

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #219

April 10, 2000

TO: SCHOOL BOARD
FROM: OFFICE OF THE SUPERINTENDENT
SUBJECT: BILINGUAL EDUCATION PLAN OF SERVICE

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve the Bilingual Education Program Plan of Service as presented in Attachment A of this document. It is further recommended that the Board authorize the Superintendent to submit the Bilingual Plan of Service to Alaska Department of Education and Early Development.

PERTINENT FACTS:

Alaska Education Regulations Chapter 34 (Attachment B) governs the provision of bilingual education in the state of Alaska. The purpose of the regulation is to provide direction and guidance to school districts to ensure compliance with AS 14.30.400 and AS 14.17.420 (b), and assist in compliance with federal requirements under Title VI of the Civil Rights Act of 1964. Title VI prohibits discrimination on the basis of race, color, or national origin in programs that receive federal financial assistance. This step has been interpreted in the public school context as requiring appropriate steps to ensure that equal opportunities are afforded to national-origin-minority (NOM) students who are limited in their English-language proficiency.

The student population of ASD is very ethnically diverse. The minority enrollment has continued to increase over a period of about 10 years. Simultaneously, the number of linguistically and culturally diverse students, many of whom are limited-English-proficient (LEP), is growing in ASD. An instructional program, using students' first language to varying degrees, has been designed and implemented in ASD since the fall of the 1977-78 school year. Beginning with a program serving 361 students, the bilingual program has grown to serve 12.5 times that number during the current school term (1999-2000). The most recent count (February 29, 2000) confirms 3,008 students in grades K-6, and 1,515 in grades 7-12, for a total of 4,523 students who are currently being served. This represents approximately 9.5% of the total district enrollment of 49,551. Eighty-five (85) languages are spoken by these students; the five most common languages are Spanish, Filipino (Tagalog), Korean, Samoan, and Yup'ik (Appendix D of Attachment A). The

fastest-growing language groups are Spanish, Lao, and Korean.

There are an increasing number of limited-English-proficient (LEP) students in the Anchorage School District as shown in Chart 1. The number of students served has nearly doubled over the past decade.

Chart 1

Source: Bilingual Education Program Data

According to Lau v. Nichols, 1975, “There is no equity of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education.” Under Office of Civil Rights (OCR) policy districts are obligated to ensure that LEP students are afforded an equal educational opportunity to meaningfully benefit from a district’s educational policy. Districts must provide LEP students with sufficient resources in practice and be monitored for effectiveness, with improvements made when necessary.

Recently adopted regulations call for a Plan of Service (4 AAC 34.055). The Plan of Service (POS) must contain the following:

- a statement of the educational goals and instructional methodology;
- a plan of identification of pupils who are LEP;
- a procedure for assessing the educational progress of LEP pupils;
- a program of services and instructional model for LEP pupils;
- an identification of instruction staff and educational resources;
- a program evaluation that addresses the effectiveness of the program in meeting students’ English-language developmental needs, in achieving student academic progress goals, and reflecting any identified needs for program modification; and
- parent/community involvement.

The proposed POS meets the standards established by both federal and state guidelines. The POS is fully grounded in research that supports the following principles:

- second-language skills needed for cognitive and academic pursuits typically take five to seven years to acquire;
- second-language acquisition does not need to come at the expense of developing first language skills and vice versa;
- high quality educational assessments for all students, including LEP students, are needed; and
- improved staff development, for both new and current teachers and aides, to teach LEP students for higher achievement throughout the curricula is

tantamount for student success.

All of these principles have been addressed and are proposed in the POS. The supervisor in conjunction with the BMEP staff, District principals, administrators, mainstream teachers, and Parent/Community Advisory Committee has developed it over a two-year period of time. The process began in August 1998 with notification to the principals and followed through in October with the recruitment effort for parent/community participation on the committee to write the POS (Attachment C). The committee addressed the following issues:

- identification of students with a primary home language other than English;
- assessment of students' English language proficiency;
- selecting an educational theory and approach;
- educational goals and objectives for the targeted students;
- designing a program of services for LEP/ELL students;
- staffing and resources;
- exiting students and monitoring performance; and
- program evaluation, review, and improvement.

The committee participated in workshops conducted by Northwest Regional Educational Laboratories. They reviewed, in depth, issues regarding assessment of LEP students; aligning curricula with content standards; and developing performance standards. Programmatic choices have been driven by the needs of the language-minority students and are the best overall for students. Factors such as age, aptitude, motivation, cognitive style, personality, and learning strategies that account for differences in learner success have been taken into consideration. A major factor affecting the program in ASD is the great number of languages (85) spoken by students. The program delivery model selected by the committee is English-as-a-Second-Language (ESL) designed for students in grades K-12. Two exceptions to this model are in effect in the District. The program at Government Hill Elementary incorporates a two-way developmental model; and the program at William Tyson "Success for All" utilizes an inclusion-tutorial model. Both programs emphasize a restructuring plan based upon the Title VII Comprehensive Grants of which they are recipients and integrate services delivered to students for Bilingual Education, Special Education, Indian Education, Migrant Education, and Title I services. Students from the Government Hill program are currently moving out of sixth grade and a two-way immersion developmental model is being developed at Romig Middle School.

To be successful in academic courses, LEP/ELL students need assistance outside the classroom as well as in the classroom. In order to provide this

assistance continuation of the secondary counselor has been maintained. Newly arrived immigrant secondary students receive intensive instruction at the Newcomers' Center (NC) for a period of one semester to a total of four semesters. The average number of semesters for students at the NC is two semesters. From there they are transitioned into ESL classes at their area middle or high school.

Teacher training and preparation in the subject area in which the teacher is assigned are among the most important characteristics of a qualified teacher. Currently, less than 2 percent of the teachers instructing LEP students actually have an academic degree in English-as-a-second-language (ESL) or bilingual education. The vast majority of our teachers who have LEP students in their classes have not received any training in teaching LEP students. Staff and professional development activities will focus on second-language acquisition and using effective strategies with LEP/ELL students. Not only is this important for Bilingual Education Program staff to have, but it is becoming increasingly important for all ASD staff (administrators, principals, teachers, support) to participate in and receive.

BC/CC/FS/MH

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Fred Stofflet, Executive Director, Curriculum and Evaluation

Approved by: Carol Comeau, Assistant Superintendent Instruction

BILINGUAL/BICULTURAL EDUCATION APPLICATION/MODIFICATION
REQUEST

Bilingual-Bicultural Education
State of Alaska
Department of Education & Early Development
801 W. 10TH Street, Suite 200
Juneau, AK 99801-1894

Date _____

Name of School District: Anchorage School District

City & State: Anchorage, Alaska Zip Code: 99508

Authorized Representative: Carol S. Comeau

Telephone: (907) 742-4321

Program Director: Maxine Hill Telephone: (907) 787-3061

District Board Chairperson: Peggy Robinson
(Name)

(Signature)

(Date)

APPLICATION CERTIFICATION: I certify that, to the best of my knowledge and belief, the information in this application is true and correct, and that I will comply with the attached assurances.

(Signature of Authorized Representative)

(Date)

Assistant Superintendent, Instruction
(Title)

CERTIFICATIONS AND ASSURANCES

The applicant hereby assures the Commissioner of Education & Early Development that:

1. The school district, herein referred to as the district, will choose an educational approach to ensure that LEP students acquire English-language proficiency and effective participation in all district academic and special programs.
2. The district will identify students who are LEP.
3. The district will assess the education progress of LEP students.
4. The district will provide a program of services and an instructional model for effective participation of LEP students consistent with the district's obligation to provide equal educational opportunity to LEP students.
5. The district will provide an appropriate number of instructional staff consistent with the district student-staff ratio and resources necessary to provide services to LEP students.
6. The district will monitor the progress of LEP students to determine when an LEP student has achieved sufficient proficiency in English and the regular education course material and exit those students.
7. The district will monitor the LEP student's academic success in the district's regular program.
8. The district will rely upon Title VI of the Civil Rights Act of 1964 in the development of the plan of service, evaluation, and any modifications for the provision of services to LEP students.

Signature of School District Superintendent

Date

The Plan of Service requirements are largely based on Title VI of the Civil Rights Act of 1964 and the Department of Education & Early Development will rely upon that federal statute when reviewing plans of service for compliance. The handbook, Programs for English Language Learners: A Reference Guide to Title VI Compliance, Office for Civil Rights, Seattle Office, April 1999 has been provided to your school district as a guide in the development of this plan of service. Part II, Sections 1-8, pages 10-26; and, Part III, pages 27-31 provides checklists to ensure that key points in developing the plan of service are addressed.

Part II - Developing LEP Programs: In establishing goals, each district should take its individual circumstances into account. Effective goals address both English-language development and academic success.

1. Describe the Plan of Service's educational goals.

GOAL #1: To use English to communicate in social settings.

GOAL #2: To use English to achieve academically in all content areas.

GOAL #3: To use English in socially and culturally appropriate ways.

2. Describe the district's approach.

The mission of the Anchorage School District is to educate students for success in life.

GOALS

1. Increase academic excellence by emphasizing student achievement, developing respect for diversity, maintaining quality staff recruitment and training and maximizing opportunities for lifelong learning.
2. Establish a supportive learning environment by providing safe and caring schools which are barrier-free, by prompting health and wellness, and by collaborating with other community agencies where appropriate.
3. Ensure public accountability by continuing standardized testing and other performance assessment, through the wise use of financial resources, through construction and maintenance of school facilities, and through effective communication to internal and external audiences.

OBJECTIVES

- **All students** will show academic growth as indicated by performance on:
 - b) State Benchmark Exams (Grades 3, 6, 8),
 - c) Norm-referenced tests (Grades 3-10),
 - d) Anchorage Writing Assessment (Grades 5, 7, 9),
 - e) High School Graduation Qualifying Exam.
- **All students** will acquire basic skills and strategies to read independently by the end of third grade as measured by:
 - b) Anchorage-developed Independent Reader Assessment,
 - c) Reading portion of the third grade State Benchmark Exam,
 - d) Norm-referenced tests, and teacher assessment.
- The percentage of students who have taken and successfully completed Algebra I by the end of eighth grade will be increased from year to year.
- All students will demonstrate a high level of spelling skills or growth in spelling as demonstrated by their performances on a series of district-developed grade level high frequency words and administered on a pre- and post-test basis annually.
- **Baseline data will be generated in the spring of 2000 with the first administration of the tests.**
- Each school will administer pre and post tests in spelling in the fall and spring of the 2000-2001 school year, and every year thereafter in grades 2-10
- Increase student achievement in spelling as measured by the national standardized test at each grade level

INSTRUCTIONAL METHODOLOGY

The ASD uses an integrated language arts curriculum that is firmly rooted in oral language. Students progress developmentally, gaining independence as they experience success in making meaning first through observing, thinking, and listening. The whole language approach leads them naturally into reading ideas presented by others and expressing their own thoughts through speaking and writing. Skills are taught on all grade levels (K-12) and provide students with the basics for success as delineated in the core content areas: reading, language arts, social studies, science, math, etc.

3. Describe the district’s procedures for identifying if the primary or home language is other than English with reference to the Home Language Survey and Teacher Language Observation Form.

In order to ensure accurate identification of students who speak languages other than English and the appropriate placement of those students, staff will assess students for eligibility within 30 days of enrollment. The following tools and timeline will be used to identify LEP students:

INSTRUMENTS	RESPONSIBLE PERSONNEL
<p>Completion of SMS enrollment form</p> <p>Review of enrollment form (specifically, questions 206 and 207) for language other than English at the time of enrollment or within 1 school day of enrollment.</p>	<p>School Registrar</p> <p>School Registrar or BEP staff</p>
<p>Completion of Parent Questionnaire (PQ). In hardship cases, information can be gathered by a telephone interview with the parent(s). A copy of the completed PQ will be sent home for a counter-signature and verification of information. The completed survey will be forwarded to the school BEP staff person within 5 school days of the student’s enrollment. Surveys will be evaluated within 2 school days after the BEP staff receives it.</p> <p><i>Standard: Any student whose PQ indicates that the student has a first, primary, or home language other than English will be referred for assessment of English language proficiency</i></p>	<p>Initiation: School Registrar or BEP staff</p> <p>Completion: Parent/Guardian</p>
<p>Completion of Language Observation Checklist (LOC) Part A</p>	<p>Classroom Teachers in collaboration with BEP staff</p>
<p>Completion of LOC Part B</p>	<p>BEP staff or Bilingual speaker of student’s home language</p>

Copies of these tools are attached (Appendix A).

- 4.

Describe the district's procedures for notifying parents about the benefits of the program being offered; other program options available; parents' rights to visit the program; and parents' rights to withdraw the students from the program.

PROCEDURE	RESPONSIBLE PERSONNEL
<p>Provide written communications the parents can understand. Letter of "Notification of Service" provided to student Letter indicating type of services provided as well as rights of parents to accept or refuse service. This letter will also inform parents of the options available. Parents can request a conference to discuss the options.</p> <p>Provide a person who can speak the parents' native language(s).</p>	<p>BEP Staff, other school personnel</p>
<p>Provide literacy training in the schools so that parents can tutor children in the native language</p>	<p>BEP Staff</p>
<p>Advertise in ASD publications (inclusive of ASD television channel and printed documents), local newspaper and school newsletters for participation by parents on the Bilingual Parent/Community Advisory Committee</p>	<p>BEP Supervisor, Administrative Assistant Local school principals</p>

Letters are attached (Appendix B).

5.

Describe the district’s procedure for assessing the educational progress of LEP pupils.

All LEP students will be tested annually. The results of these tests will be recorded and provided to the BEP staff on a regular basis.

ACTIVITIES	RESPONSIBLE PERSONNEL
Administer Idea Proficiency Test IPT to all students (continuing and new) in Fall 2000 for the purpose of collecting baseline data Administer Idea Proficiency Test IPT to all continuing students annually in the spring (April/May) <ul style="list-style-type: none"> • Oral • Reading (2-12) • Written (2-12) 	BEP Staff
Administer Stanford Achievement Test SAT Reading Comprehension to students scoring FES or Mastery on IPT who do not have a current California Achievement Test (CAT)* score. Grades 2-6 -- biannually	Resource Teachers Bilingual Tutors
Administer CAT, Benchmark, and HSQE tests at designated grade levels.	Assessment & Evaluation Department School Staffs

6. Describe the district’s program of services for LEP students. Do the services provide LEP students effective participation in academic and special programs?

Program of Services and Instructional Model

ASD provides a comprehensive program of services for language minority students. The program is designed for students with limited English proficiency in grades K through 12. The program of services provides for the needs of English language learners:

- Basic need – using the language to satisfy basic physical requirements of food, shelter, and clothing.
- Socializing – using the language to forge social links with native speakers.
- Metalinguistic – using the language to deal with the language in academic settings.
 - Cultural – using the language to be able to function in society in cultural and social settings.

The program of services provided for students in the ASD takes into consideration the greatly varying levels of proficiency and academic needs of LEP students. The program has been designed to accommodate the language skills necessary for social and academic success. It is inclusive of the national, state and district standards targeting all students. The curriculum and language arts performance standards have been aligned to meet the needs of English language learners with a program emphasis on the importance of:

- language as communication;
- language learning through meaningful and significant use;
- the individual and societal value of bilingualism;
- the role of native language in the student's English language and academic development;
- cultural, social, and cognitive processes in language and academic development;
- and assessment that respects language and cultural diversity.

The standards are found in Appendix C.

The program of services for each level is outlined below with the performance standards included by attachment. The performance standards have been grouped by either elementary or secondary level to indicate the English proficiency level of students: non-English proficient (NEP), limited-English proficient (LEP), and fluent-English proficient (FEP). This grouping helps to build foundational knowledge and increase the sophistication of language use as students move up the grades and get older. Older students are held to higher expectations for demonstrating English proficiency.

ELEMENTARY LEVEL

ESL Teaching and Tutoring Service

English As a Second Language service will be provided in elementary schools to Non-English Proficient (NEP), Limited English Proficient (LEP), and underachieving Fluent English Proficient (FEP) students. The service will be delivered by both pullout and in-class models, depending on individual student needs.

Recommended amount of service

Non-English Proficient students (NEP)	3 to 5 times per week
Limited English Proficient students (LEP)	1 to 5 times per week
Fluent English Proficient (FEP).	1 to 3 times per week

Each session should not be less than 30 minutes, and may be as much as 1-3 hours per day, particularly in schools with ESL Learning Centers.

ESL Resource Teachers

- The ESL Resource Teacher (elementary) plans, develops, and or adapts curriculum for elementary limited English proficient (LEP) students focusing on the four language skills (i.e., listening, speaking, reading and writing); provides technical assistance to elementary classroom teachers and bilingual tutors on techniques, methods, and materials for use with LEP students.
- English As a Second Language Learning Centers are provided at schools with high numbers of LEP students (generally 100 or more). Twelve schools have been identified.
- The resource teacher maintains the ESL Learning Center at the assigned school and is assigned to additional schools to serve as resource teacher.
- The resource teacher provides service to the additional schools each week in the afternoon, either on two separate afternoons, or if the need is less, both schools may be visited on the same afternoon. This schedule will be discussed and agreed upon with the BMEP Supervisor and QAS.

Itinerant ESL Resource Teacher (Projected for years 2-5)

- The idea of Itinerant ESL Resource Teachers is proposed. These teachers will be assigned to a group of 6 to 8 schools (whose enrollment does not justify a Learning Center) in order to provide technical assistance to tutors and to assist in the service of LEP students.
- The teachers will spend 1/2 day at the assigned schools working with students, giving support to the tutor(s), and conferencing with teacher and parents, as well as attending team meetings that involve limited-English-proficient students.
- Time spent at a school, depending on the need of student and student ratio to staff, will be discussed with the BMEP Supervisor and QAS to establish a satisfactory schedule.

ESL Quality Assurance Specialist(s)

- The QAS will provide technical/instructional assistance at any of the Learning Centers and will be available to assist any elementary ESL teacher or tutor with teaching or testing needs.
- The QAS will provide technical/instructional assistance at any of the district's elementary schools and will be available to assist any elementary teacher in providing effective educational service to LEP students.
- The QAS will be available to make observations and suggestions for the type of service needed for a student, and to act as a consultant when issues arise that involve elementary ESL students who are referred for testing by the Special Education Department.
- The QAS will provide staff development training specifically for BMEP staff and

for district staff as needed and requested.

- The QAS will represent the BMEP on elementary level curriculum committees.

Instructional Model:

Effective programs for language minority (LM) students are mostly to result when conscious attention is given to existing contextual factors within particular communities and schools such as these:

- the backgrounds and training of school and district staff;
- the nature, size, stability, educational and literacy backgrounds, countries of origin, and recency of arrival of the LM students and their families;
- the history of the attitude toward linguistic and cultural diversity in the community, the district, and the school; and
- the history of programs for LM students in the district and the school.

In order to succeed academically, students must develop a high level of competence in reading and writing, usually by the late elementary grades. Students within ASD speak a total of 85 different languages during the 1999-2000 school year. Over the years, 127 languages have been coded because they have been spoken by the students at one time (Appendix D). English as a second language is the educational approach chosen for the elementary level. In this approach limited English proficient students are instructed in the use of English language skills which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Instruction is based on special curricula that typically involve little or no use of the native language and is taught during specific school periods. For the rest of the school day, students are placed in mainstream classrooms.

In addition to the ESL model offered Districtwide, Government Hill Elementary School is the recipient of a Title VII Comprehensive Schoolwide Grant (1996-2001). The school uses a two-way developmental model designed to maintain students' native language (Spanish) throughout the elementary grades and possibly through middle and high school. It focuses on helping students become fluent

in oral and written English. On a daily basis students receive 50% instruction in Spanish and 50% instruction in English. Native English language speakers work together with LEP students, learning language and content in both languages. The program will transition into Romig Middle School during 2000-2001.

The program at William Tyson Elementary School, also the recipient of a Title VII Comprehensive Schoolwide Grant, will reflect an integrated services model (similar to the delivery model used at Government Hill) based on the highly structured "Success for All Program" called "Language for All."

Partial immersion programs are offered at Sand Lake Elementary School, Mears Middle School, and Dimond High School (Japanese); Chugiak Elementary School and Mirror Lake Middle School (Spanish).

SECONDARY LEVEL (INCLUSIVE OF MIDDLE SCHOOLS AND HIGH SCHOOLS)

Model:

The Bilingual Education Program has implemented a sheltered/English-as-a-second language (ESL) content area instructional model to meet the backgrounds, linguistic and cultural needs of the students and the graduation credits required (high school level) by the district. In general, this program uses a sheltered, English language development approach across the curriculum in the language arts, social studies, math, and science content areas.

ESL curriculum development of courses and adoption of texts is based on and adapted to the district's performance standards. The secondary level ESL staff has worked closely with the ASD language arts, social studies, math, and science curriculum committees over the years to develop, adapt, and align its curriculum in order to meet both the language needs of LEP students and the district's requirements and standards.

Student Population:

Secondary school (grades 7-12) students are identified and assessed as eligible for Bilingual Education Program services, either through sheltered ESL content area classes or academic tutoring. Their language levels of English proficiency range from being totally non-English to limited English proficient (LEP) in spoken and/or written English.

Curriculum and Course Offerings:

ESL Language Arts

(ASD requires 4 credits/years of language arts: English, Grammar & Vocabulary Building; Composition Workshop; Reading Lab and/or Language Skills Lab)

- Beginning ESL

- Intermediate ESL
- Advanced ESL

ESL Social Studies

(ASD requires 4 credits/years of the following social studies courses: Integrated History 1 & 2, 3 & 4; Area Studies; Social Studies/History; U.S. Government; Economics)

- ESL Social Studies (7-8)
- ESL Integrated History 1-4
- ESL Area Studies
- ESL Social Studies/History
- ESL U.S. Government
- ESL Economics

ESL Math

(ASD requires 2.5 credits/years of math, including Algebra)

- ESL Basic Math (7-8)
- ESL Pre-Algebra
- ESL Algebra

ESL Science (9-12)

(ASD requires 3 credits/years of science)

- ESL Integrated Science
- ESL Biology

Implementation:

Secondary schools with 40-100 students identified as LEP will offer ESL language arts and ESL social studies credit courses, while secondary schools with 100 or more will also offer sheltered ESL science (9-12) and ESL math courses. These content area courses will be taught by teachers certificated in the area they are teaching (i.e., language arts, social studies, math, science), who preferably speak a language other than English, and/or have training or endorsement in English-as-a-second language.

Secondary schools, regular or alternative, with 30 or fewer students may offer:

- 1) ESL Language Arts credit course taught by a certificated teacher; or
- 2) academic tutoring (1-5 times/week) provided by a tutor either in-class or “pull-out.”

Academic tutoring will be determined by the student’s needs as indicated by grades, test scores and/or teacher referral. Collaboration with the classroom teacher will be an essential component in the tutorial services.

Credit courses will be offered either daily or on a modular scheduling basis, depending upon the school. For example, two ASD schools have modular schedules, while the others offer 6-7 periods per day. Academic tutoring will be offered one to five times per week in 30-60 minutes per session, depending upon student need.

Newcomers' Center

The Newcomers' Center (NC) is provided for students in grades 7-12. Faced with increasing numbers of secondary school age immigrant students possessing low-level skills and often limited formal schooling, ASD established a newcomer program four years ago located at King Career Center. The location provides students with transportation from the area high school to the KCC. Students are placed in a special academic environment for one to four semesters.

Challenges encountered include:

- helping students who have had interrupted education and/or little or low literacy skills;
- providing intensive instruction so students may acquire English and academic content in a limited amount of time;
- integrating students in the community and in their home schools;
- and transporting eligible students to the program site;
- housing of the program.

Students of limited-English-proficiency also participate in other academic and special programs. These include Title I Program at identified schools, Special Education Program as identified for service, Gifted Program, optional schools (i.e., Denali Montessori, Polaris K-12, Steller Secondary, KCC – vocational, language immersion programs, etc.).

Bilingual/ESL Counselors

The middle/high school bilingual/ESL counselor program will assist and support the ESL teachers and tutors in the performance of their program duties. The counselors (certificated) will assure the appropriate placement of ESL students in ESL and core classes. They will serve as liaison between the home, school and the ESL students. The counselors will assist in the completion of identification and assessment paperwork of BEP students. The counselor will consult with and train teachers, parents and staff regarding needs of LEP students. The counselor will work with specialists regarding the special needs of LEP students, as needed.

Quality Assurance Specialists (QAS)

The Quality Assurance Specialist will work to support all ESL middle/high school staff in the performance of their program duties. The QAS will assure that students receive appropriate services. The QAS will assist ESL staff to adjust services and courses to best meet the needs of the middle/high school LEP students. The QAS will provide technical assistance and training to ESL staff and core teachers/teams. The QAS will serve as the liaison for the principals, ESL staff and BEP supervisor as need arises.

7. a) Identify the instructional staff and educational resources needed to implement the program.

List of instructional staff and job descriptions attached (Appendix E).

- b) Describe the staff development plan for teachers and paraprofessionals.

The staff and professional development plan will provide all BEP staff with professional growth opportunities driven by a coherent long-term plan that incorporates professional development as essential using a broad set of strategies to improve teaching and learning. Included in this plan will be the following:

- Opportunities to acquire knowledge and skills needed to teach challenging subject matter;
- Strategies to use emerging new methods, forms of assessment, and technologies;
- An evaluation component which looks at the impact on teacher/tutor effectiveness and student learning.

The plan will reflect the best available research and practice in teaching and learning. Staff will provide input into the staff development plan.

ACTIVITIES	PARTICIPANTS
Improving staff skills Improving parent skills Implementing curriculum and best practices e) CALLA, FORESEE Approach, Cooperative Learning, Teaching Reading Comprehension in English to LEP Students, Instructional strategies for the development of writing proficiency, computer technology with LEP students Building School Climate c) Increasing communication and collaboration d) Ways to celebrate second language learners contributions	BEP Staff BEP Staff and PCAC BEP Staff School Level Staff, BEP staff

8. Describe the process for monitoring the academic progress of exited LEP pupils.

ACTIVITIES	RESPONSIBLE PERSONNEL
Language Arts and Reading grades and CAT/SAT scores will be reviewed annually. Students falling below the 50 th percentile minus 1 standard error of measurement SEM (Chart 1 below)	BEP Administrative Assistant and/or Secretary
Success on Benchmarks Exams at grades 3, 6, 8, and HSGQE. Independent reading assessment at grade 3. Anchorage Writing assessment: grades 5, 7, 9	Resource teachers, bilingual tutors, classroom teachers

Chart 1

50th Percentile Minus 1 SEM

Grade	CAT	SAT (2-6)
1	40	40
2	42	40
3	41	40
4	42	40
5	40	43
6	41	43
7	43	--
8	42	--
9	42	--
10	42	--
11	41	--
12	42	--

Part III - Program Evaluation: The need for an effective program evaluation process arises from the recognized legal responsibility of school districts to provide equal educational opportunities to their LEP students. Court decisions as well as OCR policy interpret Title VI as requiring that school districts do more than adopt and implement English-language development programs for LEP students.

1. Describe the district’s self-evaluation plan designed to collect information regarding whether LEP students are making appropriate progress in English-language development as well as academic studies.

English-language Development

ACTIVITIES	RESPONSIBLE PERSONNEL
Continuing students will be tested annually, using the IPT in oral language, reading, and writing	ESL teachers, tutors
Annual comparison of scores will enable the program to determine progress. Comparisons will be done on an individual basis, by grade level, and by language group.	Recording: BEP Secretary Review/Comparison: BEP Supervisor, QAS
Success on Benchmarks Exams at grades 3, 6, 8, and HSGQE. Independent reading assessment at grade 3. Anchorage Writing assessment: grades 5, 7, 9	Resource teachers, bilingual tutors, classroom teachers

Academic Development

ACTIVITIES	RESPONSIBLE PERSONNEL
<p>Continuing students in grades 2-12 will be reclassified and exited based on the following criteria:</p> <ul style="list-style-type: none"> • NEP to LEP Grades for Language Arts & Reading – A, B, C, O or S (on grade level) IPT scores are L/FES, L/FEW, and L/FER • LEP to Exit for Progress Grades for Language Arts & Reading – A, B, C, O or S (on grade level) IPT scores are FES, FEW, and FER Benchmark Exam scores CAT/SAT scores are above 50th percentile plus 1 SEM (Chart 2 below) 	<p>ESL teachers, tutors BEP Administrative Assistant and/or Secretary Review/Approval: BEP Supervisor</p>

Chart 2

CAT (Reading Total) or
 SAT (Reading Comprehension)
 to meet or exceed:

Grade	CAT %ile Rank	SAT %ile Rank
2	58	60
3	59	61
4	60	61
5	60	62
6	58	63
7	58	*
8	58	*
9	58	–
10	58	–
11	60	–
12	59	–

*SAT scores for reading comprehension will be used for students in grades 7 and 8 who do not have recent (2 years) CAT scores available.

2. Describe the steps the district will take to address the findings of the self-evaluation.

ASD will:

- continue to promote program level goal setting and intervention;
- provide the necessary resources to effectively provide a quality educational program for language minority students;
- conduct an annual review of each student’s progress; of cohorts of students by grade and by language;
- conduct an annual review and survey of principals and classroom teachers to determine their satisfaction with the program;
- assess findings to determine area(s) of concern;
- determine the needs (i.e., individual student plans, grade level modification, instructional methodology, etc.) and modifications.

3. Describe the district’s plan to involve parents and the community in the self-evaluation and program modifications.

The ASD will continue to facilitate and promote the involvement of the Parent Community Advisory Committee (PCAC) as outlined in the by-laws. This committee is composed of parents of LEP students, parents of ASD students, community persons, ASD teachers and BEP staff.

ACTIVITIES	RESPONSIBLE PERSONNEL
Annual recruitment through advertisement in the daily newspaper, school newsletters.	Supervisor, QAS, ESL teachers, tutors, ASD Public Relations Department
Recommendation from various community groups (i.e., Asian Alaska Cultural Committee, Hispanic Alaskans, etc.)	Supervisor, QAS, ESL teachers, tutors, ASD Public Relations Department
Monthly meetings from October through May	Supervisor, QAS, Administrative Assistant

Incorporated into the District’s plan will be the Alaska Standards for Culturally Responsive Schools and the Guidelines for Preparing Culturally Responsive Teachers for Alaska’s Schools addressing Family and Community Involvement. This committee will be convened on a regular basis (monthly from October through May of each school year).

The committee will be involved with reviewing curricula, materials,

budget, and other special activities related to providing an effective program of instruction for language minority students. The district will effectively identify and utilize the resources and expertise in the surrounding community to enhance the learning opportunities of all students. Advertising in local newspapers, school newsletters, radio, and the district's local television channel will accomplish annual recruitment of parent participants. Translators from within the BMEP will be provided to translate information (i.e., advertisements, newsletters, etc.), assist parents in reviewing curricula materials and providing input. Parents of language minority students will be able to give input to principals as part of the staff evaluation. This will be accomplished through utilization of the School Report Card, and District disseminated certificated staff evaluation process. The BMEP will also provide parents with a survey at the end of each school year to garner information needed to evaluate the program from the viewpoint of parents with students who have been identified and who receive instructional support from the BMEP. The survey will be translated into the top five languages.

Participation on each local school level by parents of language minority students is encouraged. Parents will be invited to actively participate in each school's parent organization, semi-annual parent/teacher conferences, District sponsored cultural events, various committees and task forces, other advisory groups, and through public commentary at public School Board Meetings throughout the year.

MODIFICATION REQUEST

4. Summarize the program goal or standard where a concern has been identified.
 - Describe results of the evaluation demonstrated with respect to deficiencies in achieving the desired goal or standard.
5. Describe what procedural and program modifications will be undertaken, who is expected to be responsible for what, when will the changes be implemented.
4. Describe what the changes will accomplish and how success will be measured.

Signature of Authorized School District Representative/Date

Signature of District School Board Chairperson/Date

EED USE ONLY

Modification approved _____ Date applicant notified

Modification denied _____

Signature of EED Representative/date