

ENGLISH LANGUAGE PROGRAM REVIEW: THE WRITTEN REPORT

Purpose: An annual review of the English Learner Program is a requirement of all English Learner programs in the state. Guidance for the program review can be found in the *Rule 15 Guide for Implementation*. The annual review is part of the Title III monitoring process and LEP Plan. When the program review is complete, a written report is then submitted as a summary of the review process. It should be specific and speak to the particular things the district is doing for English Learners, the strengths of the program, and the modifications being made based on the data analysis. The following is guidance for the written report and 3 samples that can help districts write their report.

→ Format

- ◆ No set format (see examples)
- ◆ 1-3 pages
- ◆ Use district letterhead

→ Things to include:

- ◆ District program goal
- ◆ Summary of review process
- ◆ Current practices (as per Rule 15)
- ◆ Data analysis
- ◆ Program strengths
- ◆ Areas of improvement/Modifications

→ Requirements

- ◆ Submit report to district's superintendent
- ◆ Keep on file and make available to public
- ◆ Remove any personally identifiable student information
- ◆ *NEW* Upload plan to LEP plan

→ Suggestions

- ◆ Designate a team member(s) to write the written report
- ◆ Use Program Review Template to guide the report
- ◆ Create a reader-friendly document
- ◆ Review samples or other district's reports

SAMPLE 1

Brookline Public Schools 2016-2017 Annual Program Review Written Report

Goal and Procedures

The Brookline Public Schools focuses on improving student learning by supporting students' language acquisition in order to be successful in the classroom and beyond through systematic programming and procedures. We believe that ELL students will achieve standards for College and Career Readiness, AND do not need to wait until their ELP is sufficiently developed to participate in content area instruction.

Our program focus includes:

- A systematic curriculum based on the NE ELP Standards
- On-going professional development for ELL and general education teachers
- Success in the general education classroom
- Oral language development to build the capacity of ELL students to participate in classroom discussions.

Generally the ELL Review Team meets three times a year and consists of the following staff members:

- ELL Coordinator
- High School Counselor
- Brookline Elementary Principal
- ELL Lead Teacher
- ELL Teachers
- Content teachers

The committee is charged with reviewing ELL practices, procedures, and documents to ensure compliance with district and state policy and rule and to adopt best practices for our ELL program. A thorough review of ELL identification procedures, instructional approaches, alignment of English language proficiency standards to curriculum, and assessment procedures are conducted. Participants synthesize research and data to identify program strengths and areas that need modifications.

Data Analysis

The committee analyzes student program data and procedures including:

- identification of ELL students
- implementation of the ELL program, including instructional approaches
- program staffing
- assessment procedures, including accommodations for ELL students on district and state assessments
- program exit requirements
- results of the ELPA21, state content assessments, and other district assessments
- the process for monitoring students who have been redesignated English fluency for less than two years, including a comparison of academic performance to non-ELL students

Summary of Review Findings

BPS ensures students are correctly identified during the registration process by administering a Home Language Survey (HLS) to all students entering the district. Parents can request an interpreter to help complete all registration forms. If a language other than English is reported on the HLS, the ELL coordinator administers a language proficiency test. If the assessment indicates the student is an English Learner, parents/guardians are notified by mail of the student's placement and services provided. Each year after initial placement, the student's ELL program is reviewed with parents so families remain informed about their child's language proficiency and ELL program status.

The Language Instruction Educational Program (LIEP) at Brookline Public Schools is set up to help students reach proficiency in English and support their academic development. BPS offers a continuum of services ranging from maximum support (newcomers) to classroom-transitioned students who receive most of the support from the classroom teacher. At the elementary level, we have begun implementing and supporting a co-teaching model with ELL and general education teachers. At the middle and high schools, sheltered content classes are available. This year, the district worked to align the curriculum to the Nebraska English Language Proficiency Standards. All teachers working with students in the English Language Development (ELD) classes are ELL certified. The district has invested heavily in professional development through Professional Learning Communities (PLCs), with a focus on strategies/practices to support ELL students in the general education classroom (using *Classroom Instruction that Works with English Learners, 2nd edition* by Jane Hill).

All students are assessed on the ELPA21 and NeSA content assessments (with the exception of recently arrived students who are exempt from the NeSA-ELA for one year). Teams at the building level review student needs for accommodations on assessments. As per Rule 15, exit criteria for BPS is based on the ELPA21 results and teacher recommendations (grades K-2). In some cases, the NeSA-ELA is also considered. When students exit the ELL program, parents/guardians are notified of the student's new status. Former ELLs are then monitored for two years to ensure they maintain grade level expectations without language acquisition assistance.

Program Strengths

At the end of the program review, the team found many strengths of the ELL program. A major strength was the ELD curriculum and standards alignment. The ELD curriculum has created a way to ensure teaching and interventions are similar across the district. In addition, it helps smooth the transition from level to level and into the content classes so our students continue to make gains. Having a curriculum based on the NE ELP standards helps us prepare students to be successful in their general education classes and helps bridge the work between ELD classes and content classes. We are also now able to monitor progress through the formative and summative assessments that have been built into the curriculum.

A second strength of the program is professional development. Through the PLC meetings, the district is able to implement the *CITW for English Learners* book study and NDE training modules. ELL staff and general classroom teachers are able to receive the training to help support ELLs in all classes

and to ensure consistent strategies among teachers. ELL staff also attend trainings offered from the state and ESU. time was also used to work on aligning the new curriculum to the NE ELP standards which allowed staff to become familiar with the standards.

Identifications of Goals for Improving Student Learning

As a result of the program review, the following changes were recommended for next year's programming. There has been a significant increase in our district of students with limited or interrupted schooling. For this reason, we are working to modify/adjust/add to our curriculum to meet the specific needs of these students. The other modification is related to paraeducators. Although all of our paras are highly qualified and pass the appropriate certification process, we are working to provide them training in language acquisition so they are better able to support teachers in the classroom. These modifications are designed to assist ELL students in overcoming language barriers that may prevent them from participating meaningfully in the core curriculum.

SAMPLE 2

Chelsea Public Schools 2016-2017 Annual Program Review Written Report

District Goals for the English Learner Program:

The goals for our English Learner Program are to integrate students and families into the school and the community and to achieve language development for all ELL students.

Summary of the Review Process:

The CPS review process involves ongoing attention to compliance with all sections of Rule 15. Throughout the year, there is ongoing collaboration among ELL and classroom teachers as well as other staff members who interact with ELLs. In addition, each element of Rule 15 is addressed at our annual review held in each spring. This year, eight CPS members met including the ELL coordinator, a high school counselor, an elementary principal, 3 ELL teachers and 2 classroom teachers. At the review, the team analyzed the following data:

- ELPA21 scores
- NeSA scores (current and monitored students)
- Content class grades (current and monitored students)
- Diebels
- Student involvement

Summary or Review Findings:

Identification:

- All families complete a Home Language survey (HLS) at the time of enrollment.
- If a language other than English is identified on the HLS, staff administer the *IPT* language proficiency screener.
- If students qualify, parents/guardians are notified, within the required timeline, of the student placement in the ELL program.

Language Instruction Educational Program (LIEP). We are in the process of reviewing our curriculum and aligning it to the NE ELP standards.

- Elementary programs:
 - A pull-out program is used in which ELL students at levels 1-2 leave the classroom for a time to receive instruction focused on grammar, vocabulary, and oral language development.
 - Students at higher levels of language proficiency are served in the general education classroom and the ELL teacher collaborates with general education teachers to support language development.
- Secondary programs:
 - English Language Development (ELD) classes are available for recently arrived students.
 - Sheltered instruction classes are offered in history, math, and science.

Staff:

- Of the 8 ELL teachers in the district, 6 currently have an ELL endorsement.
- Professional development is provided for all ELL teachers related to instructional strategies.
- 5 ELL teachers are at the elementary schools where the majority of our ELL students are.
- There is one ELL teacher at the middle school, and two at the high school.
- All general classroom teachers working with ELLs received training in *Classroom Instruction that Works for English Learners, 2nd Edition*.

Assessments and Accommodations:

- All ELL students are tested annually on the NeSA assessments (with the exception of recently arrived students on the NeSA-ELA) and the ELPA21 assessment.
- Teams of teachers meet within each building to determine appropriate accommodations.

Exit:

- Students are exited based on the ELPA21 assessment.
- For grades K, 1, and 2, teacher recommendations are also considered.
- When decisions are made to exit, notification letters are sent to parents/guardians within 30 days to inform them of their child's new status.

Data Analysis:

- In general, ELL students scored lower than their non-ELL peers on the DIBELS assessment.
- ELL students were at a lower percentage of proficiency on all of the NeSA content tests than their non-ELL peers in the district.
- Generally, ELL students and former ELs were passing their content classes. In cases where students were not passing their content area classes, science was the class that many students were not passing.
- Many students at the high school were involved in extracurricular activities including band, clubs, and athletics.

Program Strengths & Modifications:

The review team noted strengths of the program:

- Teachers working with ELLs are receiving systematic professional development.
- ELL students with the most needs receive individual or small group support with the ELL teacher.
- ELL teachers are collaborating more with general classroom teachers to better address the needs of students in the general education classroom.
- The Nebraska ELP standards were shared with the entire district administrative team and plans to develop a curriculum/standards alignment have begun.

The review team noted challenges and suggested the following modifications:

- Continue work on curriculum and standards alignment
- Share ELP standards and ELL strategies with all staff
- Hire a new certified ELL teacher at the high school
- Work with science teachers to develop strategies/supports for ELL and former ELLs in science content classes.

SAMPLE 3

Somerville Public Schools
2016-2017 Annual Program Review Written Report

District Goals for the English Learner Program

1. To support students in the development of their English language skills.
2. To help students successfully participate in their content classes.

Review Team

ELL Coordinator
Elementary Administrator
Secondary Administrator
ELL teacher

Summary of the Review Process

The Somerville Public School district English Learner Team met in April to review the district’s ELL program. During this review, we evaluated our district assessment results by comparing ELL student to non-ELL students. We reviewed ELPA21 data including student progress in learning English and how many student are becoming proficient. We also looked at ways our English Learners and their families are involved in the Somerville Public School System. A summary of this information is below:

Category	Summary	Recommendations for the following school year
Identification	<ul style="list-style-type: none">• All students entering Somerville Public Schools fill out a Home Language Survey. The ELL Team assesses any student who answers a language other than English. If a student qualifies for ELL services, the team follows the process for enrollment in the program.• Staff also reviewed the procedures for notifying parents/guardians of a student who qualifies for ELL services. Notices sent home are in parent/guardian’s native language.	<ul style="list-style-type: none">• Based on our analysis of the identification process, the team determined that the enrollment process could be more formalized and structured. As a result, the team will develop a newcomer packet for all new ELL students into the district.• Continue with notification procedures.
LIEP	<ul style="list-style-type: none">• Due to the low number of ELL students, we use a Pull-out/Push-In model. We utilize the ELP standards to drive curriculum and instruction.	<ul style="list-style-type: none">• Work on curriculum alignment to ELP standards.• Bring in PD for classroom teachers – share specific ELL strategies with general education teachers.
Staffing	<ul style="list-style-type: none">• All teachers in the district hold a valid NE teaching certificate. The ELL teacher has an ESL endorsement. Paras are highly	<ul style="list-style-type: none">• The ELL teacher will continue to attend PD to keep up-to-date on ELL practices and strategies.

	qualified or pass the highly-qualified certification.	The ELL teacher will provide PD to general classroom teachers who work with ELL students in the general education classroom.
Assessment and Accommodations	<ul style="list-style-type: none"> • The ELPA21 was administered in the Spring of 2016. Students were also administered the NeSA with appropriate accommodations. 	<ul style="list-style-type: none"> • Attend possible trainings for ELPA21.
Exit Criteria	<ul style="list-style-type: none"> • District exit criteria has been established based on Rule 15. 	<ul style="list-style-type: none"> • Exit team will meet in the fall and use the ELPA21 results to make exit decisions. In addition, students in K-2 will need a teacher recommendation.
Data Analysis	<ul style="list-style-type: none"> • After looking at the data, we noticed many of the students are struggling in writing. • Many of our high school students are involved in extracurricular activities such as football, basketball, dance, speech, band and Spanish club. 	<ul style="list-style-type: none"> • ELL teacher will focus on writing skills during their time with ELL students. • Teachers will receive PD in how to support ELLs in writing in the content classes.