynamics of the teaching-learning process in all classrooms, both bilingual and monolingual.
3. Culture affects the organization of learning, pedagogical practices, evaluative procedures, and rules of schools, as well as instructional activities and curriculum. (Devillar, 1994)

From these guiding principles, it can be surmised that the integration of social and cultural processes to the education of ELLs requires a working knowledge of the concept of culture. In 1979, Saravia-Shore, of the Council of Anthropology and Education, offered:

Culture is more than the heritage of a people through dance, food, holidays, and history. Culture is more than a component of bilingual education programs. It is a dynamic, creative, and continuous process, which includes behaviors, values, and substances shared by people, that guides them in their struggle for survival, and gives meaning to their lives. As a vital process it needs to be understood by

² Stephen Krashen's theory that motivation, self-confidence, self-image and anxiety can create a "mental block" that can prevent or limit language acquisition.

more people in the USA, a multiple society which has many interacting cultural groups. (Ovando, 2006, p. 219)

Best practices for ELLs, then, support the use of students' cultural backgrounds in ways that go beyond the superficial. Examples of this concept exist in the popular media (Stewart Ball, 2009; Biles Jones, 2007) as well as within the academic research arena (Nieto, 2008; Colin, 2007; Richard-Amato, 2003; Marino Weisman and Hansen, 2007). Meaningful multicultural education goes far beyond superficial signs of cultural differences. Rather, it involves a substantive change in what we teach and how we teach it. It spans a continuum of activities, from the use of culturally diverse texts to culturally diverse pedagogy. It is an antiracist, dynamic, ongoing process. It should be an integral component of curriculum, not separate from other subjects. It is vital for minority and majority students. Effective multicultural education is pervasive in the entire schooling process. It advances social justice. Its implementation empowers the school's cultural and social structure, and it involves content integration, the knowledge construction process, prejudice reduction and equity pedagogy. (Banks, 1995) Unfortunately, even though ELL students may possess a plethora of information regarding a particular culture or place, these "funds of knowledge" in a student's background may be underutilized because they generally go unnoticed or undervalued in the school setting (Marino Weisman, 2007).

Home Influence

Parent Involvement

Parents as partners in biliteracy development is important, including when local and family 'funds of knowledge' are utilized. In the case of ELL students, home-school cooperation can be made difficult due to language disconnects. In addition, the experience of newcomer parents has been characterized as follows:

1. Arrival survival – newly arrived to the United States, time devoted to school affairs may be limited, as parents secure basic necessities such as jobs, homes or transportation. However, their interest level in basic school information such as enrollment procedures, lunch routines, and school schedules will be very high. In addition, providing communication routes in the parents' first language is very important during this stage.
2. Culture shock – The need to interact within a new sociocultural environment may result in emotional strain. During this stage, parents may feel disillusioned with US American ways and would benefit from support groups or personal contacts that address these concerns. Also, schools can become a positive force at this very difficult time for new immigrants by keeping communication lines open and limiting school demands on the parents' time.
3. Coping – Having gained familiarity with their new sociocultural environment, families in this stage exhibit more confidence in their ability to manage themselves and their new surroundings. This is a good time to encourage more parental participation in schools, while providing clearly defined tasks and responsibilities, so that they feel safe in their US

American, culturally appropriate parent role. Moreover, parents in this stage can be enlisted as communication bridges and support networks for families in the two previous stages.

4. Acculturation – At this stage, if the school has been successful in integrating these parents’ into the larger school community, they will feel comfortable in continuing their participation and should be provided with more leadership and mentoring opportunities. (Ovando, 2006)

Many researchers have noted a lack of connection between school and ELL parents’ expectations of the home-school relationship. This misalignment can lead to misinterpretation from both sides (home and school). Consideration of the above listed stages of adjustment by newcomer parents would help to foster an atmosphere of cooperation and mutual trust.

Developing Bilingualism and Biliteracy

Bilinguals have advantages on certain thinking dimensions, particularly in divergent thinking, creativity, early metalinguistic awareness and communication sensitivity. Further, research on the metalinguistic advantages of bilinguals suggests that bilinguals are aware of their languages at an early age, separating the concept of two languages from the concept of two meanings (form vs. meaning), and having reading readiness *earlier* than monolinguals. (Baker, 2007) Some bilingual children simultaneously learn to read and write in both languages. Other children will learn to read in their first language before they learn to read in their second (majority) language.

In a world economy and with the ease of international communications, bilinguals and multilinguals are increasingly required in many occupations. In that context, bilingualism can give students an edge, and efforts to promote these ideas among ELL parents would be beneficial to students’ overall academic success. However, bilingual school effectiveness includes attention to a process that includes intake of students; staffing and staff professional development; shared vision, aims and goals; effective leadership; a challenging curriculum; high expectations; and home-school partnerships (Baker, 2007; Ovando, 2006). This is a process that requires commitment and cooperation from a variety of groups vested in the educational process of all our students.

Effects of Bilingualism

First postulated by Toukomaa and Skutnabb-Kangas (1977) and by Cummins (1976), the Threshold Theory (Figure 3) proposes that there is a minimum level of bilingual ability necessary for its effects to be positive. As the diagram below shows, below the first threshold, low level of competence in both languages are likely to have detrimental effects in overall cognitive abilities, keeping students from reaching their potential (Tier 1). Above the first threshold, a middle ground supports cognitive development of one language over the other, allowing students to transfer learned skills between languages but often resulting in first language attrition and an unbalanced bilingual (Tier 2). It is unlikely that bilingualism will have

a detrimental effect on cognitive abilities at this level. Above the second threshold, however, where the four language domains (listening, speaking, reading and writing) are balanced, individuals are able to use both languages to build a stronger, wider base on which to build new information, where learning and life experiences can be cognitively augmented due to the positive interaction between both languages (Tier 3). This level of bilingualism is likely to have a positive effect on cognitive ability. (Baker, 2007)

The Threshold Theory is widely accepted within the field of ELL instruction. The theory indicates that instruction of ELL students should take into account their first as well as second language skills, aiming at developing both in a more or less balanced manner. Further, given the existence of our bilingual-Spanish program, more emphasis could be structured so that these students continue to develop their Spanish skills, even after adequate instructional levels in English have been acquired. Supporting their first language would provide these native Spanish speakers with the instruction they need in order to make full use of all their linguistic abilities, maximize cognitive development, and thus attain higher academic achievement.

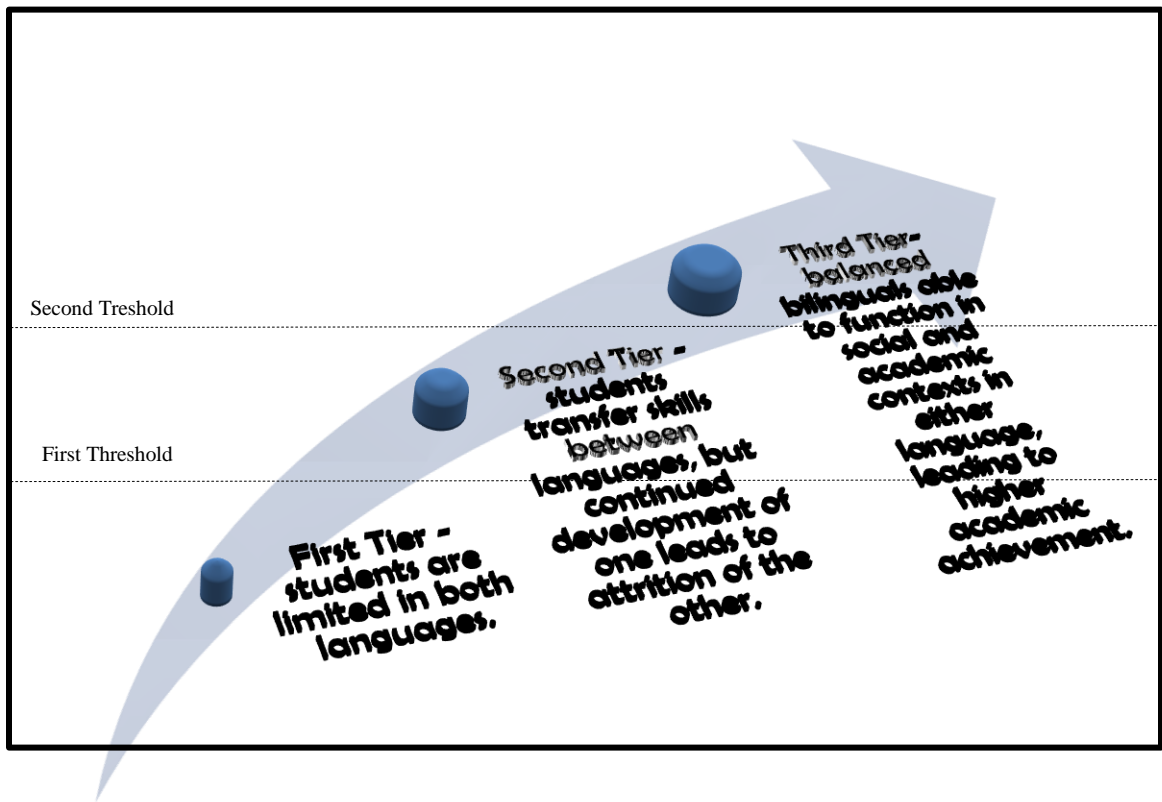


Figure 3. Threshold Theory (Toukoma and Skutnabb-Kangas, 1977)

Instructional Practices

Based on a recently published and extensive literature review about best practices for ELLs, there are three key findings that stringently defined methodological criteria research can safely support.

1. Literacy in the first language increases reading achievement in English. (Goldenberg, 2008) This finding can be explained in several ways, the most common one being the idea of transfer. For example, when a student learns how to decode, use comprehension strategies, write full sentences, or any of a variety of basic literacy skills, all these concepts will transfer from the language in which it was learned to the second language. Teaching these basic literacy skills in the student's second language is counterproductive because the language of instruction itself is something with which the student is still struggling. As a result, students are faced with double the work. First, they have to understand the words the teacher is speaking. Then, maybe, they can start focusing on the concept the teacher is trying to convey. This situation can result in cognitive strain, frustration, or negative self-identification for the student. On the teacher's part, the situation can lead to inappropriate student identification into special education or RtI, misallocation of precious time resources, and of course, frustration. Further, it is important to note that (1) transfer of literacy skills has been documented between a variety of languages, even those with different alphabets, such as English and Korean; and (2) transfer is not always automatic; some skills may require direct instruction, depending on the student, the language and the specific skill under discussion.
2. Good general education practices are similar to good ELL practices. Although not all instructional variables have been studied with ELLs to the degree they have been with English speakers, "existing studies suggest that what is known about effective instruction in general ought to be the foundation of effective teaching for English learners." (Goldenberg, 2008, p. 17) Brain-based research and ELLs, for example, are perfectly compatible (see Table 1 for further information). Some effective instructional methods include, but are certainly not limited to, using teacher-student collaborative inquiry and discovery learning, using cooperative learning, aiming to increase interaction between students, utilizing tasks that involve creative problem solving and higher-order thinking skills, and using technology that prepares students for the workplace of the 21st century (Ovando, 2006).

What brain research says	ELLs benefit from
The brain is a complex, adaptive system.	...activity shifting...two to three times during a class period.
The brain is a social brain.	...cooperative learning, rituals, games, and talking for social interaction.
The search for meaning is innate.	...knowing the rationale for what they are doing.
The search for meaning occurs through patterning.	...preteaching, modeling, and rehearsing key concepts, skills, and terms.
Emotions are critical to patterning.	...a warm, supportive, encouraging educational climate.
Every brain simultaneously perceives and creates parts and wholes.	...engaging in tasks that require both sides of the brain.
Learning involves both focused attention and peripheral perception.	...positive and encouraging teacher demeanor, processing time, reflection, contextual learning, real-life activities, and interdisciplinary courses.
Learning always involves both conscious and unconscious processes	...reflection and metacognition, questioning, application of learning.
We have at least two ways of organizing memory.	...instructors that attend to short and long-term memory.
Learning is developmental.	...instruction that includes all the modalities of learning and instructional technology.
Every brain is uniquely organized.	...approaches to learning that address their diverse needs and improve their confidence and skills.

Table 1. Compatibility between brain research and best practices for ELLs (Lombardi, 2008).

3. When instructing ELLs in the mainstream classroom, modifications must take place. This key finding is not a contradiction to the second finding above. Instructional modifications are necessary in order to minimize the double work faced by ELL students that was discussed in the first key finding. In the primary grades, where the instructional focus is on basic literacy skills such as the sounds and how to manipulate those sounds, ELL students tend to struggle but succeed when provided with appropriate modifications, such as simplifying text language and providing clear, focused and systematic instruction. However, in the intermediate grades and beyond, when vocabulary, language, and the curriculum in general become more complicated, ELL students show a tendency to struggle without success, unless specific instructional modifications take place. It is important to note that the benefits of these modifications are not limited to the ELL population. Instead, their benefits extend to the general native English speaking population as well as to the special education sector. For example, oral proficiency and vocabulary development are critical to ELL students (Hickman, 2004; Wallace, 2007; Marino Weisman, 2007), but activities that will improve these areas of language would benefit all students. Similar statements can be made about teaching language through meaningful content; organizing content by themes; using literature with interest-provoking titles, creative and vivid illustrations; providing age appropriate texts; and making content accessible to students by incorporating the use of visuals, hands-on, active and participatory learning activities, and cooperative learning. (Goldenberg, 2008)

Modifying for the Content Areas

In the areas of math and science, the focus should be on words that convey how the thinking processes in math and science occur. Social Studies instruction should integrate language development and cultural diversity. (Baker, 2007) Because success in social studies may contrast other subjects in its high dependency on language proficiency (e.g. highly abstract language), this area tends to be one of the most difficult for ELLs. Sheltered Instruction (SI) is a technique that aims at increasing the “comprehensible input”³ that students receive by providing appropriate scaffolding activities within the context of specific language instruction. For example, the use of graphic organizers can help contextualize an abstract idea such as *independence*, thus increasing the comprehensible input that a student receives. At the same time, providing opportunities to interact meaningfully with others in order to complete the activity would give ELLs the chance to practice academic language in context. (Marino Weisman, 2007)

The Sheltered Instruction Observational Protocol (SIOP) provides guidelines to increase comprehensible input and gives teachers the structure within which to apply scaffolding activities while also teaching language. (Echevarria, 2007) Appropriate assessments of ELLs in the content areas should be based on what we know about how language learners learn; be an integral part of instruction, informing teaching and improving learning; use multiple sources of information such as observation, not just testing (Baker, 2007); be culturally and developmentally appropriate; and provide valid, reliable, and fair measures. (Ovando, 2006)

Modifying Reading Instruction

Early literacy instruction of ELLs should take place in the first language whenever possible. (Antunez, 2002) When this is not an option, as is the case with most Low Incidence (LI) language students, literacy instruction “...should be guided by a developmental perspective, always valuing the knowledge that students bring with them from their background languages and experiences.” (Bear, 2007, p. 1) For example, comparing native oral and written language to English, differentiating instructional activities according to language proficiency, incorporating language development and skills instruction, providing opportunities to practice high frequency words, modifying guided reading practices by pre-teaching key vocabulary, investigating students’ prior language and literacy experiences, and using that information to plan for and expect student success are steps that would be beneficial to the overall English literacy acquisition of ELLs. (Bear, 2007; Helman & Burns, 2008; Avalos, Plasencia, Chavez & Rascón, 2007)

In addition, the Natural Language framework suggests the use of activities such as LEA (Language Experience Approach), a strategy that makes use of students’ already existing oral

³ Proposed by Steven Krashen, comprehensible input refers to language that is just above the student’s current level of language proficiency.

language in order to build literacy; literature-based curriculums, an approach that integrates literacy and content; and writing workshop, an approach that emphasizes student choice while providing opportunities for individual instruction and differentiation. Finally, Affective Activities such as team building exercises, journal keeping, letter writing or pen pals can help to minimize the degree of discomfort an ELL may be experiencing at any particular time. (Richard-Amato, 2003)

Interventions for ELLs

Table 1 and Table 2 are the results from a report by the Department of Education’s Institute for Education Sciences that focused on English literacy and academic achievement of elementary school ELLs. The stated purpose of the review was “...to determine which approaches for teaching academics in English to second language learners are effective ... [when dealing with] the challenging task of teaching academic material to students using a language that they have not yet mastered” (What Works Clearinghouse, 2007, p. 2). To be included in the review, curriculum based interventions as well as instructional strategies had to (1) be sufficiently well documented to make replication possible, (2) use English as the primary language of instruction (up to 20% of instruction could take place in the native language), and (3) be available through literature searches of the 50 states.


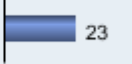





Intervention ▲	Improvement Index ↓	Evidence Rating ▲	Extent Of Evidence ▲
Fast ForWord® Language	 31	+	Small
Instructional Conversations and Literature Logs	 23	+	Small
Peer Tutoring and Response Groups	 17	++	Small
Vocabulary Improvement Program for English Language Learners and Their Classmates (VIP)	 17	+	Small
Bilingual Cooperative Integrated Reading and Composition (BCIRC)	 11	+	Small
Arthur	 11	+	Small
Enhanced Proactive Reading	 -1	○	Small

Table 2. English Language Development


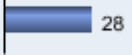





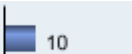

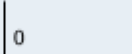
<u>Intervention</u> ▲	<u>Improvement Index</u> ↓	<u>Evidence Rating</u> ▲	<u>Extent Of Evidence</u> ▲
Instructional Conversations and Literature Logs	 29	+	Small
Reading Mastery / SRA / McGraw-Hill	 28	+	Small
Bilingual Cooperative Integrated Reading and Composition (BCIRC)	 23	+	Small
Enhanced Proactive Reading	 19	+	Small
Vocabulary Improvement Program for English Language Learners and Their Classmates (VIP)	 19	+	Small
Peer-Assisted Learning Strategies (PALS)©	 12	+	Small
Success for All	 11	+	Small
Read Well	 10	+	Small
Fast ForWord® Language	 3	○	Small
Read Naturally	 0	○	Small

Table 3. Reading Achievement

Key for Table 1 and Table 2

Improvement Index = Compares the difference between average percentile ranks before and after intervention between students in and outside the treatment group; ranges from -50 to +50, with positive and negative signs denoting benefits and negative effects accordingly.

Evidence Rating = Interventions were rated as one of the following: - - strong evidence of negative effects, - possible negative effects, 0 no discernable effects, + possible positive effects, and ++ strong evidence of positive effects.

Extent of Evidence = Attempts to convey the amount of evidence used to determine the Evidence Rating above; only two possible values: small (only one study; OR only one school; OR total sample size was less than 350 students and there were less than 14 classrooms total) or medium to large (more than one study; AND more than one school; AND total sample size of at least 350 students OR, at least 14 classrooms total).

The Read Naturally program, used in at least one BPS elementary school, was found to have no discernable effects when used to increase the reading achievement of ELLs. All other interventions were found to have beneficial effects when used to improve ELLs' reading achievement or language proficiency. Two interventions, Enhanced Proactive Reading and Fast For Word® Language received mixed reviews. The former showed benefits for reading achievement but no discernable effects in developing language proficiency, while the latter showed the opposite.

Instructional Conversations and Literature Logs, Bilingual Cooperative Integrated Reading and Composition (BIRC), and Vocabulary Improvement Program for English Language Learners and Their Classmates (VIP) were found to have positive outcomes in the improvement of both the language proficiency and reading achievement of ELLs. However, since the extent of evidence was small on all counts, further data may be necessary in order to ascertain the validity

of applying the conclusions of this report to the needs of local ELLs. (U.S. Department of Education Institute of Education Science, 2007)

Special Education

Research does not support the association between bilingualism and language or communication disorders. However, this does not preclude ELL students from having a special education need or disability. On this regard, most ELL special needs children will benefit from bilingual special education rather than monolingual special education. (Baker, 2006)

Part Three: Evaluation Process

In September of 2007, Dr. Jan Wright, the Associate Superintendent of Teaching and Learning, solicited various educators to be members of the English Language Learners (ELL) Program Committee. The Committee's goal during the next two years was to complete a comprehensive program evaluation. The Committee met approximately six times during the first year to discuss questions to be answered, data to be collected, and best practices for the future of the program. The following five domains of questions were developed: demographics, perceptions, research, achievement, and processes of program. These domains were designed to answer questions about the district ELL program.

Program related questions were developed by the participants on the ELL committee at the beginning of the school year. The committee included classroom teachers, ELL specialists, and program administrator. The committee developed questions aimed at identifying useful demographic and student achievement data, current research in ELL, parent perceptions and knowledge, and classroom teacher perceptions and knowledge about the program. The questions were reviewed to eliminate duplicates and those beyond the scope of the evaluation process. Once the final list had been determined, the questions were broken into the following five domains: demographics, perceptions, research, achievement, and processes of program.

It was determined that student demographic and achievement questions could be answered by integrating information from our district student database (SASI) and available assessment data. The following student demographic data were collected:

- Gender
- Ethnicity
- School
- Language
- Free/reduced Lunch
- Length of time in ELL program
- Individualized Education Plan (IEP)
- ELL Program Services
- Reasons for Exiting program

The following assessment data were collected for students in the ELL program:

- Measures of Academic Progress (MAP)—assesses reading and mathematics administered in the spring in grades two through eight.
- Illinois Standards Achievement Test – assesses reading and mathematics administered in the spring for grades three through eight.
- Prairie State Achievement Exam— assesses reading and mathematics administered in the spring of grade 11.
- Illinois Measure of Annual Growth in English (IMAGE) – assesses reading and mathematics administered in the spring for grades three, five, eight, and eleven.
- Assessing Comprehension and Communication in English (ACCESS) – assesses English language acquisition in the domains of speaking, listening, reading, and writing.

Data about current students and past students was used in conjunction with the assessment data to draw conclusions about the effectiveness of the ELL Program. The committee was interested in yearly student progress in the program, percentage of students meeting grade level expectations, and effectiveness of current assessment practices.

As the committee reviewed assessment and demographic data, information was collected regarding the processes within the ELL program as well as current research about best practices for English Language Learners. Questions that were discussed involved the kind of services provided within each building and the amount of service time allotted. Dr. Wright then asked committee members to read a variety of articles about how to best instruct and service English Language Learners. Among the topics discussed were the differences between bilingual, English Language Learner and English as a Second Language programs; the needs of non-Spanish speaking students; progress measurement; consistency of services across district schools; curricular goals; parent communication; and classroom teacher collaboration. In looking at research supported practices for English Language Learners and the current district practices, the committee was able to determine areas for change and improvement.

Parent, teacher, and administrator perceptions about the ELL program were fundamental to understanding areas of strength and areas for improvement. Questions dealing with the thoughts and perceptions of parents were compiled into a comprehensive parent survey (Appendices B-E). A survey dealing with classroom teacher (Appendix F) and administrator (Appendix G) perceptions was developed and administered across the district as well. The committee entered the data into statistical analysis software to identify any trends. The trends were then used to determine if generalizations could be drawn about the overall effectiveness of the program and areas for change.

The committee analyzed all of the data collected from the five question domains to develop recommendations for program improvement. The next section outlines the results of the statistical analysis.

Part Four: Evaluation Results

This section of the report will outline the results of the ELL program evaluation. The results are categorized by demographic data, cost analysis, achievement data, staff perception data, and parent perception data. In this section, the facts of the data will be presented without conclusions unless a programmatic explanation exists. Conclusions drawn from the data will be presented in Part Five.

What Are the Characteristics of Students in the ELL Program?

As of the printing of this report, there are currently 134 students enrolled in the ELL program. Because this is a very mobile group of students, one can only provide enrollment data as a snapshot in time. Figure 4 displays the enrollment count for the program for the last five years which was provided to the State Board of Education in a report in June of every year. This included all students who were serviced during that school year. Enrollment fluctuated slightly in 2007, but the enrollment has increased 35% from 2004 to 2008.

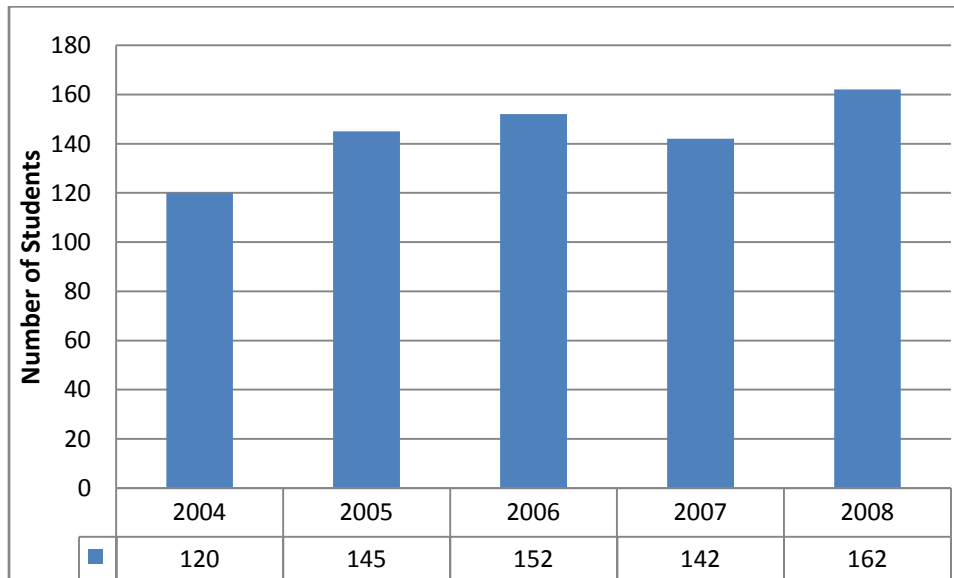


Figure 4. Enrollment in the ELL program from 2004 to 2008.

As can be seen in Figure 5, the majority of the students in the program are in the elementary grades. Seventy-three percent (73%) have been elementary students, 12% middle school students, and 15% high school students.

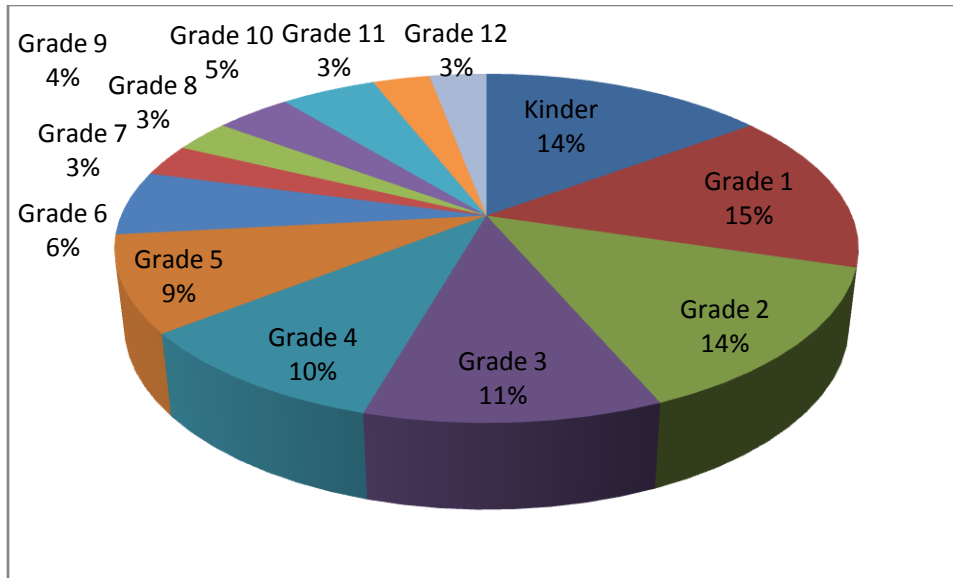


Figure 5. Enrollment by grade 2004 – 2008.

Almost half of the students (49%) have been enrolled in Louise White, J.B. Nelson, and Hoover-Wood Schools (Figure 6), all east-side elementary schools. West-side elementary schools comprise 25% of the ELL student enrollment.

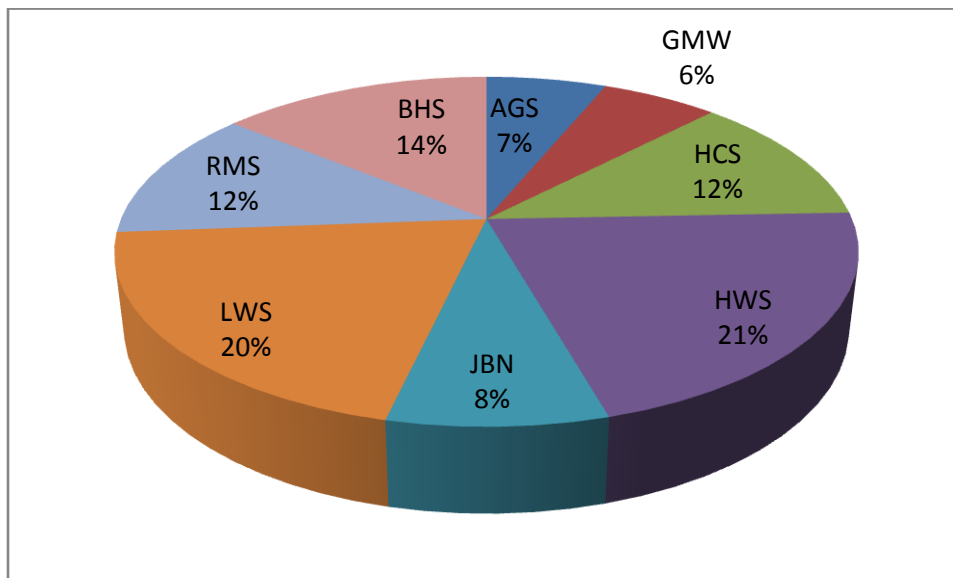


Figure 6. Enrollment by school 2004 – 2008.

The vast majority (82%) of ELL students speak Spanish as their native language (Figure 7). The Polish, Korean, Farsi, Urdu, Russian, and Albanian languages are spoken by 11% percent of the ELL students. Twenty-four other languages are spoken by the last 8% of students. A complete list of all languages spoken by the ELL students enrolled in the program since 2004 is contained in Appendix H.

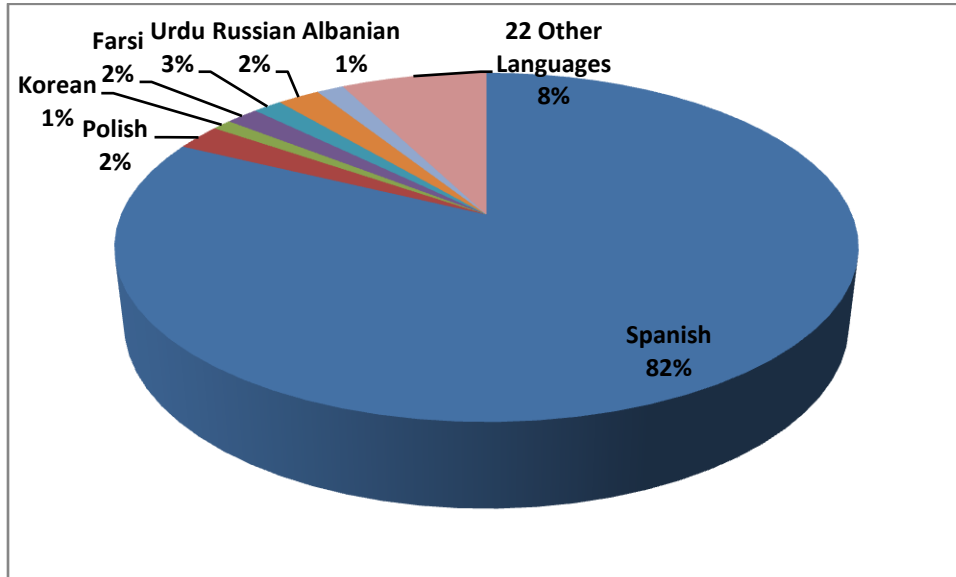


Figure 7. Enrollment by language 2004 – 2008.

With the vast majority of ELL students speaking Spanish, it follows that the vast majority are of Latino ethnicity (78% as seen in Figure 8).

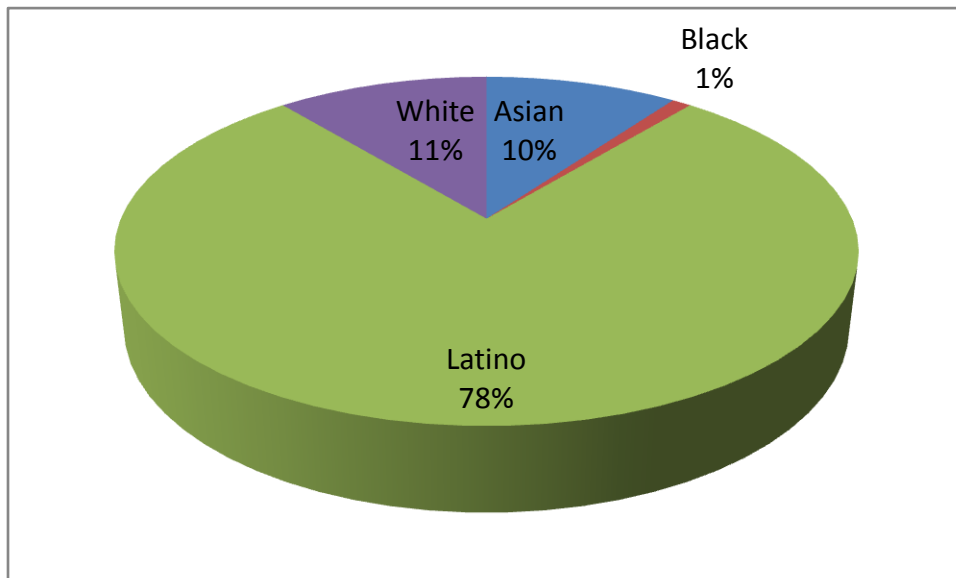


Figure 8. Enrollment by ethnicity 2004-2008.

The mobility of this group of students is not just caused by them moving out of the district. In the last five years, 47% have moved out of the district, but 38% have transitioned out of the program because direct services were no longer required and 6% graduated.

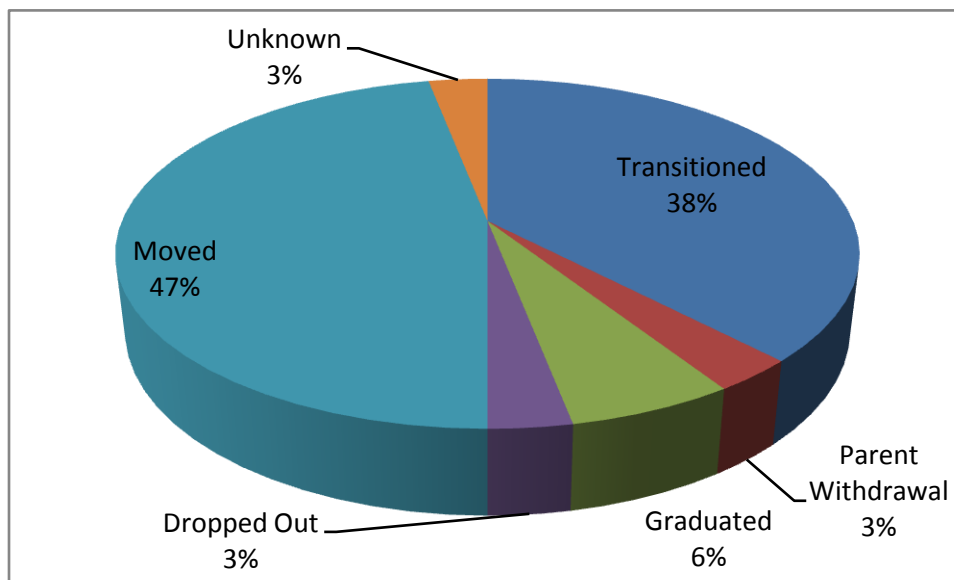


Figure 9. Reasons for exiting the program 2004 – 2008.

Of all students enrolled in the ELL program from 2004 to 2008, 12.3% were eligible for special education services. This is very comparable to the percent of students in the general population who are eligible for these services. This suggests that ELL students have not been over- or under-identified for special education services. Forty-nine percent (49%) of the students enrolled in the program were eligible for free or reduced lunch. Of students in the general population within the district, only 6% are eligible for this program. This suggests that students in the ELL program are more likely to come from low income families than students from the general population.

What Does the ELL Program Cost to Operate?

Figure 10 shows the expenditures for the ELL program and the state and federal grant revenue received for 2005 – 2008. As can be seen, the grant revenue offsets only a small part of the program expenses. Expenditures have gradually increased over the last four years by 38%. These expenditures include salaries, benefits, instructional materials, and teacher professional development. Figure 11 shows the proportion of expenditures for each of these categories.

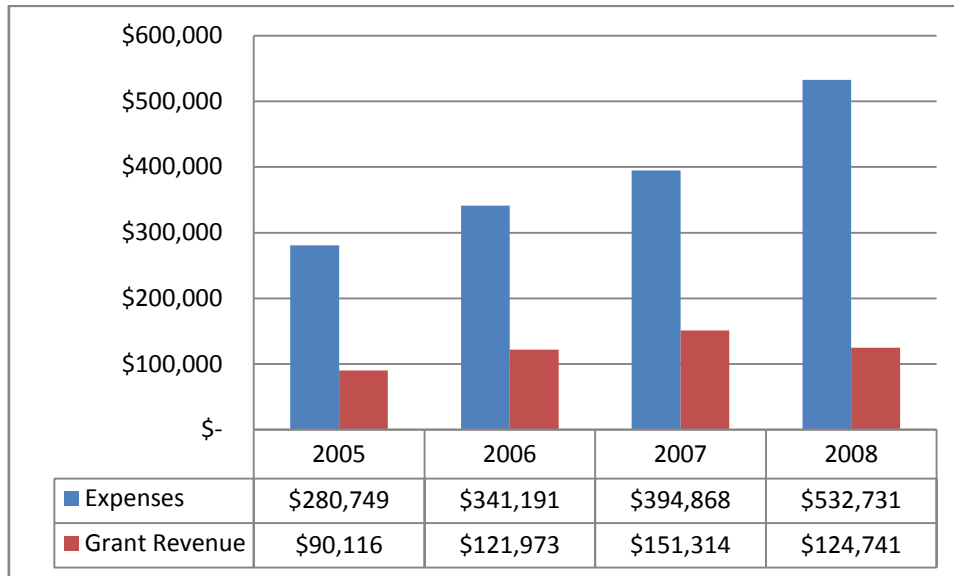


Figure 10. Expenditures and revenue for ELL program 2005-2008.

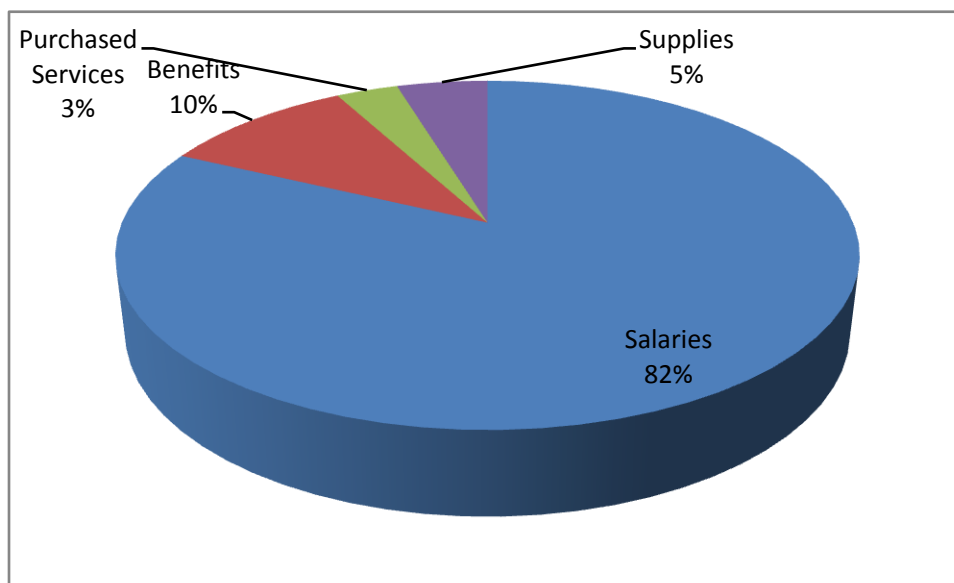


Figure 11. Proportion of each expenditure category.

In Figure 12, the program cost per student is displayed. Because this is a supplemental program, rather than a replacement program, these costs reflect what is spent beyond the district average cost per student. Over the last four years, the cost per student has increased 70%.

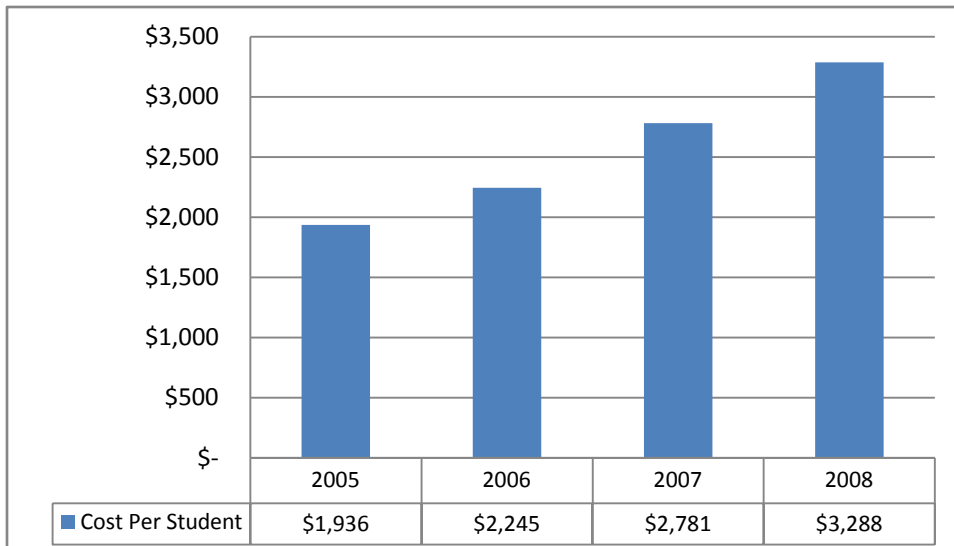


Figure 12. Program cost per student 2005 – 2008.

To explain the increase in the cost per student, Figure 13 displays the cost of salaries and benefits for the program. With 92% of the program cost being attributed to salaries and benefits (Figure 11), it is logical that a significant increase in these categories would significantly increase the cost per student. Similarly, an increase in the number of staff would contribute to that increase (Figure 14). Since 2005, salary and benefits have increased by 67%, and full time staff has increased by 56%. The increase in staff can be attributed to the increase in student enrollment in the program.

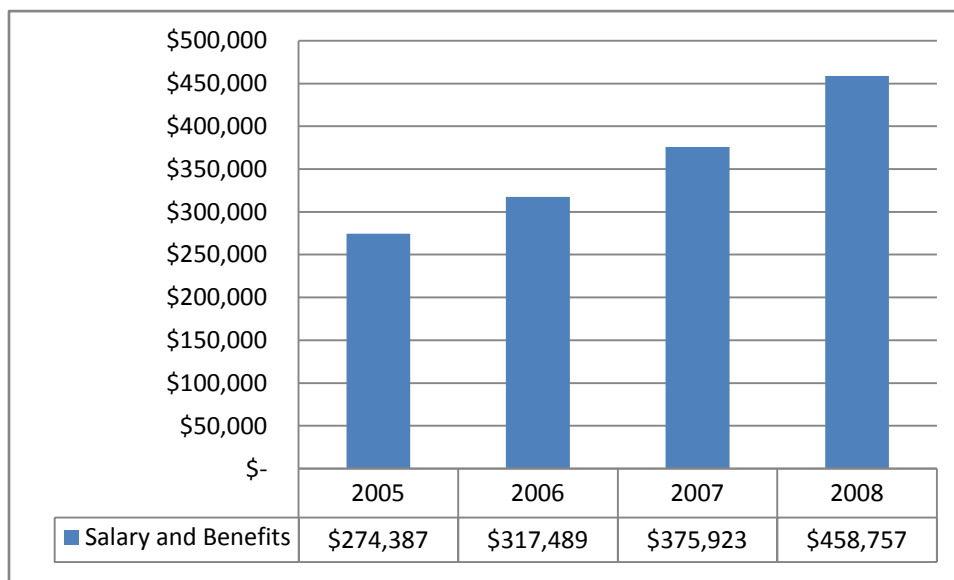


Figure 13. Cost of salary and benefits for program staff 2005 – 2008.

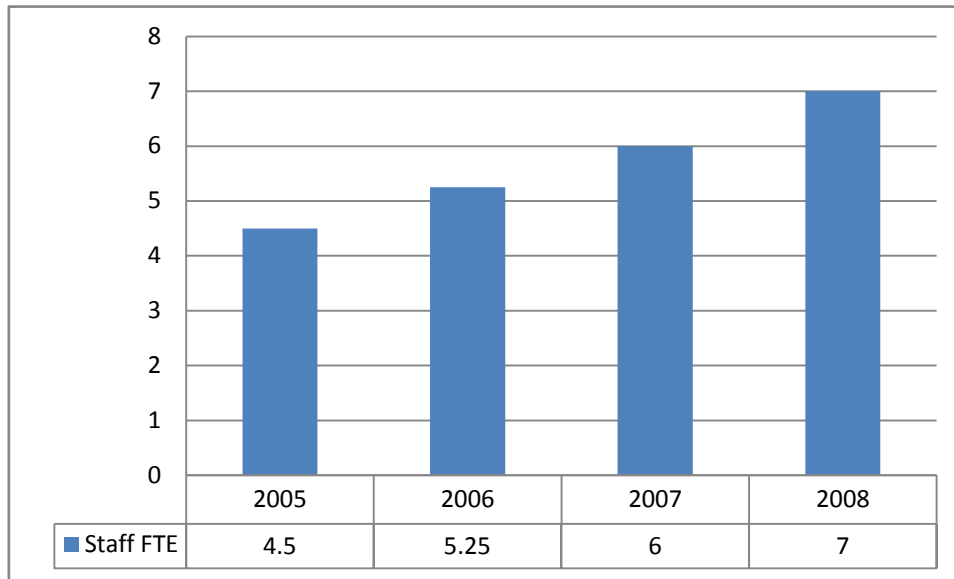


Figure 14. Number of program full-time staff 2005 – 2008.

How Well do ELL Students Achieve Academically?

There were four assessments used to collect achievement data for this report. The Illinois Measure of Annual Growth in English (IMAGE) is used to assess academic growth in reading and mathematics. This assessment was given through spring of 2007. The Illinois Standards Achievement Test (ISAT) assesses academic growth in reading and math. This report only includes ISAT scores of students who exited the ELL program and remained in the district.⁴ Assessing Comprehension and Communication in English (ACCESS) has been administered since January of 2006. This assessment measures growth in acquiring English. Finally, the Measures of Academic Progress (MAP) is a local assessment administered in the fall and spring to measure academic growth in reading and mathematics.

As displayed in Figure 15, over the five year period from 2002 to 2007, 52% of ELL students met or exceeded state standards in reading and 55% in math. However, one must be cautious in how this is interpreted. This represents an aggregate group of students with varying number of years in the country and in the District ELL program. One would expect that the longer an ELL student is in our district, the more likely the student will be to meet state standards.

⁴ In 2008, the State of Illinois discontinued use of the IMAGE and all ELL's currently in the program or not were administered the ISAT. The results of that administration are not included in this report.

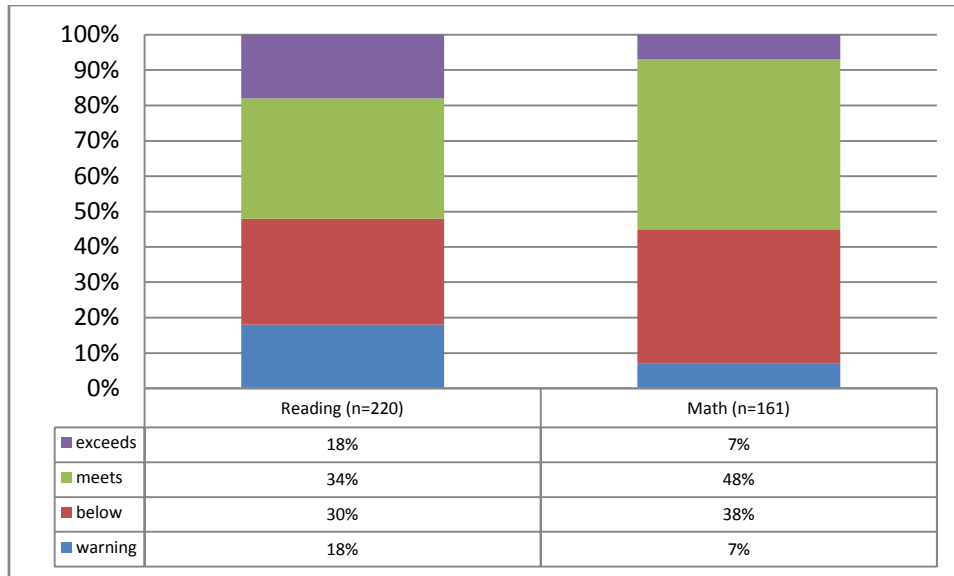


Figure 15. Percent of ELL students achieving each performance level on the IMAGE from 2002 to 2007.

From here forward, this report will focus on reading due to literacy being the primary focus of the ELL program. Figure 16 displays the percent of students meeting or exceeding standards in reading based on the number of years they have been in the *district*. Due to insufficient data, the committee could not delineate between those students who were still in the ELL program and those who were not. The data shows that the longer students were in the district, the better they performed in reading. Only 63% of students, who were in the program for one year, met or exceeded state standards in reading, while 75% of students who were in the district four or more years, met or exceeded standards.

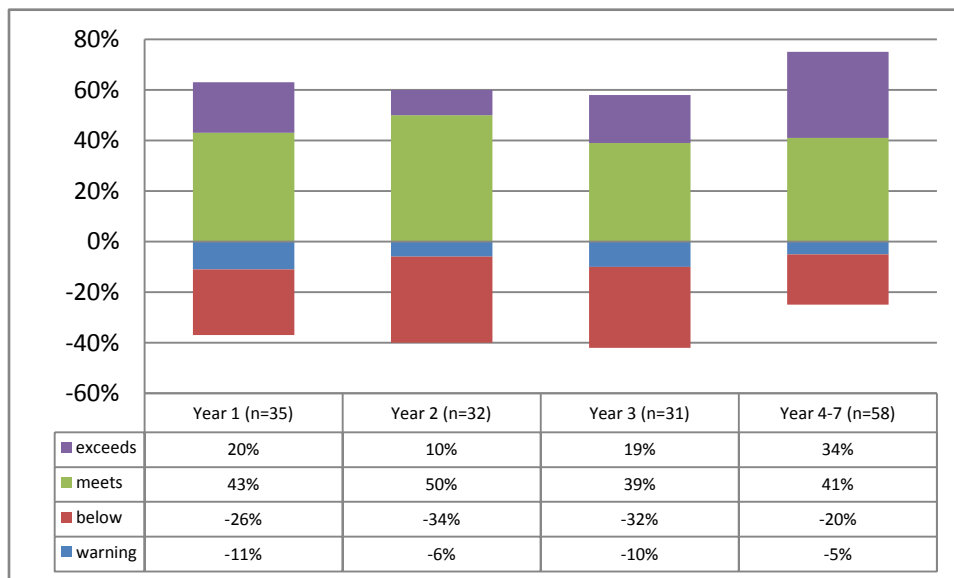


Figure 16. Percent of elementary students meeting or exceeding state standards in reading based on their length of time in the district.

Figure 17 and 18 display the performance of middle and high school students on the IMAGE reading based on the number of years in the district. Only 36% of middle school students and 25% of high school students met or exceeded state standards after being in the district four years or more. It is important to note that the number of students represented by each bar is much smaller than in the elementary graph. Most elementary students, who start the district program in kindergarten or first grade, have exited the program by the time they get to middle school. Therefore, the majority of the students (26) represented on the following two graphs are new to the district in middle and high school.

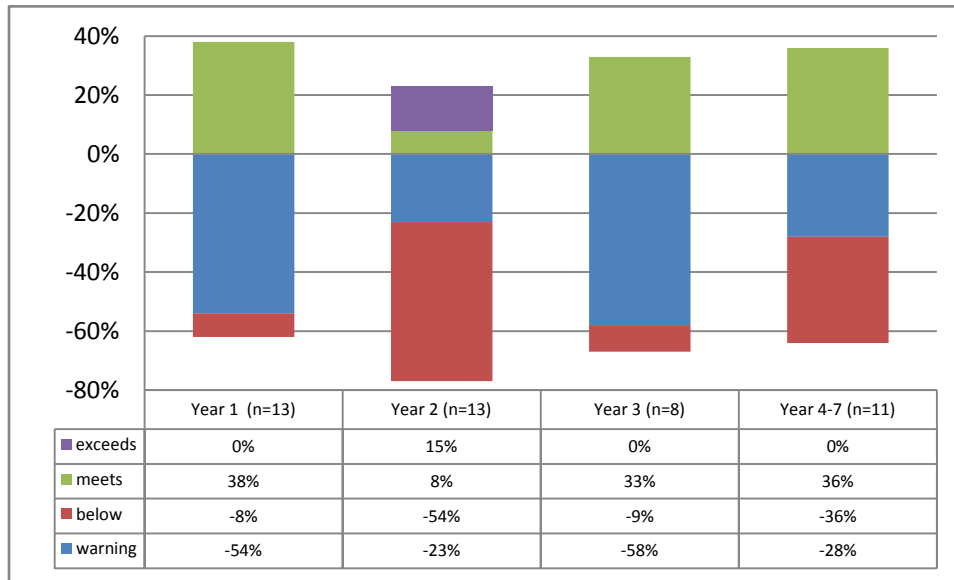


Figure 17. Percent of middle school students meeting or exceeding state standards in reading based on their length of time in the district.

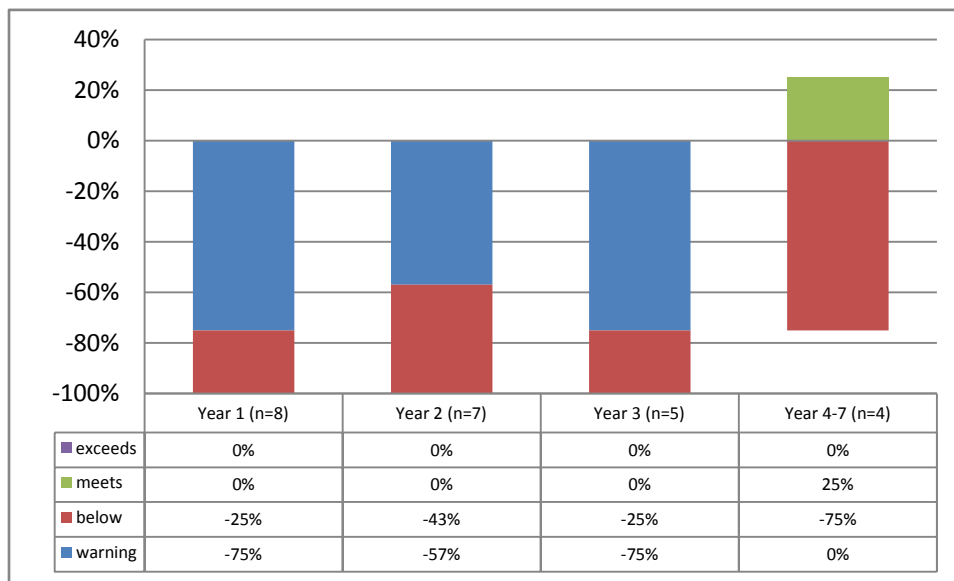


Figure 18. Percent of high school students meeting or exceeding state standards in reading based on their length of time in the district.

Figure 19 displays the performance of ELL students on the ACCESS, which assesses English acquisition. Again, one would expect that the longer a student is in the district, the better the performance on the ACCESS. According to the Illinois State Board, students scoring at the Expanding level may be ready for exit from the ELL program. With only one year in the program 18% of the students were at the Expanding level or beyond, while 66% of students were at that level after four years.

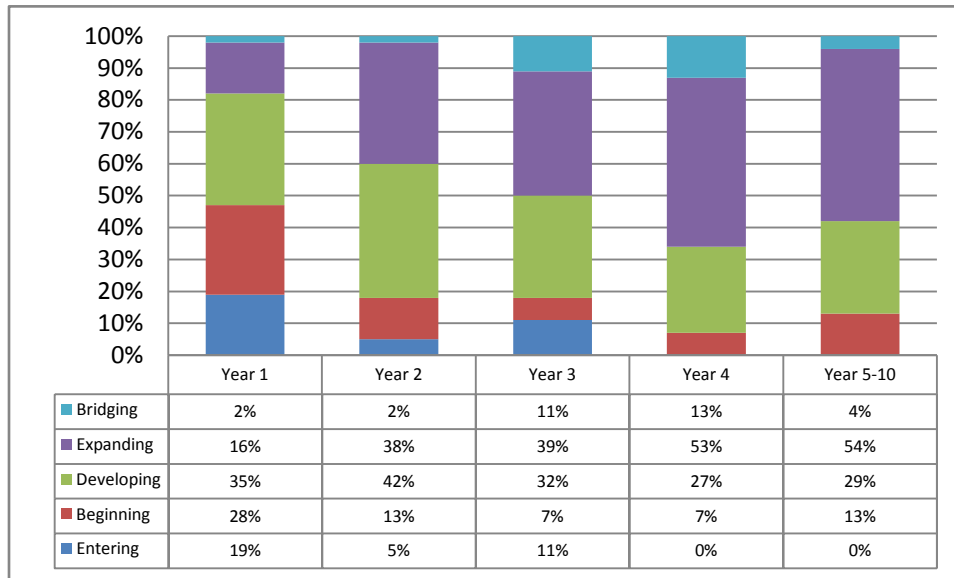


Figure 19. Percent of students at each performance level on the ACCESS.

Once ELL students were exited from the program, they were no longer allowed to take the IMAGE, but took the ISAT. Figures 20 and 21 display the results of the elementary and middle school ELL student performance on the reading portion of the ISAT. Again, one would expect that the longer the students are in the district, their performance would improve on the ISAT. Of those elementary students who were in the district five or more years, 90% met or exceeded state standards in reading. Of those middle level students who were in the district five or more years, 74% met or exceeded state standards in reading. There was insufficient data for the high school students to display Prairie State Achievement Examination data.

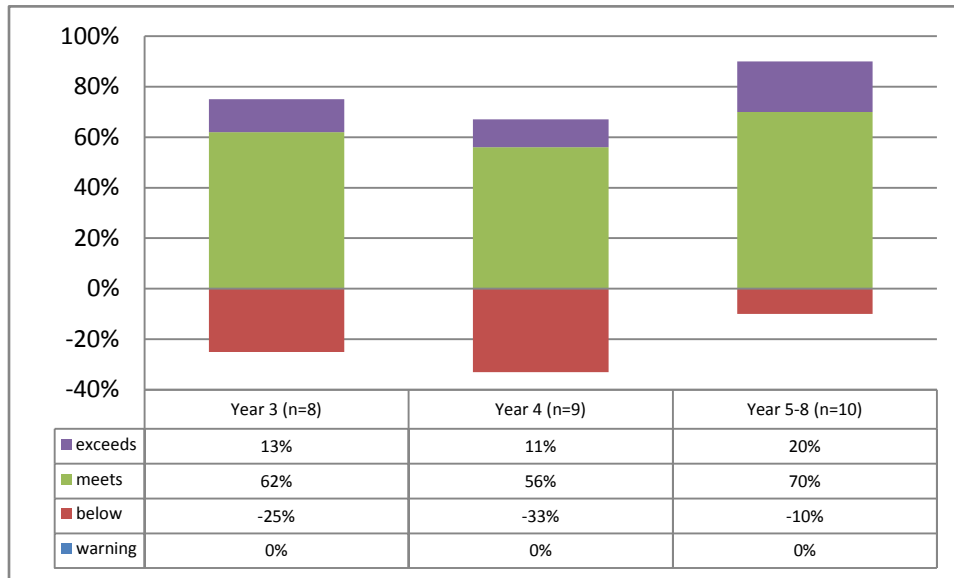


Figure 20. Percent of elementary students at each performance level on the ISAT reading test by the number of years in the district.

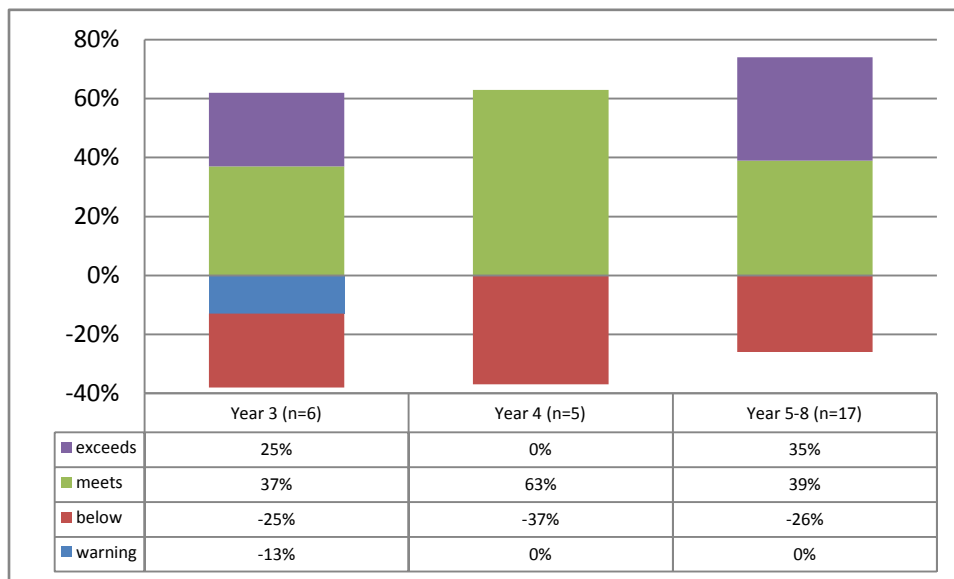


Figure 21. Percent of middle school students at each performance level on the ISAT reading test by the number of years in the district.

All students in grades two through eight take the MAP in reading and math. This report will focus on reading. Figure 22 and 23 display elementary and middle level student results according to the number of years students have been in the district. Again, one can see that the longer students are in the district, the better they perform. Only 25% of those elementary students in the district one year met or exceeded district standards in reading, while 69% of those in the program 5 years or more met or exceeded district standards. Only 28% of those middle school students in the district one year met or exceeded district standards, while 65% of those in the program 5 years or more met or exceeded district standards.

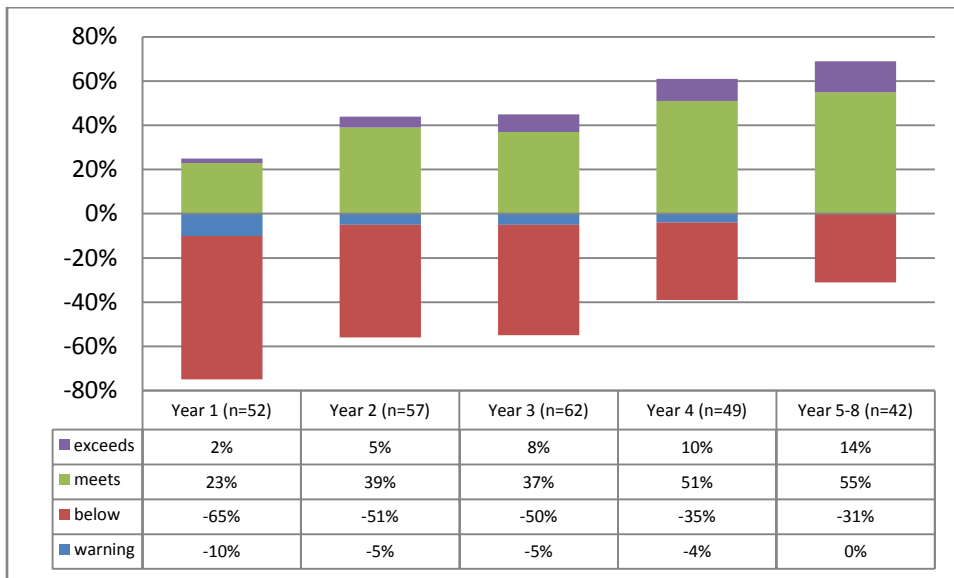


Figure 22. Percent of elementary students in each performance level on the MAP reading test according to the number of years in the district.

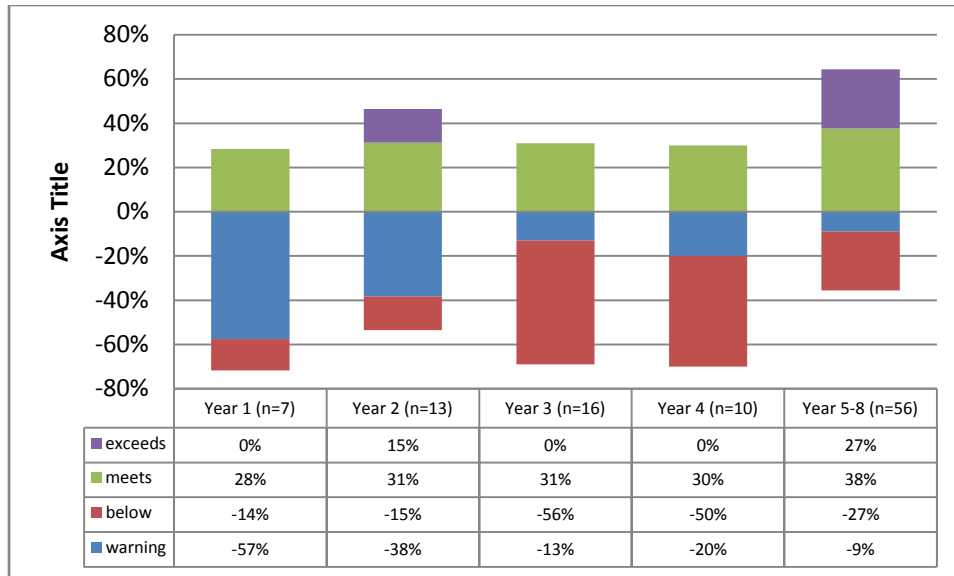


Figure 23. Percent of middle school students in each performance level on the MAP reading test according to the number of years in the district.

The final analysis conducted on achievement compared academic results of student in the bilingual program with those not in the program. The bilingual program is provided for Spanish speaking students in grades K to 2 and teaches English literacy skills once the native language literacy skills have been learned. The committee expected that students in the bilingual program would perform better on the four assessments than those receiving just English as a Second Language (ESL) programming, which is not based on their native language.

Figure 24 displays the mean scores of bilingual and non-bilingual students on the IMAGE reading assessment by grade level. Although the mean scores for the bilingual students appear to be higher than the non-bilingual students in grades 4 and 5, no significantly statistical difference was found between these two groups for any of the three grade levels. Figure 25 displays mean scores for these two groups on the MAP reading assessment. Again, no significantly statistical difference was found between these two groups for any of the four grade levels.

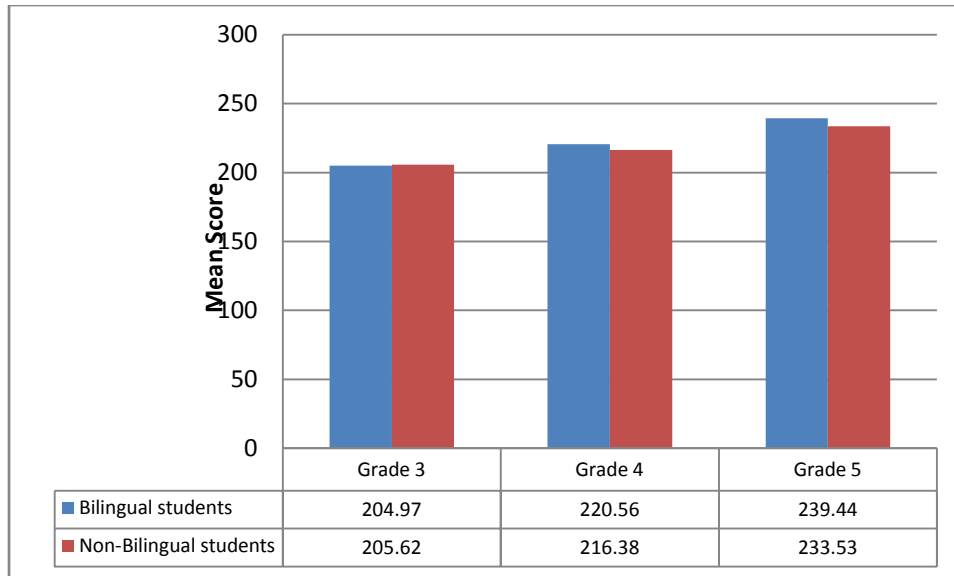


Figure 24. Mean scores on the IMAGE reading assessment for student in the bilingual program and those not in the program by grade level. No statistical significance found.

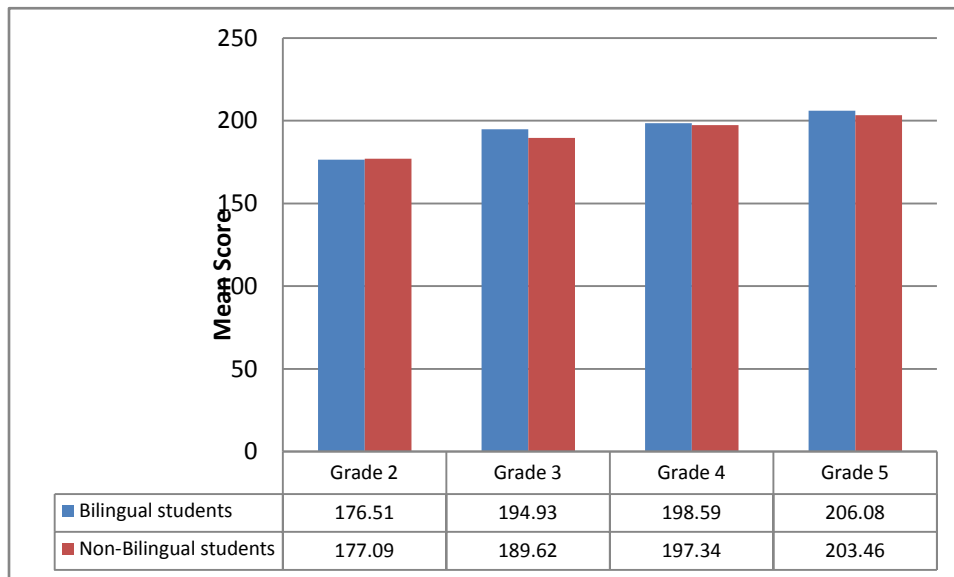


Figure 25. Mean scores on the MAP reading assessment for students in the bilingual program and those not in the program by grade level. No statistical significance found.

Figure 26 shows the mean scores for these two groups on the ISAT reading assessment. This time a statistically significant difference was found for grade three between the two groups. Finally, the mean ACCESS scores of bilingual and non-bilingual students are displayed in Figure 27. In every subtest of the assessment, bilingual students appear to outscore non-bilingual students. However, statistical significance was only found for listening, speaking, and oral

comprehension, which is a composite of the listening and speaking scores. This suggests that the bilingual program is providing students with the foundational support needed to acquire English.

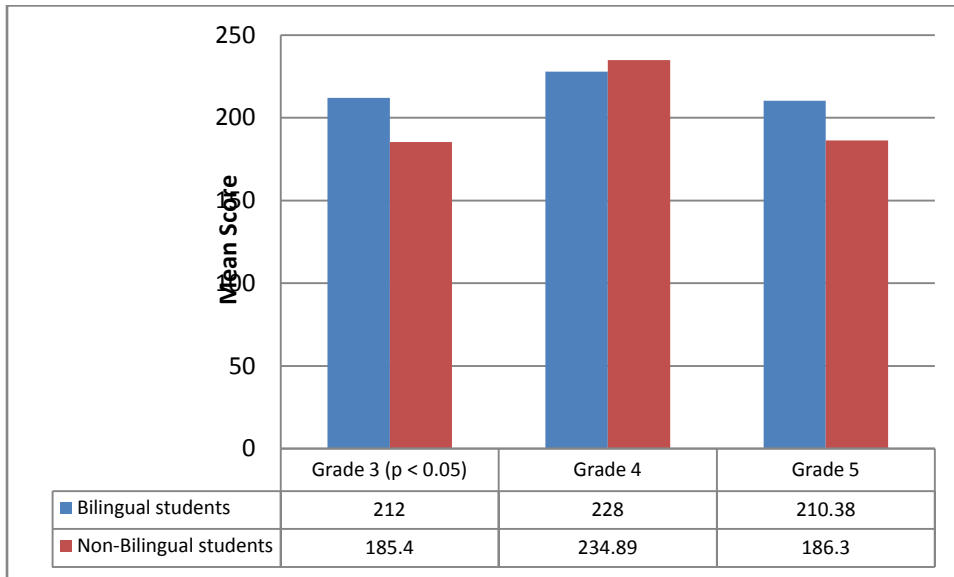


Figure 26. Mean scores on the ISAT reading assessment for students in the bilingual program and those not in the program by grade level. Statistical significance found for grade three.

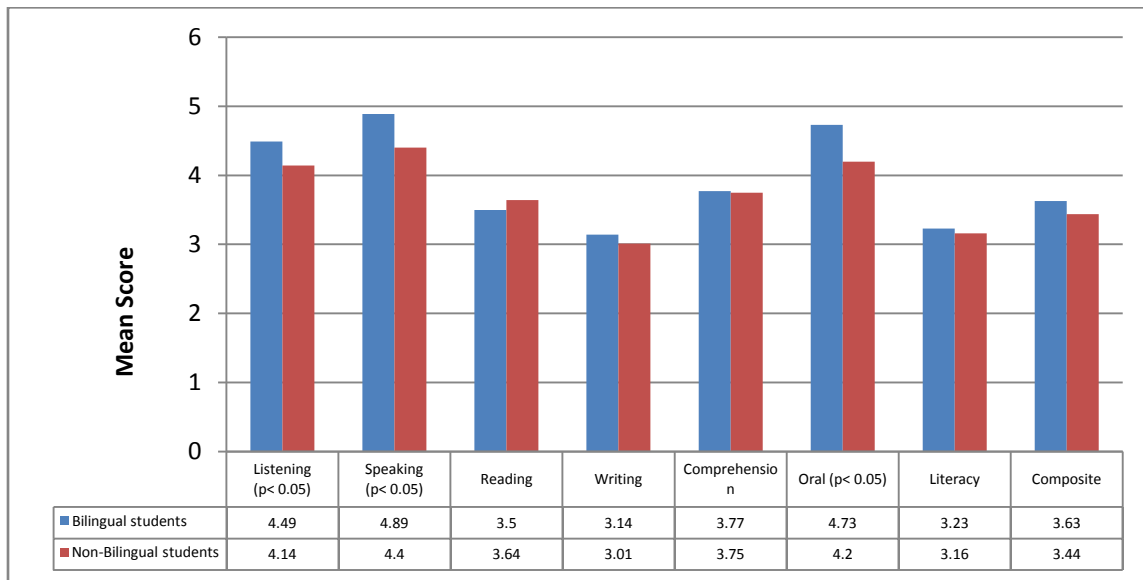


Figure 27. Mean scores on the ACCESS assessment for students in the bilingual program and those not in the program by subtest.

How Do Parents Perceive the Program?

General Information

In the fall of 2007, surveys were sent to 119 parents of ELL students and 60% responded to the survey. The core topics on the survey included parental visits to their children's schools, help at home, help with reading, knowledge of the program, the program's effectiveness in teaching English, perception of rigor, and need for interpretation services.

Parental Involvement at School

Within the survey, parents were asked about their involvement at their children's schools. Two questions were posed: why they would visit the school and why they did not. The purpose of these two questions was to understand parental perceptions of the school environment. In regards to visiting the school, 82% of ELL parents attended their children's schools for parent-teacher conferences (as noted in Figure 28). Visits for curriculum nights and talking with staff were well behind with 25% and 26% respectively. Class programs showed the least importance with only 16% of parents attending schools for this reason.

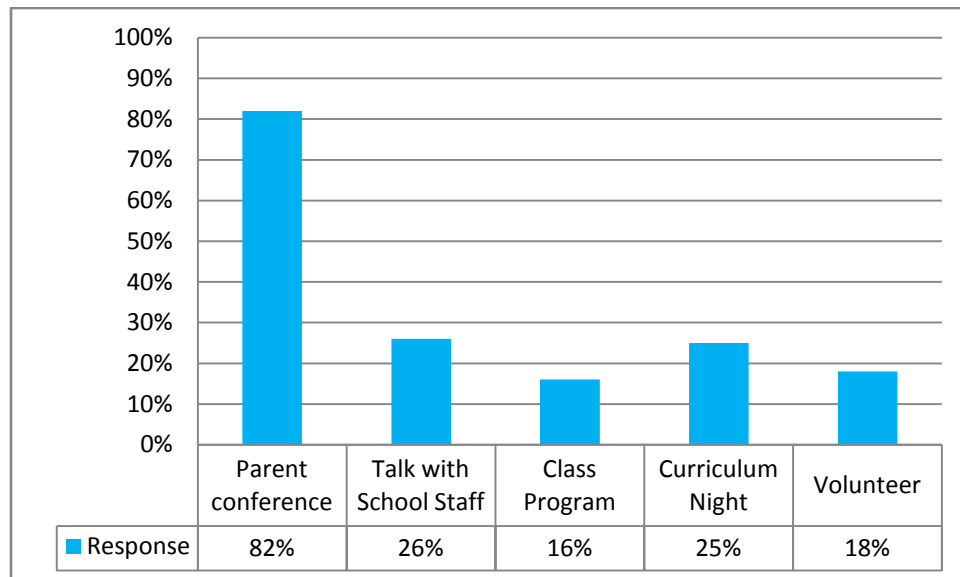


Figure 28. Percent of parents indicating their purposes for visiting their children's schools.

Figure 29 represents the reasons why parents have not visited the school. The most popular reason was due to one's work schedule which led the possible choices with 61%. Family responsibilities followed with 31%, and the inability to speak English showed 28%.

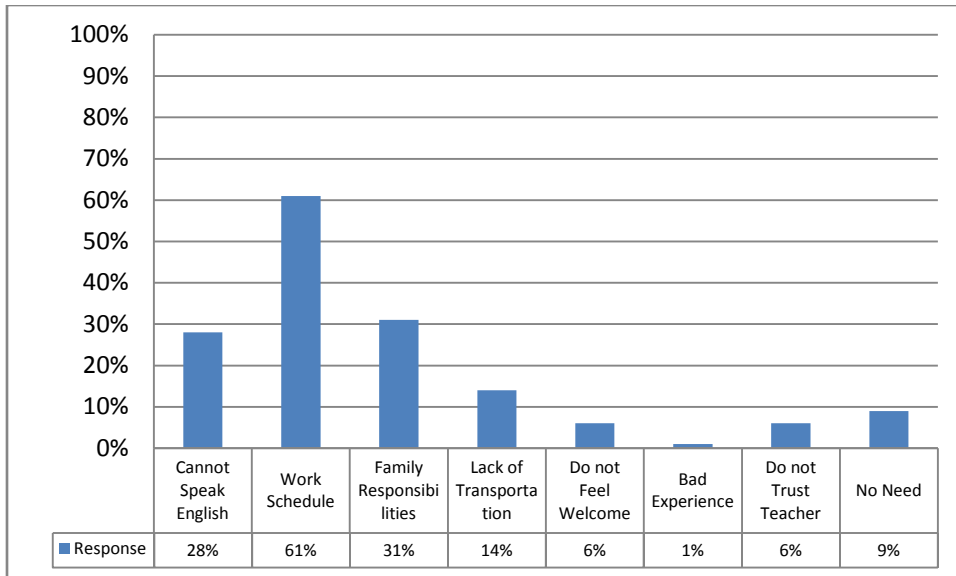


Figure 29. Percent of parents indicating the reasons they do not visit their children’s schools.

Parental Support

In Figures 30 and 31, parental help with homework, speaking in the native language, and reading are represented. Most parents felt that they could sometimes or always help with homework (87%). This was reported with 96% of the parents sometimes or always speaking their native language at home. Overall, parents also felt comfortable/very comfortable with helping their children read in the native language (91%). In contrast, 65% of parents felt comfortable/very comfortable with helping their children read in English.

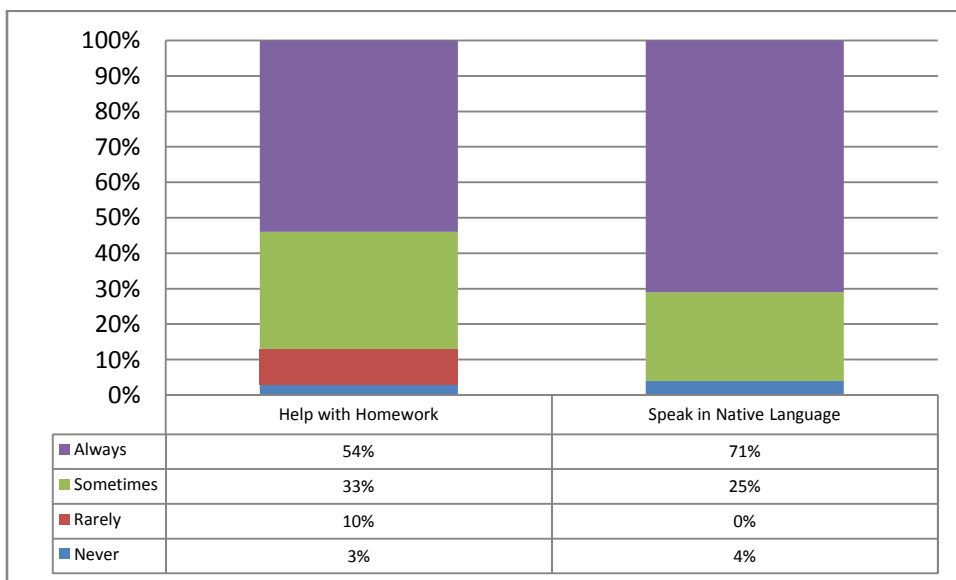


Figure 30. Percent of parents indicating how often they can help with homework and how often they speak in their native language at home.

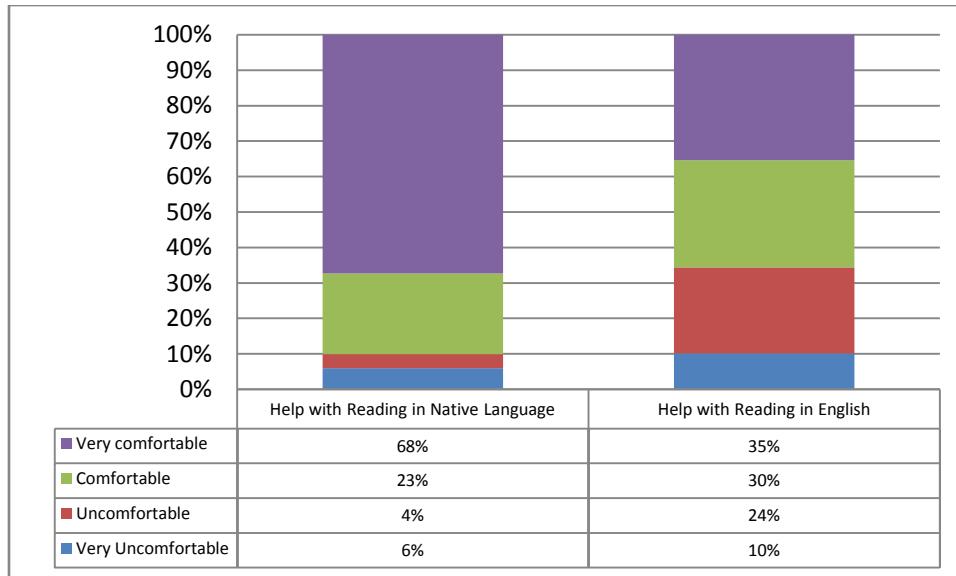


Figure 31. Percent of parents indicating how comfortable they are helping with reading in their native language and English.

ELL Program Knowledge and Perceptions

Parents were asked about their knowledge of the ELL program. Questions covered entrance and exit requirements, the philosophy of the program, and the progress of their children. The majority of parents perceived themselves to be fairly or very knowledgeable in all areas as depicted in Figure 32 (80%-entrance, 66%-exit, 74%-philosophy, 84%-progress). The area showing the least amount of understanding was the exit procedures in the program with 34% of parents reporting that they knew minimally or not at all about these procedures.

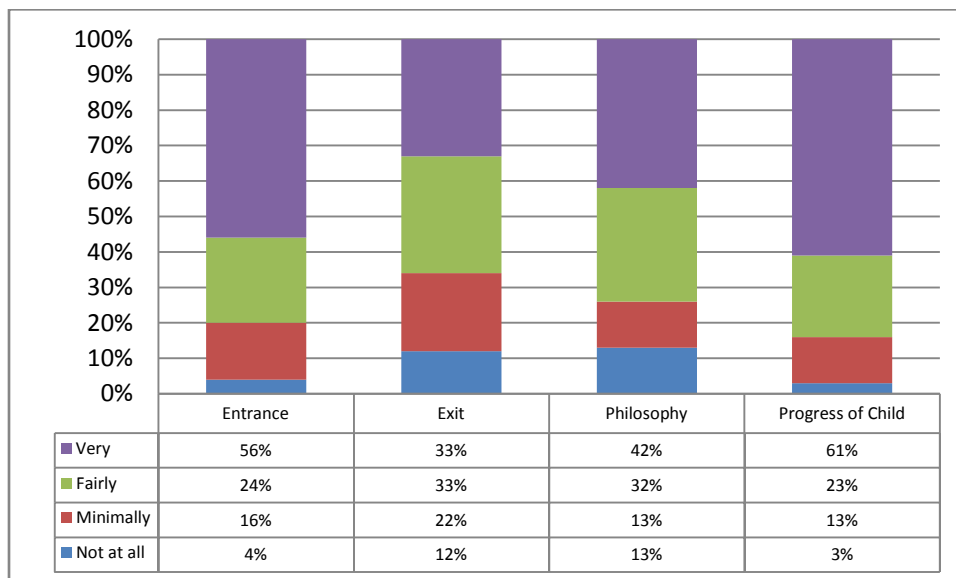


Figure 32. Percent of parents indicating their perceived knowledge of the ELL program.

Figures 33 and 34 illustrate parental perceptions with the ELL program’s effectiveness in teaching English and the level of rigor within the ELL and regular classrooms. Most parents believed that the ELL program was fairly or very effective (91%) in teaching English to their children. Only 10% believed that the program could do more. Also, 79% of parents believed the rigor to be just right within the ELL classroom, and 78% believed the same to be true for the regular classroom. A smaller percentage thought that the rigor was too much or too little within these classrooms (22%-ELL classroom, 23%-regular classroom). Most notably, 11% of parents believed the rigor was too much in the ELL classroom as compared to the 16% who stated this for the regular classroom.

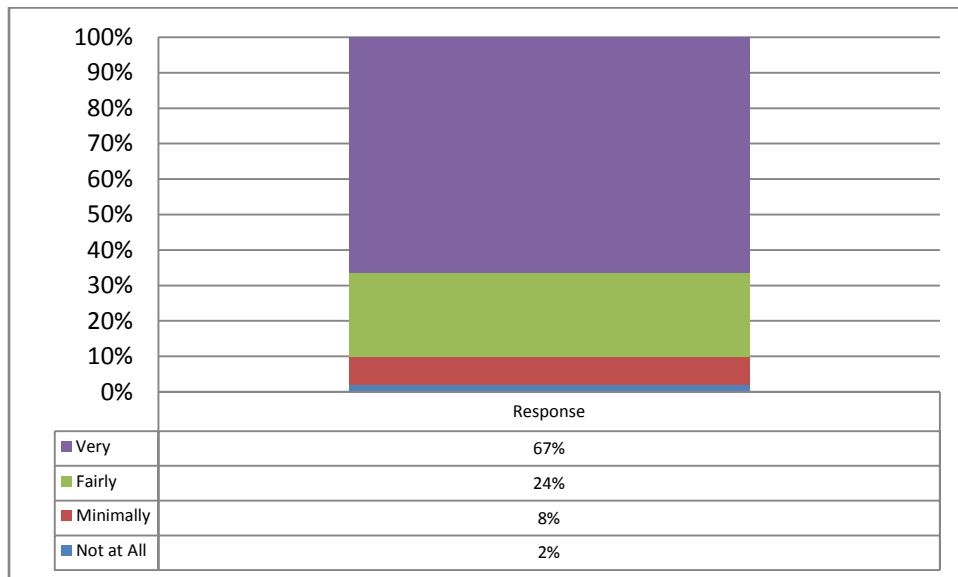


Figure 33. Percent of parents indicating their perceptions on the ELL program’s effectiveness in teaching English.

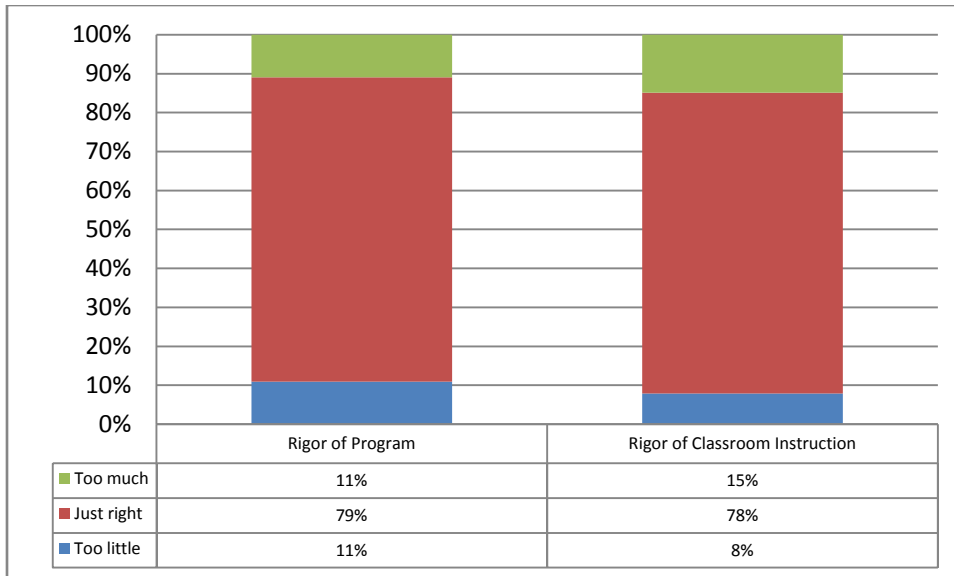


Figure 34. Percent of parents indicating their perceptions on rigor within the ELL and regular classrooms.

Interpretation Services

One question of importance focused on the need for interpretation services in order to provide easier communication between ELL parents and the schools. Figure 35 shows that sometimes or many times ELL parents do feel the need for extra help in communicating. A total of 68% reported this feeling in the survey. On the opposite end, 32% of ELL parents did not feel the need for interpretation services.

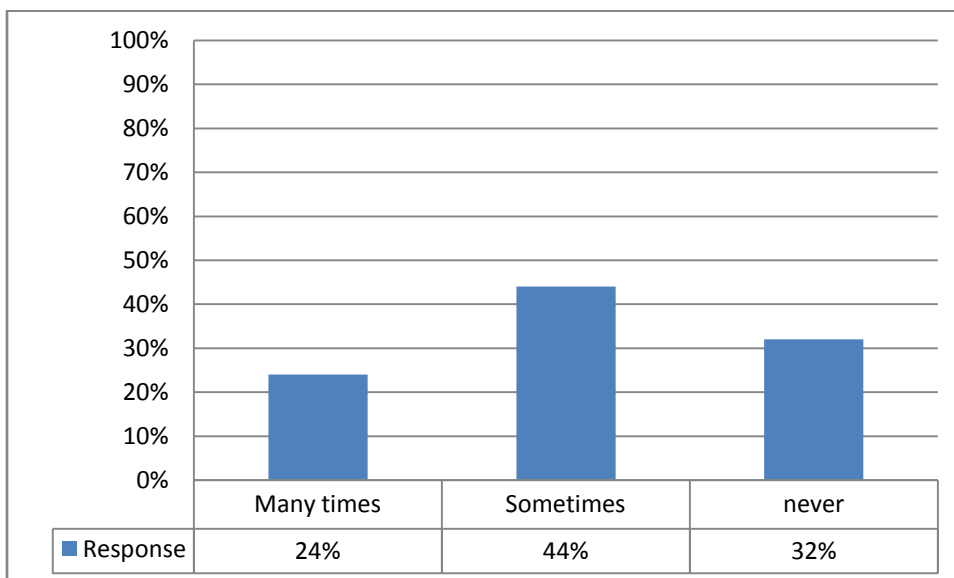


Figure 35. Percent of parents indicating the need for interpretation services in order to better communicate with their children's schools.

How Does Staff Perceive the Program?

In the spring of 2006, all teachers grades K through 12 and principals across the district were surveyed to obtain their perceptions of the ELL program. These perceptions were disaggregated into the following four sections: knowledge of the program, program characteristics, program effectiveness, and effectiveness of training. The data were then analyzed to gain information about the aforementioned perceptions.

General Information

A total of 264 teachers responded to the survey: 151 elementary, 61 middle school, and 52 high school. A total of 13 principals responded to the survey, 5 elementary, 3 middle school, and 5 high school. Forty-one percent (41 %) of teachers reported that they previously had ELL students in their classrooms.

Results in this section compare responses between teachers and principals. Some questions on the survey were the same between the two groups; but because of the variations in programming across grade levels, certain questions were not responded to if they were not applicable to that particular subgroup.

Teachers and principals were asked a series of questions to determine their knowledge of various components of the ELL program. The purpose of these questions was not to test the knowledge of staff, but to evaluate how well the information about components of the program was communicated. The committee would expect that at least 50% of teachers and 100% of principals would have knowledge of these various components.

Perceived Knowledge of the Program

According to the results in Figure 36, very few teachers (13-21%) perceived that they were fairly or very good knowledgeable of the program components. However, principals reported much more knowledge of the components. Fifty-four percent (54%) to 67% of principals perceive being fairly or very knowledgeable. Neither of these groups' perceptions met the committee's expectation, suggesting that this information has not been well communicated.

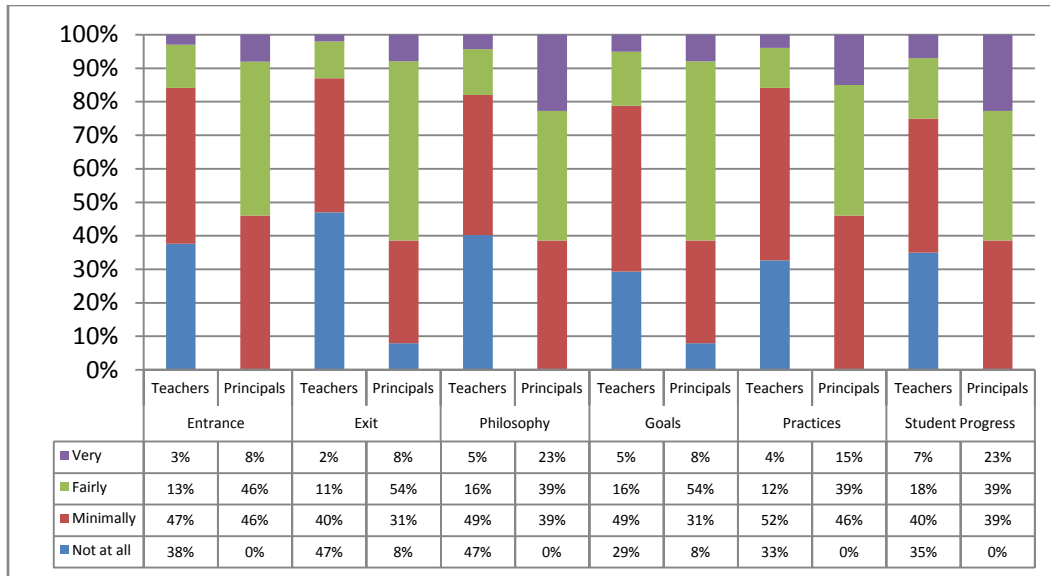


Figure 36. Teachers' and principals' perceived knowledge of the program

Perceived Knowledge of Program Characteristics

The following perceptions of program characteristics are based on the results displayed in Figure 37. These characteristics included the following: program and classroom rigor, as well as amount of instructional and consultation time.

The majority of teachers and principals reported that classroom and program rigor were just right. Fifty-eight percent (58%) of teachers and 67% of principals reported that program rigor was just right; while 72% of teachers and 50% of principals reported that classroom rigor was just right.

A majority of teachers and principals reported that instructional and consultation time were too little. The teachers' and principals' perceptions of this were closely aligned with each other. Sixty-one percent (61%) of teachers and 64% of principals reported that there was too little instructional time; while 83% of teachers and 92% of principals reported that there was too little consult time.

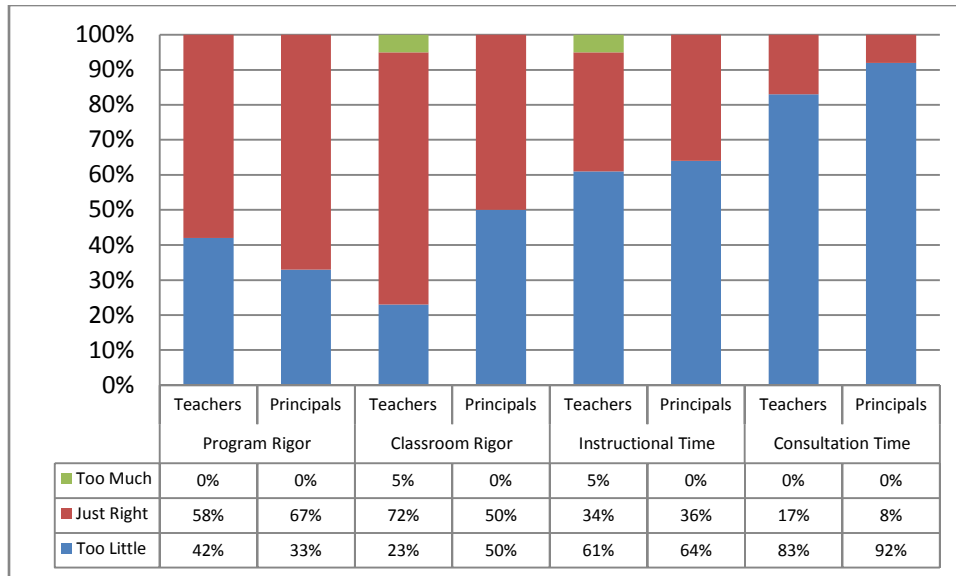


Figure 37. Teachers' and principals' perception of program characteristics

Perception of Program Effectiveness

The following perceptions of program effectiveness are based on the results in Figure 38. Teachers and principals had the opportunity to report their understanding of how the ELL curriculum aligns to the general education curriculum, how effective the ELL teacher has been in providing them with instructional strategies, how effective the ELL program is at English acquisition, how effective ELL teachers are at communicating student progress to the classroom teacher, how effective the classroom teacher feels they are at communicating with parents, and lastly how effective the ELL teacher is at communicating with parents.

Forty-six percent (46%) of teachers and 77% of principals reported that the ELL program was fairly to very aligned with the curriculum. Fewer teachers (30%) and principals (42%) believed that the ELL teacher was effective in providing instructional strategies to the classroom teacher. However, 74% of teachers and 77% of principals did report that the ELL program is effective at helping students acquire English.

Communication in this program is always a challenge. ELL teachers must communicate to the classroom teacher about student progress. Forty percent (40%) of teachers and 54% of principals reported effective communication in this area. Classroom teachers must communicate to parents on the progress of their students. Only 30% of teachers and 27% of principals believed that this communication was effective. In addition ELL teachers must communicate with parents about the progress of their child in the ELL program. A much larger percent of teachers (75%) and principals (70%) believed that this communication was effective. This suggests that language is a barrier to effective communication for teachers and principals with parents.

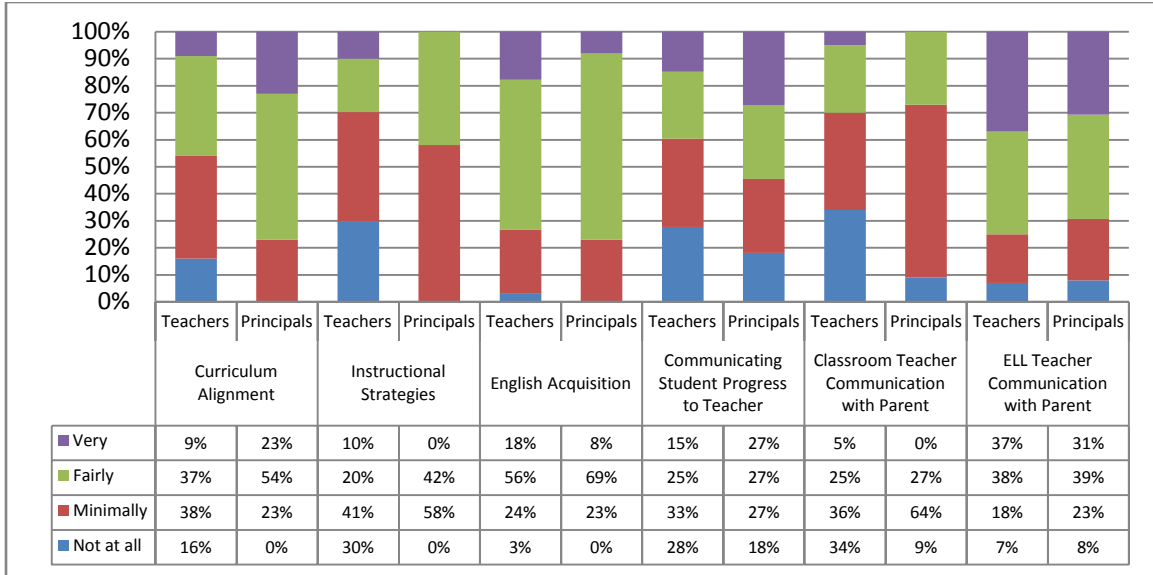


Figure 38. Teachers' and principals' perception of program effectiveness

Perception of Effectiveness of Training

According to Figure 39, 87% of teachers and 72% of principals agreed that the effectiveness of training was minimally to not at all effective. In addition, a majority of both teachers (71%) and principals (58%) reported too little knowledge of instructional strategies to benefit ELL's. This data suggests that the district should implement additional training for both the classroom teachers and the principals in the area of second language acquisition and instructional strategies.

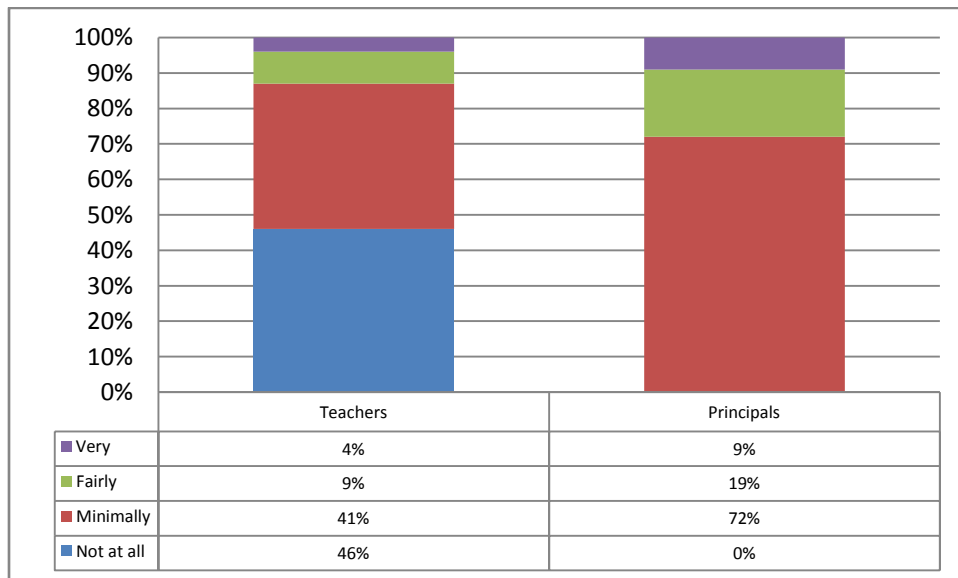


Figure 39. Teachers' and principals' perception of effectiveness of training

How Does the District Comply With Law Regulating ELL Education?

Occasionally, the State Board of Education will require districts to provide information as to compliance with state and federal law in servicing ELL students (see Appendix I). The ELL specialists and the ELL program director completed this checklist and identified one major area of non-compliance, which is professional development. Although the district does provide some professional development to classroom teachers, the group did not believe it was of “sufficient intensity and duration” to be in compliance with the law. This assessment is validated by the data collected from classroom teachers in the program survey mentioned previously. In addition, the group did not believe that the district provides sufficient training to parent advisory members in the area of “instructional approaches and methods in bilingual education.”

Part Five: Conclusions and Recommendations

The ELL Program Evaluation Committee convened in the fall of 2008 to analyze the findings of the achievement and perceptions data. The purpose of this section is to draw conclusions and propose recommendations for improvement of the ELL program.

Based on the achievement data, and staff and parent perceptions data, the committee has drawn the following conclusions.

- The number of second language students in the district has not dramatically increased over the last five years. There are 42 more students in 2008 than in 2004 and an additional 2.5 staff members were hired to serve them. This demonstrates that the district has made a commitment to provide an appropriate level of services and has increased the number of staff to align with student needs.
- As the research suggests, the vast majority of students who remain in the district for 5-7 years with ELL services and later with consultative support, meet state standards in reading and acquire appropriate levels of social and academic English. This is very evident in our elementary and middle school achievement data. However, as students move in new to the middle and high school, it is more difficult to close the achievement gap with the time and services the district provides at these levels.
- In supporting best practices in the education of second language learners, the district provides a bilingual program for Spanish speaking students. Even though these students receive only a half-day of English instruction, they slightly outperform their ESL peers who do not receive bilingual education. This supports the research that providing education in the first language is a foundation for the acquisition of English.
- ELL teachers and principals have been successful in communicating the procedures, philosophy, and goals of the ELL program to parents. This same level of perceived knowledge is not held by the classroom teacher, whether they have taught ELL students or not.
- Parents, teachers, and administrators believe the program to have the right amount of rigor and to be effective in developing English language acquisition. The achievement data supports these perceptions. However, teachers and principals reported a deficiency in the amount of instructional time ELL teachers have with students. The data does not differentiate between students who are in the half-day bilingual programs and those who are not.
- There is agreement between teachers and parents that communication with parents, teachers, and principals could be improved. This is especially relevant when parents have limited English speaking skills.
- Teachers and principals perceive a lack of relevant training to support second language learners in the regular classroom. This includes basic knowledge of the entry and exit criteria, philosophy, and goals of the ELL program, instructional strategies, and consultative time with the ELL teacher.
- Finally, the committee was very disappointed with the quality of data available to complete this program evaluation. This is a complex program which requires the

collection of complex data. Several questions could not be answered within the scope of this evaluation due to the lack of data.

Based on these conclusions, the Committee would like to make the following recommendations for the improvement of the ELL program.

1. The district should continue to align its hiring needs with the needs of the students. Decisions about the amount of time students receive service should be based on data that reflects each student's acquisition of English and their learning needs. Students should receive the level of service they need rather than the level of service the district has available.
2. The district should explore alternative programming for middle and high school students who enter the district as adolescents. The achievement gap with these students is much wider and requires more intense services. In order to meet their instructional needs, the educational program for these students should be structured differently than for the native English speakers.
3. The district should continue the bilingual program. Although this is an early exit program, ELL teachers should maintain the Spanish literacy instruction beyond grade 2. It is an asset for second language students to graduate from Batavia schools with the academic knowledge and skills of two languages.
4. The district should strive to provide all of its written communication to parents in Spanish. In addition, the district should look for other sources of interpretation other than the ELL teachers.
5. A comprehensive training program for classroom teachers, principals, and appropriate support staff needs to be developed. This should target relevant topics to support ELL students in the classroom, provide an understanding of second language acquisition and its impact on students, as well as providing appropriate consultative time for classroom teachers and the ELL specialist.
6. A comprehensive data collection system needs to be developed for the ELL program. Data should be aligned to key questions that need to be answered each year about the effectiveness of the program and the achievement of the students. Student growth should be monitored for the duration of their enrollment in the district with both individual and aggregate data.

The committee truly believes the information presented in this report, including the conclusions and recommendations herein will support the District's mission of "Educating students today to meet the challenges of tomorrow." The improvement of the ELL program will fortify the District's vision and augment its success of reaching its goals. We encourage the Board to allocate the appropriate resources in order to fully recognize and encourage its second language students to excel. Supporting these recommendations will ensure that Batavia District 101 fully supports the development of *all* students in reaching their potential. The ELL Committee is committed to continuing to work with the board and administration as these recommendations are explored and implemented.

Appendix B: English Language Learners (ELL) Program K-2 Parent Survey

Please complete the survey by circling one answer for each question. **Do not circle more than one answer.**

A. What school does your child attend?

1. Alice Gustafson
2. Grace McWayne
3. H.C. Storm
4. Hoover-Wood
5. J.B. Nelson
6. Louise White

B. What is your child's native language?

1. Spanish
2. Other

C. How many years has your child been in the ELL program?

1. 1-2
2. 3-4
3. 5-6
4. More than 6

D. What other special services does your child receive?

1. Speech
2. Reading Resource
3. Special Education
4. None or Do not know

For what purposes have you come to visit the school?

- | | | |
|--|--------|-------|
| E. Parent-teacher conference | 1. Yes | 2. No |
| F. Communication with school secretaries | 1. Yes | 2. No |
| G. Class programs | 1. Yes | 2. No |
| H. Curriculum Night | 1. Yes | 2. No |
| I. Volunteer in school or in the classroom | 1. Yes | 2. No |
| J. Other _____ | | |

When you have not come to the school, what are the most likely reasons?

- | | | |
|--|--------|-------|
| K. Unable to speak English | 1. Yes | 2. No |
| L. Work schedule | 1. Yes | 2. No |
| M. Family responsibilities | 1. Yes | 2. No |
| N. No transportation | 1. Yes | 2. No |
| O. Did not feel welcome | 1. Yes | 2. No |
| P. A bad experience at my child's school | 1. Yes | 2. No |
| Q. Did not trust the teacher | 1. Yes | 2. No |
| R. Did not feel the need | 1. Yes | 2. No |
| S. Other _____ | | |

T. How often are you able to help your child with homework?

1. Always
2. Sometimes
3. Rarely
4. Never

U. How comfortable do you feel in helping your child read in his/her native language?

1. Very comfortable
2. Comfortable
3. Uncomfortable
4. Very uncomfortable

V. How comfortable do you feel in helping your child read in English?

1. Very comfortable
2. Comfortable
3. Uncomfortable
4. Very uncomfortable

W. Do you speak to your child at home in your child's native language?

1. Yes, all the time
2. Sometimes
3. No, never

X. Do you think allowing your child to maintain the native language is important?

1. Yes
2. No

Y. How well do you understand the entrance requirements for our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

Z. How well do you understand the exit requirements for our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

AA. How well do you understand the instructional philosophy of our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

BB. How well do you understand the progress of your student in the ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

CC. How effective is the ELL program in teaching English language acquisition?

1. Very Effective
2. Fairly Effective
3. Minimally Effective
4. Not at all Effective

DD. How challenging is the ELL program for your child?

1. Too Much Challenge
2. Just Enough Challenge
3. Too Little Challenge

EE. How challenging is the regular classroom instruction for your child?

1. Too Much Challenge
2. Just Enough Challenge
3. Too Little Challenge

FF. Do you think there is a need for an ELL preschool program?

1. Yes
2. No

GG. If interpreter services were provided for meetings at the school, how often would you use them?

1. Many times
2. Sometimes
3. Never

What other improvements do you believe could be made to our ELL program?

What other comments would you like to offer?

Appendix C: English Language Learners (ELL) Program 3-5 Parent Survey

Please complete the survey by circling one answer for each question. **Do not circle more than one answer.**

A. What school does your child attend?

1. Alice Gustafson
2. Grace McWayne
3. H.C. Storm
4. Hoover-Wood
5. J.B. Nelson
6. Louise White

B. What is your child's native language?

1. Spanish
2. Other

C. How many years has your child been in the ELL program?

1. 1-2
2. 3-4
3. 5-6
4. More than 6

D. What other special services does your child receive?

1. Speech
2. Reading Resource
3. Special Education
4. None or Do not know

For what purposes have you come to visit the school?

- | | | |
|--|--------|-------|
| E. Parent-teacher conference | 1. Yes | 2. No |
| F. Communication with school secretaries | 1. Yes | 2. No |
| G. Class programs | 1. Yes | 2. No |
| H. Curriculum Night | 1. Yes | 2. No |
| I. Volunteer in school or in the classroom | 1. Yes | 2. No |
| J. Other _____ | | |

When you have not come to the school, what are the most likely reasons?

- | | | |
|--|--------|-------|
| K. Unable to speak English | 1. Yes | 2. No |
| L. Work schedule | 1. Yes | 2. No |
| M. Family responsibilities | 1. Yes | 2. No |
| N. No transportation | 1. Yes | 2. No |
| O. Did not feel welcome | 1. Yes | 2. No |
| P. A bad experience at my child's school | 1. Yes | 2. No |
| Q. Did not trust the teacher | 1. Yes | 2. No |
| R. Did not feel the need | 1. Yes | 2. No |
| S. Other _____ | | |

T. How often are you able to help your child with homework?

1. Always
2. Sometimes
3. Rarely
4. Never

U. How comfortable do you feel in helping your child read in his/her native language?

1. Very comfortable
2. Comfortable
3. Uncomfortable
4. Very uncomfortable

V. How comfortable do you feel in helping your child read in English?

1. Very comfortable
2. Comfortable
3. Uncomfortable
4. Very uncomfortable

W. Do you speak to your child at home in your child's native language?

1. Yes, all the time
2. Sometimes
3. No, never

X. Do you think allowing your child to maintain the native language is important?

1. Yes
2. No

Y. How well do you understand the entrance requirements for our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

Z. How well do you understand the exit requirements for our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

AA. How well do you understand the instructional philosophy of our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

BB. How well do you understand the progress of your student in the ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

CC. How effective is the ELL program in teaching English language acquisition?

1. Very Effective
2. Fairly Effective
3. Minimally Effective
4. Not at all Effective

DD. How challenging is the ELL program for your child?

1. Too Much Challenge
2. Just Enough Challenge
3. Too Little Challenge

EE. How challenging is the regular classroom instruction for your child?

1. Too Much Challenge
2. Just Enough Challenge
3. Too Little Challenge

FF. Do you think there is a need for an ELL preschool program?

1. Yes
2. No

GG. If interpreter services were provided for meetings at the school, how often would you use them?

1. Many times
2. Sometimes
3. Never

What other improvements do you believe could be made to our ELL program?

What other comments would you like to offer?

Appendix D: English Language Learners (ELL) Program 6-8 Parent Survey

Please complete the survey by circling one answer for each question. **Do not circle more than one answer.**

B. What is your child's native language?

1. Spanish
2. Other

C. How many years has your child been in the ELL program?

1. 1-2
2. 3-4
3. 5-6
4. More than 6

D. What other special services does your child receive?

1. Speech
2. Reading Resource
3. Special Education
4. None or Do not know

For what purposes have you come to visit the school?

- | | | |
|--|--------|-------|
| E. Parent-teacher conference | 1. Yes | 2. No |
| F. Communication with school secretaries | 1. Yes | 2. No |
| G. Class programs | 1. Yes | 2. No |
| H. Curriculum Night | 1. Yes | 2. No |
| I. Volunteer in school or in the classroom | 1. Yes | 2. No |
| J. Other _____ | | |

When you have not come to the school, what are the most likely reasons?

- | | | |
|--|--------|-------|
| K. Unable to speak English | 1. Yes | 2. No |
| L. Work schedule | 1. Yes | 2. No |
| M. Family responsibilities | 1. Yes | 2. No |
| N. No transportation | 1. Yes | 2. No |
| O. Did not feel welcome | 1. Yes | 2. No |
| P. A bad experience at my child's school | 1. Yes | 2. No |
| Q. Did not trust the teacher | 1. Yes | 2. No |
| R. Did not feel the need | 1. Yes | 2. No |
| S. Other _____ | | |

T. How often are you able to help your child with homework?

1. Always
2. Sometimes
3. Rarely
4. Never

U. How comfortable do you feel in helping your child read in his/her native language?

1. Very comfortable
2. Comfortable
3. Uncomfortable
4. Very uncomfortable

V. How comfortable do you feel in helping your child read in English?

1. Very comfortable
2. Comfortable
3. Uncomfortable
4. Very uncomfortable

W. Do you speak to your child at home in your child's native language?

1. Yes, all the time
2. Sometimes
3. No, never

X. Do you think allowing your child to maintain the native language is important?

1. Yes
2. No

Y. How well do you understand the entrance requirements for our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

Z. How well do you understand the exit requirements for our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

AA. How well do you understand the instructional philosophy of our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

BB. How well do you understand the progress of your student in the ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

CC. How effective is the ELL program in teaching English language acquisition?

1. Very Effective
2. Fairly Effective
3. Minimally Effective
4. Not at all Effective

DD. How challenging is the ELL program for your child?

1. Too Much Challenge
2. Just Enough Challenge
3. Too Little Challenge

EE. How challenging is the regular classroom instruction for your child?

1. Too Much Challenge
2. Just Enough Challenge
3. Too Little Challenge

FF. Do you think there is a need for an ELL preschool program?

1. Yes
2. No

GG. If interpreter services were provided for meetings at the school, how often would you use them?

1. Many times
2. Sometimes
3. Never

What other improvements do you believe could be made to our ELL program?

What other comments would you like to offer?

Appendix E: English Language Learners (ELL) Program 9-12 Parent Survey

Please complete the survey by circling one answer for each question. **Do not circle more than one answer.**

B. What is your child's native language?

1. Spanish
2. Other

C. How many years has your child been in the ELL program?

1. 1-2
2. 3-4
3. 5-6
4. More than 6

D. What other special services does your child receive?

1. Speech
2. Reading Resource
3. Special Education
4. None or Do not know

For what purposes have you come to visit the school?

- | | | |
|--|--------|-------|
| E. Parent-teacher conference | 1. Yes | 2. No |
| F. Communication with school secretaries | 1. Yes | 2. No |
| G. Class programs | 1. Yes | 2. No |
| H. Curriculum Night | 1. Yes | 2. No |
| I. Volunteer in school or in the classroom | 1. Yes | 2. No |
| J. Other _____ | | |

When you have not come to the school, what are the most likely reasons?

- | | | |
|--|--------|-------|
| K. Unable to speak English | 1. Yes | 2. No |
| L. Work schedule | 1. Yes | 2. No |
| M. Family responsibilities | 1. Yes | 2. No |
| N. No transportation | 1. Yes | 2. No |
| O. Did not feel welcome | 1. Yes | 2. No |
| P. A bad experience at my child's school | 1. Yes | 2. No |
| Q. Did not trust the teacher | 1. Yes | 2. No |
| R. Did not feel the need | 1. Yes | 2. No |
| S. Other _____ | | |

T. How often are you able to help your child with homework?

1. Always
2. Sometimes
3. Rarely
4. Never

U. How comfortable do you feel in helping your child read in his/her native language?

1. Very comfortable
2. Comfortable
3. Uncomfortable
4. Very uncomfortable

V. How comfortable do you feel in helping your child read in English?

1. Very comfortable
2. Comfortable
3. Uncomfortable
4. Very uncomfortable

W. Do you speak to your child at home in your child's native language?

1. Yes, all the time
2. Sometimes
3. No, never

X. Do you think allowing your child to maintain the native language is important?

1. Yes
2. No

Y. How well do you understand the entrance requirements for our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

Z. How well do you understand the exit requirements for our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

AA. How well do you understand the instructional philosophy of our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

BB. How well do you understand the progress of your student in the ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

CC. How effective is the ELL program in teaching English language acquisition?

1. Very Effective
2. Fairly Effective
3. Minimally Effective
4. Not at all Effective

DD. How challenging is the ELL program for your child?

1. Too Much Challenge
2. Just Enough Challenge
3. Too Little Challenge

EE. How challenging is the regular classroom instruction for your child?

1. Too Much Challenge
2. Just Enough Challenge
3. Too Little Challenge

FF. Do you think there is a need for an ELL preschool program?

1. Yes
2. No

GG. If interpreter services were provided for meetings at the school, how often would you use them?

1. Many times
2. Sometimes
3. Never

What other improvements do you believe could be made to our ELL program?

What other comments would you like to offer?

Appendix F: English Language Learners (ELL) Program Teacher Survey

Please complete the survey by circling one answer for each question. Do not circle more than one answer. If you do not believe you have enough information or experience to answer a question, choose “not applicable.”

Demographics

A. What level do you teach?

1. Grades K-2
2. Grades 3-5
3. Grade K-5 specials or support
4. Grades 6-8
5. Grades 9-12

B. At what school do you teach?

1. Alice Gustafson
2. Batavia High
3. Grace McWayne
4. H.C. Storm
5. Hoover-Wood
6. J.B. Nelson
7. Louise White
8. Rotolo Middle

C. Identify in which years you have taught ELL students in our district.

- | | | |
|-----------------------|-----|----|
| 1. 2006-2007 | Yes | No |
| 2. 2005-2006 | Yes | No |
| 3. 2004-2005 | Yes | No |
| 4. 2003-2004 | Yes | No |
| 5. 2002-2003 | Yes | No |
| 6. Prior to 2002-2003 | Yes | No |
| 7. Not taught any | Yes | No |

D. Do you have a bilingual and/or ESL approval/endorsement?

1. Yes
2. No

ELL Instructional Program

E. To what degree do you believe you understand the entrance requirements for our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

F. To what degree do you believe you understand the exit requirements for our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

G. To what degree do you believe you understand the instructional philosophy of our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

H. To what degree do you believe you understand the instructional goals of our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

I. To what degree do you believe you understand the instructional practices used by the teachers in our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

J. To what degree do you believe you understand the progress of your students in the ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

K. To what degree do you believe the ELL program aligns with the curriculum you are teaching in the classroom?

1. Very Aligned
2. Fairly Aligned
3. Minimally Aligned
4. Not at all aligned
5. Not applicable

L. To what degree do you believe the ELL program is effective in teaching English language acquisition?

1. Very Effective
2. Fairly Effective
3. Minimally Effective
4. Not at all Effective
5. Not applicable

M. To what degree do you believe the ELL program is at the appropriate level of rigor for our students?

1. Too Rigorous
2. Just Enough Rigor
3. Little Rigor
4. Not applicable

- N. To what degree do you believe the amount of homework, given to students by the ELL teacher, is appropriate?
1. Too Much
 2. Just Right
 3. Too Little
 4. Not applicable
- O. What level of rigor do you believe you provide ELL students in your classroom instruction?
1. Too Rigorous
 2. Just Enough Rigor
 3. Little Rigor
 4. Not applicable
- P. To what degree do you believe that the amount of daily instructional time, given to students by the ELL teacher, is appropriate?
1. Too Much
 2. Just Right
 3. Too Little
 4. Not applicable
- Q. To what degree do you believe the ELL newcomer kit is effective in providing instructional support for students new to the country?
1. Very Effective
 2. Fairly Effective
 3. Minimally Effective
 4. Not at all Effective
 5. Not applicable
- R. To what degree do you believe that the amount of space within your building given to teachers and students in our ELL program is appropriate?
1. Too Much
 2. Just Right
 3. Too Little
 4. Not applicable

Communication

- S. To what degree do you believe the ELL teachers are effective in communicating student progress to you, the classroom teacher?
1. Very Effective
 2. Fairly Effective
 3. Minimally Effective
 4. Not at all Effective
 5. Not applicable
- T. To what degree do you believe that the amount of consultation time given to ELL and classroom teachers is appropriate?
1. Too Much
 2. Just Right
 3. Too Little
 4. Not applicable
- U. How much time each week would be appropriate to consult with the ELL teacher?
1. 15 minutes
 2. 30 minutes
 3. 45 minutes
 4. 60 minutes
 5. More than 60 minutes
 6. Not applicable
- V. To what degree do you believe the communication is effective between you and your ELL students' parents?
1. Very Effective
 2. Fairly Effective
 3. Minimally Effective
 4. Not at all Effective
 5. Not applicable

W. To what degree do you believe the communication is effective between the ELL teacher and your ELL students' parents?

1. Very Effective
2. Fairly Effective
3. Minimally Effective
4. Not at all Effective
5. Not applicable

X. To what degree do you believe the ELL report card is effective in communicating student progress (elementary teachers only)?

1. Very Effective
2. Fairly Effective
3. Minimally Effective
4. Not at all Effective
5. Not applicable

Training/Support

Y. To what degree do you believe the ELL teacher is effective in providing you with classroom instructional strategies to meet the needs of your ELL students?

1. Very Effective
2. Fairly Effective
3. Minimally Effective
4. Not at all Effective
5. Not applicable

Z. To what degree do you believe the district has been effective in providing you with training to meet the needs of your ELL students?

1. Very Effective
2. Fairly Effective
3. Minimally Effective
4. Not at all Effective
5. Not applicable

AA. Which of the following topics would you be interested in learning more about?

- | | | |
|---|--------|-------|
| The culture of our ELL students | 1. Yes | 2. No |
| How ELL students acquire English | 1. Yes | 2. No |
| Instructional strategies for ELL students | 1. Yes | 2. No |
| Assessment of ELL students | 1. Yes | 2. No |
| Other: _____ | | |

BB. What is the best method for you to learn these topics?

- | | | |
|--|--------|-------|
| 1-2 day Workshops | 1. Yes | 2. No |
| Mini-Series of Learn and Apply Workshops | 1. Yes | 2. No |
| Study Groups | 1. Yes | 2. No |
| Graduate Classes Leading to Endorsement | 1. Yes | 2. No |
| Other: _____ | | |

CC. Institute days are always the most preferred time for this professional development to occur. However, various district priorities compete for the use of this time. What other compensated times would be acceptable for you to participate in this professional development?

- | | | |
|---------------|--------|-------|
| After School | 1. Yes | 2. No |
| Before School | 1. Yes | 2. No |
| Summer | 1. Yes | 2. No |
| Weekends | 1. Yes | 2. No |
| Other: _____ | | |

Improvements to the Program

DD. To what degree do you perceive a need for an ELL preschool program?

1. Very needed
2. Fairly needed
3. Minimally needed
4. Not at all needed
5. Not applicable

What other improvements do you believe could be made to our ELL program?

What other comments would you like to offer?

Appendix G: English Language Learners (ELL) Program Administrator Survey

Please complete the survey by circling one answer for each question. Do not circle more than one answer. If you do not believe you have enough information or experience to answer a question, choose “not applicable.” Note: Particular letters in the question sequence have been purposely omitted for data input purposes.

Demographics

- A. What level do you supervise?
1. Grades K-5
 2. Grades 6-8
 3. Grades 9-12

ELL Instructional Program

- E. To what degree do you believe you understand the entrance requirements for our ELL program?
1. Very knowledgeable
 2. Fairly knowledgeable
 3. Minimally knowledgeable
 4. Not at all knowledgeable
- F. To what degree do you believe you understand the exit requirements for our ELL program?
1. Very knowledgeable
 2. Fairly knowledgeable
 3. Minimally knowledgeable
 4. Not at all knowledgeable
- G. To what degree do you believe you understand the instructional philosophy of our ELL program?
1. Very knowledgeable
 2. Fairly knowledgeable
 3. Minimally knowledgeable
 4. Not at all knowledgeable

H. To what degree do you believe you understand the instructional goals of our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

I. To what degree do you believe you understand the instructional practices used by the teachers in our ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

J. To what degree do you believe you understand the progress of your students in the ELL program?

1. Very knowledgeable
2. Fairly knowledgeable
3. Minimally knowledgeable
4. Not at all knowledgeable

K. To what degree do you believe the ELL program aligns with the curriculum being taught in the classroom?

1. Very Aligned
2. Fairly Aligned
3. Minimally Aligned
4. Not at all aligned
5. Not applicable

L. To what degree do you believe the ELL program is effective in teaching English language acquisition?

1. Very Effective
2. Fairly Effective
3. Minimally Effective
4. Not at all Effective
5. Not applicable

M. To what degree do you believe the ELL program is at the appropriate level of rigor for our students?

1. Too Rigorous
2. Just Enough Rigor
3. Little Rigor
4. Not applicable

O. What level of rigor do you believe classroom teachers provide ELL students in your building?

1. Too Rigorous
2. Just Enough Rigor
3. Little Rigor
4. Not applicable

P. To what degree do you believe that the amount of daily instructional time, given to students by the ELL teacher, is appropriate?

1. Too Much
2. Just Right
3. Too Little
4. Not applicable

Communication

S. To what degree do you believe the ELL teachers are effective in communicating student progress to you, the principal?

1. Very Effective
2. Fairly Effective
3. Minimally Effective
4. Not at all Effective
5. Not applicable

T. To what degree do you believe that the amount of consultation time given to ELL and classroom teachers is appropriate?

1. Too Much
2. Just Right
3. Too Little
4. Not applicable

- U. How much time each week would be appropriate to consult with the ELL teacher?
1. 15 minutes
 2. 30 minutes
 3. 45 minutes
 4. 60 minutes
 5. More than 60 minutes
 6. Not applicable
- V. To what degree do you believe the communication is effective between you and your ELL students' parents?
1. Very Effective
 2. Fairly Effective
 3. Minimally Effective
 4. Not at all Effective
 5. Not applicable
- W. To what degree do you believe the communication is effective between the ELL teacher and your ELL students' parents?
1. Very Effective
 2. Fairly Effective
 3. Minimally Effective
 4. Not at all Effective
 5. Not applicable
- X. To what degree do you believe the ELL report card is effective in communicating student progress (elementary principals only)?
1. Very Effective
 2. Fairly Effective
 3. Minimally Effective
 4. Not at all Effective
 5. Not applicable

Training/Support

Y. To what degree do you believe the ELL teacher is effective in providing teachers with classroom instructional strategies to meet the needs of your ELL students?

1. Very Effective
2. Fairly Effective
3. Minimally Effective
4. Not at all Effective
5. Not applicable

Z. To what degree do you believe the district has been effective in providing staff with training to meet the needs of your ELL students?

1. Very Effective
2. Fairly Effective
3. Minimally Effective
4. Not at all Effective
5. Not applicable

Improvements to the Program

DD. To what degree do you perceive a need for an ELL preschool program?

1. Very needed
2. Fairly needed
3. Minimally needed
4. Not at all needed
5. Not applicable

What other improvements do you believe could be made to our ELL program?

What other comments would you like to offer?

Appendix H: Native Languages of District ELL Students

Albanian
Apache
Arabic
Bengali
Cantonese
Cebuano
Czech
Farsi
French
Gujarati
Haitian-Creole
Hindi
Hopi
Korean
Lithuanian
Mandarin
Pilopino
Polish
Portuguese
Romanian
Russian
Spanish
Swedish
Telugu
Thai
Urdu
Vietnamese
Yiddish
Yoruba

Appendix I: Illinois TBE/TPI/Title III District Self-Monitoring Checklist

Directions: Check below the funding received by your district and respond to all items on the checklist associated with that funding. All items apply to TBE/TPI funding unless otherwise indicated.

Funding: TBE TPI LIPLEPS (Title III) IEP (Title III)

Requirements to Be Reviewed	In Place	Not In Place	Need Technical Assistance
A. Identification of Students of a Non-English Background			
Home Language Survey (23 IL Adm. Code 228.15) The school district administers a Home Language Survey (HLS) for all students new to the district for the purpose of identifying students of a non-English background.	X		
The HLS asks the following:	X		
• Is a language other than English spoken in the home, and if so, which language?	X		
• Does the student speak a language other than English, and if so, which language?	X		
The HLS is available in English and, if feasible, in the student’s home language.	X		
The HLS provides a space for the parents/legal guardians to sign.	X		
The HLS is placed in the student’s temporary record.	X		
B. Student Assessment			
1. Program Entry (23 IL Adm. Code 228.15): Within thirty days of the student’s enrollment, the district administers the individual English language proficiency assessment prescribed by ISBE to each student identified through the HLS as having a non-English background for the purpose of determining program eligibility.	X		
Students who score below the state-defined minimum for English proficiency on the ACCESS screener (W-APT) are eligible for services, and placed in a TBE/TPI program.	X		
2. Annual Examination (23 IL Ad m. Code 228.25) (NCLB Title III, 20 USC 6826 (d)(2)) All ELL students in grades K-12 are assessed annually in listening, speaking, reading and writing using ACCESS for ELLs. This includes each student identified as ELL at any time since 2006 but not enrolled in a TBE/TPI program (e.g. a student whose parent chose to withdraw him/her from the program). Students are assessed until they achieve a “proficient” level on ACCESS.	X		
3. Program Exit. (23 IL Adm. Code 228.25) Students exited from the TBE/TPI program have achieved at least a proficient level (level 4 composite score) on ACCESS for ELLs.	X		
4. Certified Staff Assess Students The ACCESS for ELLs assessment and the W-APT screener are administered only by teachers and other school district staff who are certified to administer ACCESS.	X		
5. TITLE III ONLY: Program monitors the performance of students for two years after they exit the program.	X		
C. Parents’ Rights Notices to Parents (23 IL Adm. Code 228.40)			
1. Notice of Program Enrollment: All parents or legal guardians of students are notified of their child’s placement in a TBE/TPI/Title III program no later than 30days after the beginning of the school year or 14 days after the enrollment of any child in a program during the middle of the school year.	X		
Notice is in English and in the student’s home language and contains the following information:	X		
• The reasons why the child has been placed in the program	X		
• The child’s level of English proficiency, how the level was assessed and the child’s current level of academic achievement	X		
• The method of instruction used in the program and other available offerings of the district, including how the program differs from those other offerings in content, instructional goals, and use of English and native language instruction	X		

Requirements to Be Reviewed	In Place	Not In Place	Need Technical Assistance
<ul style="list-style-type: none"> How the program will meet the educational needs and strengths of the child and specifically help the child to learn English and to meet academic achievement standards for grade promotion and graduation 	X		
<ul style="list-style-type: none"> The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and, for children in secondary level programs, the expected graduation rate 	X		
<ul style="list-style-type: none"> How the program meets the objectives of the child's individual education plan (IEP), if applicable 	X		
<ul style="list-style-type: none"> The right of the parents to decline to enroll the child in the program or to choose another program or method of instruction, if available. 	X		
<ul style="list-style-type: none"> The right of the parents to have the child immediately removed from the program on request 	X		
<ul style="list-style-type: none"> The right of the parents to visit TBE/TPI/Title III classes in which their child is enrolled and to come to school for a conference to explain the nature of transitional bilingual education 	X		
<p>2. Notice of Early Program Withdrawal District has obtained written consent from parents to exit their child prior to the end of three years in the program.</p>	X		
<p>3. Notice of Program Services Beyond Three Years District has obtained written consent from parents to retain their child in the program longer than three years.</p>	X		
<p>4. Parent Withdrawal Parents have notified the school in writing of any decision to withdraw the child from the program.</p>	X		
<p>D. Program Components 1. Transitional Bilingual Education (TBE) Program (23 IL Adm. Code 228.25 and 228.30) The district has a TBE program for each attendance center that has an enrollment of 20 or more limited English proficient students of the same language classification.</p>	X		
<p><u>All full-time TBE programs</u> incorporate the required program components including : Instruction in subjects required by law or by the district in the student's home language and in English; English as a second language; and instruction in the history and culture of student's native land and of the U.S.</p>	NA		
<p><u>All part-time TBE programs</u> include daily instruction in home language and English based on the educational needs of the student.</p>	X		
<p>Students are placed in part-time TBE programs based on the following:</p> <ul style="list-style-type: none"> English language proficiency assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program District staff considered the student's proficiency in the home language; prior performance in English coursework; current academic performance; and other factors such as age, disability and cultural background. 	X		
<p>2. Transitional Program of Instruction (TPI) (23 IL Adm. Code 228.25 and 228.30) The district has a TPI program for each attendance center with an enrollment of 19 or fewer ELL students of the same language classification.</p>	X		
<p>The structure of the TPI program is determined by the students' proficiency in English and designed to enable students to keep pace with peers in achievement in the core academic content areas.</p>	X		
<p>E. Program Components – Standards Aligned Curriculum (NCLB, Title III 20 USC 6826 (d)(3)(4)) The program curriculum is aligned to the Illinois English language proficiency standards.</p>	X		
<p>The curriculum in the content areas is aligned to the Illinois Learning Standards.</p>	X		
<p>Programs incorporate approaches and methodologies based on scientifically based research on teaching ELL students.</p>	X		
<p>F. General Program Requirements (23 IL Adm. Code 228.25, 228.30 and 228.40) 1. The student-teacher ratio in bilingual and ESL classes does not exceed 90% of the average student-teacher ratio in the general program classes for the same grade in the attendance center as of September 30 of each school year. If the bilingual/ESL class size increases after this date, the ratio does not exceed the average student-teacher ratio in general education classes for the same grade in the attendance center.</p>	X		
	X	Not	Need

Requirements to Be Reviewed		In Place	Technical Assistance
2. Placement: Students in TBE/TPI programs are placed in classes with students of approximately the same age or grade level. If students of different ages/grade levels are combined in the same class the district uses individualized instructional programs or instruction by ability level to ensure that each student receives instruction appropriate to his/her age or grade.	X		
3. Integration: ELL students participate fully with their English-speaking classmates in subjects in which language is not essential to understanding of the subject matter, including art, music, physical education and others.	X		
4. Extracurricular Activities: ELL students have the opportunity to participate fully in extracurricular activities.	X		
5. High school students receive full credit for courses taken in the TBE/TPI program, and courses count toward promotion and fulfillment of district graduation requirements. ESL counts toward English requirements for graduation.	X		
6. Report cards: <ul style="list-style-type: none">• are sent in the same manner and frequency as progress reports sent to all students in the district	X		
<ul style="list-style-type: none">• are available in English and in the student's home language (TBE)	X		
<ul style="list-style-type: none">• include student progress in the TBE program and in the general program	X		
<ul style="list-style-type: none">• indicate when the student has met program exit criteria	X		
7. Students receive full credit for program courses taken, and such courses count toward promotion and fulfillment of district graduation requirements. ESL counts toward English requirements for graduation.	X		
8. The school district's retention policy addresses LEP students and their needs. LEP students are not retained in their grade level solely because they are limited English proficient.	X		
G. Staff Certification Requirements <i>(23 IL Adm. Code 228.10 and 228.30)(Title III, Part A, Subpart 1, Sec. 3116(c))</i>			
1. Bilingual teachers have either (1) a standard teaching certificate (appropriate to the grade level/or subject they teach) with a bilingual approval and/or endorsement, (2) a transitional bilingual certificate (Type 29) endorsed in the language of the students or (3) an international exchange teacher certificate for the grade and subject matter.	X		
2. English as a second language teachers in grades K-6 hold either: (1) a valid teaching certificate for the grade they teach with a bilingual approval/endorsement or (2) a Transitional Bilingual Certificate (Type 29) or (3) a valid teaching certificate for the grade they teach with English as a second language approval/endorsement or (4) an international exchange teacher certificate for the grade and subject matter.	X		
3. English as a second language teachers in grades 7-12 hold a valid teaching certificate for the grade they teach with English as a second language approval and/or endorsement.	X		
4. Highly Qualified Teachers: All teachers in the program are highly qualified in accordance with state regulations.	X		
5. Paraprofessional Staff: All paraprofessionals in the program meet requirements for state approval.	X		
6. Program Director (District with 200+ ELL students): The TBE/TPI Program Director holds a valid administrative certificate or supervisory endorsement and a bilingual approval or endorsement (TBE or TPI program) or an ESL approval or endorsement (TPI program only). <i>Note: Though this requirement does not go into effect until 2008 for newly hired administrators and 2010 for existing administrators, please respond as to the current administrator's qualifications.</i>	X		
7. Program Director (District with fewer than 200 ELL students): The TBE/TPI Program Director holds a valid administrative certificate or supervisory endorsement and meets one of the following: <ul style="list-style-type: none">- Either has a bilingual approval or endorsement (TBE or TPI program) or an ESL approval or endorsement (TPI program only).- Or completes two hours of professional development specifically designed to address the needs of ELL students annually. <i>Note: Though this requirement does not go into effect until 2008 for newly hired administrators and 2010 for existing administrators, please respond as to the current administrator's qualifications.</i>	X		

Requirements to Be Reviewed	In Place	Not In Place	Need Technical Assistance
H. Professional Development (23 IL Adm. Code 228.30)			
1. New program staff participate in training activities that will develop knowledge of basic TBE/TPI program requirements.	X		
2. Training activities addressing topics related to bilingual education are provided at least twice yearly to all program staff.	X		
3. LIPLEPS ONLY (Title III, Part A, Subpart 1, Sec. 3115 (c)): The program provides professional development to classroom teachers (including mainstream teachers), administrators, principals and other school or community-based organization personnel that is designed to improve the instruction and assessment of LEP students.		X	
Professional development is of sufficient intensity and duration to have a lasting impact on teacher performance. Program does not consist of one-day workshops and conferences alone.		X	
I. Parent Advisory Committee (23 IL Adm. Code 228.30) TBE ONLY	X		
• The bilingual parent advisory committee meets 4 times per year.	X		
• The committee consists of parents, legal guardians, TBE teachers, counselors and community leaders.	X		
• A majority of the members are parents with children in the program.	X		
• The district provides annual training to PAC members in the areas of instructional approaches and methods in bilingual education, State and federal laws in relation to students' participation and parents' rights, and accountability measures relevant to bilingual education.		X	
J. Parent Involvement (Title III, Part C, Sec. 3302 (e)) TITLE III ONLY			
The district implements an effective means of outreach to parents of LEP students to inform parents how they can be involved in the education of their children, be active participants in assisting their children to learn English and achieve high levels in core academic subjects; and meet the same state academic standards as all children are expected to achieve.	X		
The district holds regular meetings and sends parents of LEP students notices of such meetings for the purpose of formulating and responding to recommendations from parents.	X		
K. Failure to Achieve AMAO (Title III, Part C, Sec. 3304 (b)) TITLE III ONLY			
1. District uses assessment and evaluation results and data to determine effectiveness of programs and improve services and activities.	X		
2. If the district did not make AMAOs for at least two consecutive years, a District Improvement Plan has been developed and implemented.	NA		
3. Parents or legal guardians of students in a language instruction program or identified for such a program receive notification if the program fails to make progress on the annual measurable achievement objectives (AMAO). Notification is provided no later than 30 days after the failure occurs.	NA		
L. All Eligible Students Are Served (23 IL Adm. Code, 228.20, 228.40)			
District provides language support to all eligible students.	X		
M. Immigrant Student Count IEP ONLY			
District has data collection system in place to insure that the immigrant student count submitted to ISBE includes only eligible immigrant students.	X		
N. Student Records (23 IL Adm. Code, 228.40)			
Student files contain the following information:	X		
• Date of initial assessment and levels			
• Scores of annual assessments	X		
• Documentation of conferences and written communication to parents	X		
• Program entry/exit information	X		
• Rationale for a student's placement into a part-time program, if applicable	X		
O. Purchased Equipment (EDGAR 80.32, Part 130 IL Adm. Code)			
All equipment purchased with Title III and State TBE/TPI funding is properly labeled and inventoried.	NA		
P. Administrative Spending Cap LIPLEPS ONLY (NCLB Title III, 20 USC 6825 (b))			
No more than 2% of the LIPLEPS award amount is spent for administration of the program.	NA		

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