

## *Batavia Educational Program Review (BEPR)* 2009 – 2010

**Program: English Language Learners Program**  
**Program Commitment: Level I (Current Funding)**

**I. Program Outcomes:**

- A.** Increase ELL student state assessment scores to meet standards as defined by AYP and increase the performance of those students who have exited the program.
- B.** Increase staff member's proficiency in the use of instructional strategies and differentiated instructional strategies.
- C.** Increase the number of ELL students meeting Annual Measureable Achievement Objectives (AMAO) by reaching state standards in the areas of proficiency and progress in English.
- D.** Increase parent involvement in ELL students' education.

**II. Program Activities:**

- A.** Provide bilingual and ESL instruction by an ELL specialist and continued teacher consultation for those who have exited the program.
- B.** Provide professional development (book studies, workshops) and encourage teachers to pursue ESL approval.
- C.** Provide sheltered and differentiated instruction in the classroom and supplemental programs (summer school, technology-assisted instruction, and peer tutoring).
- D.** Provide parents with substantial and meaningful opportunities to actively participate in the education of their children.

Current Staffing Pattern

| Position | Bil K | Bil 1-2 | AGS  | GMS  | HCS | HWS | JBN | LWS | RMS | BHS | Coor. | FTE |
|----------|-------|---------|------|------|-----|-----|-----|-----|-----|-----|-------|-----|
| 1        | 0.5   |         |      |      |     |     |     |     |     |     |       | 0.5 |
| 2        |       | 0.5     |      |      | 0.5 |     |     |     |     |     |       | 1.0 |
| 3        |       | 0.5     |      |      |     |     |     | 0.5 |     |     |       | 1.0 |
| 4        |       |         |      |      |     | 1.0 |     |     |     |     |       | 1.0 |
| 5        |       |         | 0.25 | 0.25 |     |     |     |     |     |     | 0.5   | 1.0 |
| 6        |       |         |      |      |     |     | 0.5 |     |     |     |       | 0.5 |
| 7        |       |         |      |      |     |     |     |     | 1.0 |     |       | 1.0 |
| 8        |       |         |      |      |     |     |     |     |     | 1.0 |       | 1.0 |
| Total    |       |         |      |      |     |     |     |     |     |     |       | 7.0 |

Projected Enrollment for 2010-11

|       | HWS |     | LWS |     | JBN |     | East |     | HCS |     | GMS |     | AGS |     | West |     | RMS | BHS | Total |
|-------|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-------|
|       | TBE | TPI | TBE | TPI | TBE | TPI | TBE  | TPI | TBE | TPI | TBE | TPI | TBE | TPI | TBE  | TPI | TPI | TPI |       |
| K     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     | 0     |
| 1     | 4   | 2   | 4   | 0   | 5   | 0   | 13   | 2   | 10  | 2   | 0   | 3   | 1   | 0   | 11   | 5   |     |     | 31    |
| 2     | 1   | 3   | 4   | 0   | 2   | 0   | 7    | 3   | 6   | 3   | 0   | 1   | 2   | 1   | 8    | 5   |     |     | 23    |
| 3     |     | 6   |     | 6   |     | 8   |      | 20  |     | 6   |     | 0   |     | 4   |      | 10  |     |     | 30    |
| 4     |     | 4   |     | 4   |     | 8   |      | 16  |     | 8   |     | 1   |     | 4   |      | 13  |     |     | 29    |
| 5     |     | 5   |     | 5   |     | 5   |      | 15  |     | 4   |     | 1   |     | 2   |      | 7   |     |     | 22    |
| 6     |     | 3   |     | 6   |     | 3   |      | 12  |     | 7   |     | 1   |     | 2   |      | 10  | 22  |     |       |
| 7     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |      |     | 10  |     | 44    |
| 8     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |      |     | 12  |     |       |
| 9     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |      |     |     | 9   |       |
| 10    |     |     |     |     |     |     |      |     |     |     |     |     |     |     |      |     |     | 5   | 23    |
| 11    |     |     |     |     |     |     |      |     |     |     |     |     |     |     |      |     |     | 3   |       |
| 12    |     |     |     |     |     |     |      |     |     |     |     |     |     |     |      |     |     | 6   |       |
| Total | 5   | 20  | 8   | 15  | 7   | 21  | 20   | 56  | 16  | 23  | 0   | 6   | 3   | 11  | 19   | 40  | 44  | 23  | 202   |

**III. Program Evaluation:**

- A. Analyze ISAT and PSAE scores of current and former ELL students.
- B. Analyze professional development evaluations, consultation with teachers, and number of teachers earning the ESL approval.
- C. Analyze ISAT, PSAE, and ACCESS.
- D. Analyze the number of parents who attend parent conferences, curriculum nights, participate on the bilingual parent advisory board, and other parent-teacher contacts.

**IV. Program Expenditures: Current Level of Funding - Differential: \$0 (Stable Funding)**

| IV. Program Expenditures        | Level 1:<br>Current |
|---------------------------------|---------------------|
| Salaries - Certified Staff      | 447,828             |
| Fringe Benefits - Certified     | 80,223              |
| Salary - Non Certified Staff    | 0                   |
| Fringe Benefits - Non Certified | 0                   |
| Purchased Services              | 0                   |
| Supplies/Materials              | 0                   |
| Equipment                       | 0                   |
| Other / Tuition                 | 0                   |
| Non-Capitalized Equipment       | 0                   |
| Total                           | 528,051             |
| Minus Revenue                   | 60,128              |
| District Program Cost           | 467,923             |
| FTE - Certified                 | 7.00                |
| FTE - Non Certified             | 0.00                |

As of this writing, there are 202 ELL students in the program with 6.5 FTE servicing students and 0.5 FTE Coordinator. In order to project the make up of the program next year with the current level of funding, the committee needed to project the program enrollment for next year. To do this, we placed the current students into the next grade and estimated the number of new kindergarteners. We also need to take into account that some students will move out, exit out of the program, or move in. In addition we are currently considering changing our exit criteria, which will lengthen the time students are in the program. We are estimating about 215 students.

Option 1 Proposed Staffing Pattern – Level 1

| Position | Bil K | Bil 1-2 | AGS | GMS  | HCS  | HWS | JBN | LWS | RMS | BHS | Coor. | FTE |
|----------|-------|---------|-----|------|------|-----|-----|-----|-----|-----|-------|-----|
| 1        | 0.5   |         |     |      |      |     |     |     |     |     |       | 0.5 |
| 2        |       | 0.5     | 0.5 |      |      |     |     |     |     |     |       | 1.0 |
| 3        |       | 0.5     |     |      |      |     |     | 0.5 |     |     |       | 1.0 |
| 4        |       |         |     |      |      | 1.0 |     |     |     |     |       | 1.0 |
| 5        |       |         |     | 0.25 | 0.75 |     |     |     |     |     |       | 1.0 |
| 6        |       |         |     |      |      |     | 0.5 |     |     |     |       | 0.5 |
| 7        |       |         |     |      |      |     |     |     | 1.0 |     |       | 1.0 |
| 8        |       |         |     |      |      |     |     |     |     | 1.0 |       | 1.0 |
|          |       |         |     |      |      |     |     |     |     |     | Total | 7.0 |

This staffing pattern assumes the same service delivery that we have had for the passed several years. With an increase in the number of students but a stability in FTE, this would require to no longer have an ELL Coordinator. This would increase the servicing FTE to 7.0, bringing back the current ELL coordinators 0.5 salary to the ELL program. However, we need to watch the current JBN enrollment as it may require more than the current 0.5 FTE.

**Implications**

The following activities could no longer be performed by the coordinator and would fall upon the ELL teacher, thereby taking away valuable instructional time.

- Testing of incoming kindergarteners for eligibility (delayed start of program)
- Testing of new students for eligibility
- Testing of students with ISEL, AimsWeb, ELL Rigby, ACCESS, ISAT
- Attending Problem solving meetings
- Interpreting for IEP meetings and parent conferences
- Releasing teachers for consultation with classroom teachers
- Communicating with parents, principals, and teachers for eligibility, placement options
- Entering information into PowerSchool
- Consulting and modeling of instruction with teachers about how best to meet the needs of students in the classroom

In addition, the following activities that do not directly impact the teachers could not be done:

- Consulting with ECC staff about students
- Coordinating the buses for the bilingual programs
- Ordering of ACCESS and ISAT materials
- Attending the district improvement team, student services strategic planning, and T & L Division meetings to provide the ELL perspective.

Option 2 Proposed Staffing Pattern – Level 1

| East Side Center | FTE | West Side Center | FTE | RMS | BHS | Coor. | FTE |
|------------------|-----|------------------|-----|-----|-----|-------|-----|
| Bilingual K      | 0.5 | Bilingual K      | 0.5 |     |     |       | 1.0 |
| Bilingual 1-2    | 0.5 | Bilingual 1-2    | 0.5 |     |     |       | 1.0 |
| Bilingual 3-5    | 0.5 | Bilingual 3-5    | 0.5 |     |     |       | 1.0 |
| ESL              | 0.5 | ESL              | 0.5 |     |     |       | 1.0 |
| Para             | 1.0 | Para             | 1.0 |     |     |       | .3  |
|                  |     |                  |     | 1.0 |     |       | 1.0 |
|                  |     |                  |     |     | 1.0 |       | 1.0 |
|                  |     |                  |     |     |     | 0.7   | 0.7 |
| Total            |     |                  |     |     |     |       | 7.0 |

This staffing pattern represents a change in our current program delivery model for elementary students, with middle and high school remaining the same. One school on each side of the river would be considered the ELL center. This would become the home school for those students. The bilingual program would be extended as appropriate for grade 3-5 students and the ESL program would continue. Due to the large numbers of students in the Bilingual 3-5 and the ESL program, we recommend that we utilize paraprofessional support.

**Implications**

We believe that this provides a better program model than the model currently being used for the following reasons:

- Streamlines services to two locations.
- Allows for more teacher consultation time
- Extends bilingual education for students into the intermediate grades
- Allows us to concentrate our professional development to two schools
- Provides the appropriate type of service for those that need it
- Allows us to further explore a dual language model which research shows is the best model for ELL's
- With the concentrated professional development for teachers and the appropriate service for students, this will improve student performance
- As teachers learn strategies for ELL's and use these strategies for all students, this will improve all students' performance

The following challenges might occur with this model:

- Students would be attending a school outside of their neighborhood
- Might increase number of parent refusals
- Might increase transportation costs
- The two schools would have a greater percent of low income students
- The two schools might have 45 or more students in the LEP subgroup
- This would require two classrooms per school
- Political ramifications in the community
- Decreases the diversity for the other four elementary schools.

## *Batavia Educational Program Review (BEPR)* 2009 – 2010

**Program: English Language Learners Program**  
**Program Commitment: Level 2 (10% Reduction from Level 1)**

- I. **Program Outcomes:**
  - A. Increase ELL student state assessment scores to meet standards as defined by AYP and increase the performance of those students who have exited the program.
  - B. Increase staff member's proficiency in the use of instructional strategies and differentiated instructional strategies.
  - C. ELL students will meet Annual Measureable Achievement Objectives (AMAO) by reaching state standards in the areas of proficiency and progress in English.
  - D. Increase parent involvement in ELL students' education.
- II. **Program Activities:**
  - A. Provide bilingual and ESL instruction by an ELL specialist and continued teacher consultation for those who have exited the program.
  - B. Provide professional development (book studies, workshops) and encourage teachers to pursue ESL approval.
  - C. Provide differentiated instruction in the classroom and supplemental programs (summer school, technology-assisted instruction, and peer tutoring).
  - D. Provide parents with substantial and meaningful opportunities to actively participate in the education of their children.
- III. **Program Evaluation:**
  - A. Analyze ISAT and PSAE scores of current and former ELL students.
  - B. Analyze professional development evaluations, consultation with teachers, and number of teachers earning the ESL approval.
  - C. Analyze ISAT, PSAE, and ACCESS.
  - D. Analyze the number of parents who attend parent conferences, curriculum nights, participate on the bilingual parent advisory board, and other parent-teacher contacts.
- IV. **Program Expenditures: Current Level of Funding - Differential: \$46,493 (Difference between Level 1 & Level 2 funding)**

| IV. Program Expenditures        | Level 1:<br>Current | Level 2: -<br>10% |          | Dif. 1 / 2     |
|---------------------------------|---------------------|-------------------|----------|----------------|
| Salaries - Certified Staff      | 447,828             | 407,523           |          | -40,304        |
| Fringe Benefits - Certified     | 80,223              | 73,003            |          | -7,220         |
| Salary - Non Certified Staff    | 0                   |                   |          | 0              |
| Fringe Benefits - Non Certified | 0                   |                   |          | 0              |
| Purchased Services              | 0                   |                   |          | 0              |
| Supplies/Materials              | 0                   | 732               |          | 732            |
| Equipment                       | 0                   |                   |          | 0              |
| Other / Tuition                 | 0                   |                   |          | 0              |
| Non-Capitalized Equipment       |                     |                   |          |                |
| <b>Total</b>                    | <b>528,051</b>      | <b>481,258</b>    | <b>0</b> | <b>-46,793</b> |
| Minus Revenue                   | 60,128              | 60,128            |          | 0              |
| <b>District Program Cost</b>    | <b>467,923</b>      | <b>421,130</b>    |          | <b>-46,793</b> |
| FTE - Certified                 | 7.00                | 0.70              |          | -6.30          |
| FTE - Non Certified             | 0.00                | 0                 |          | 0.00           |

Option 1 Proposed Staffing Pattern – Level 2

| Position | Bil K | Bil 1-2 | AGS  | GMS  | HCS  | HWS  | JBN  | LWS  | RMS | BHS | Coor. | FTE  |
|----------|-------|---------|------|------|------|------|------|------|-----|-----|-------|------|
| 1        | 0.50  |         |      |      |      |      |      |      |     |     |       | 0.50 |
| 2        |       | 0.30    | 0.45 | 0.25 |      |      |      |      |     |     |       | 1.0  |
| 3        |       | 0.30    |      |      |      |      | 0.25 | 0.45 |     |     |       | 1.0  |
| 4        |       |         |      |      |      | 0.75 | 0.25 |      |     |     |       | 1.0  |
| 5        |       |         |      |      | 0.80 |      |      |      |     |     |       | 0.80 |
| 6        |       |         |      |      |      |      |      |      | 1.0 |     |       | 1.0  |
| 7        |       |         |      |      |      |      |      |      |     | 1.0 |       | 1.0  |
| Total    |       |         |      |      |      |      |      |      |     |     |       | 6.3  |

**Implications**

This staffing pattern is similar to Option 1 in Level 1 except it reduces the amount of time each student receives service. In addition to the previous implications in Level 1, this program delivery model would reduce services to students. Next to our special education students, our ELL students are our most needy students. The district will continue to not make AYP unless we provide the appropriate level of service, not only to students but consultation with teachers.

Option 2 Proposed Staffing Pattern – Level 2

| East Side Center | FTE | West Side Center | FTE | RMS | BHS | Coor. | FTE |
|------------------|-----|------------------|-----|-----|-----|-------|-----|
| Bilingual K      | 0.5 | Bilingual K      | 0.5 |     |     |       | 1.0 |
| Bilingual 1-2    | 0.5 | Bilingual 1-2    | 0.5 |     |     |       | 1.0 |
| Bilingual 3-5    | 0.5 | Bilingual 3-5    | 0.5 |     |     |       | 1.0 |
| ESL              | 0.5 | ESL              | 0.5 |     |     |       | 1.0 |
| Para             | 1.0 | Para             | 1.0 |     |     |       | .3  |
|                  |     |                  |     | 1.0 |     |       | 1.0 |
|                  |     |                  |     |     | 1.0 |       | 1.0 |
| Total            |     |                  |     |     |     |       | 6.3 |

**Implications:**

This staffing pattern is similar to Level 1 Option 2 except the coordinator position has been removed. The impact of this would be the same as described on page 3.

## *Batavia Educational Program Review (BEPR)* 2009 – 2010

**Program: English Language Learners Program**  
**Program Commitment: Level 3 (25% decrease from Level 1)**

- I. Program Outcomes:**
  - A. Increase ELL student state assessment scores to meet standards as defined by AYP and increase the performance of those students who have exited the program.
  - B. Increase staff member's proficiency in the use of instructional strategies and differentiated instructional strategies.
  - C. ELL students will meet Annual Measureable Achievement Objectives (AMAO) by reaching state standards in the areas of proficiency and progress in English.
  - D. Increase parent involvement in ELL students' education.
- II. Program Activities:**
  - A. Provide bilingual and ESL instruction by an ELL specialist and continued teacher consultation for those who have exited the program.
  - B. Provide professional development (book studies, workshops) and encourage teachers to pursue ESL approval.
  - C. Provide differentiated instruction in the classroom and supplemental programs (summer school, technology-assisted instruction, and peer tutoring).
  - D. Provide parents with substantial and meaningful opportunities to actively participate in the education of their children.
- III. Program Evaluation:**
  - A. Analyze ISAT and PSAE scores of current and former ELL students.
  - B. Analyze professional development evaluations, consultation with teachers, and number of teachers earning the ESL approval.
  - C. Analyze ISAT, PSAE, and ACCESS.
  - D. Analyze the number of parents who attend parent conferences, curriculum nights, participate on the bilingual parent advisory board, and other parent-teacher contacts.
- IV. Program Expenditures: Current Level of Funding - Differential: \$116,081 (Difference between Level 1 & Level 3 funding)**

| IV. Program Expenditures        | Level 1:<br>Current | Level 2: -<br>10% | Level 3: -<br>25% | Dif. 1 / 2     | Dif. 1 / 3      |
|---------------------------------|---------------------|-------------------|-------------------|----------------|-----------------|
| Salaries - Certified Staff      | 447,828             | 407,523           | 348,496           | -40,304        | -99,332         |
| Fringe Benefits - Certified     | 80,223              | 73,003            | 62,574            | -7,220         | -17,649         |
| Salary - Non Certified Staff    | 0                   | 0                 |                   | 0              | 0               |
| Fringe Benefits - Non Certified | 0                   | 0                 |                   | 0              | 0               |
| Purchased Services              | 0                   | 0                 |                   | 0              | 0               |
| Supplies/Materials              | 0                   | 732               |                   | 732            | 0               |
| Equipment                       | 0                   | 0                 |                   | 0              | 0               |
| Other / Tuition                 |                     |                   |                   |                |                 |
| Non-Capitalized Equipment       | 0                   | 0                 |                   | 0              | 0               |
| <b>Total</b>                    | <b>528,051</b>      | <b>481,258</b>    | <b>411,070</b>    | <b>-46,793</b> | <b>-116,981</b> |
| Minus Revenue                   | 60,128              | 60,128            | 60,128            | 0              | 0               |
| <b>District Program Cost</b>    | <b>467,923</b>      | <b>421,130</b>    | <b>350,942</b>    | <b>-46,793</b> | <b>-116,981</b> |
| FTE - Certified                 | 7.00                | 0.70              | 1.75              | -6.30          | -5.25           |
| FTE - Non Certified             | 0.00                | 0.00              | 0                 | 0.00           | 0.00            |

Proposed Staffing Pattern – Level 3

| East Side Center | FTE | West Side Center | FTE  | RMS         | BHS | Coor. | FTE  |
|------------------|-----|------------------|------|-------------|-----|-------|------|
| Bilingual K      | 0.5 |                  |      |             |     |       | 0.5  |
| Bilingual 1-2    | 0.3 | Bilingual 1-2    | 0.3  |             |     |       | 0.6  |
| Bilingual 3-5    | 0.3 | Bilingual 3-5    | 0.3  |             |     |       | 0.6  |
| ESL              | 0.9 | ESL              | 0.65 |             |     |       | 1.55 |
|                  |     |                  |      | 1.0         |     |       | 1.0  |
|                  |     |                  |      |             | 1.0 |       | 1.0  |
| Total East side  | 2.0 | Total West side  | 1.25 | Grand Total |     |       | 5.25 |

**Implications**

This staffing pattern is similar to Option 2 Level 2. However, the following has been reduced:

- Bilingual K from one at each site to one site district-wide
- Bilingual 1-2 and 3-5 time with students from 3 hours per day to about 2 hours per day.
- Two paraprofessionals to increase ESL time

The reduction in services to students would be very detrimental to this population. With high needs