

BILINGUAL/BICULTURAL EDUCATION PLAN OF SERVICE
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: April 14, 2003

Name of School District: Anchorage School District

City & State: Anchorage, AK Zip Code: 99508

Authorized Representative: Jan Christensen Telephone: 907-742-4321

Program Director: Maxine Hill Telephone: (907) 742-4457

District Board Chairperson: Jake Metcalfe
(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.

2002-2003 Ongoing Goals:

- Increase students academic achievement using data to guide adoption of curriculum, methods, materials, and professional development specifically designed to ensure that each group as designated by *No Child Left Behind* and the *Quality Schools Initiative* makes adequate yearly progress.
- Establish and maintain a supportive and effective learning environment by:
 - Providing safe, caring, barrier-free schools;
 - Promoting health and wellness;
 - Continuing to retain, recruit, and train highly qualified staff;
 - Challenging each student academically;
 - Maximizing opportunities for lifelong learning;
- Offering extracurricular activities; and
- Collaborating with other community agencies where appropriate.
- Ensure public accountability through:
 - Continued participation in the State and Federal required testing programs;
 - Continues preparation and publication of the Profile of Performance, budget basics, and budget and bond summaries;
- Effective consultation with community to ensure wise use of financial resources and responsible construction and maintenance of facilities;
- Effective communication with students, staff, parents, community, and government at all levels.

Measurable Achievement Goals

- Students will demonstrate increased academic achievement as indicated by improved performance on State and District measures of academic performance. Each student group will make adequate yearly progress toward meeting Anchorage and State Benchmarks for reading, writing, and math. Performance will be assessed on:
 - Alaska Benchmark Exams (Grades 3, 6, 8)
 - Terra Nova Basic Skills Exams (Grades 4, 5, 7, and 9)
 - Alaska High School Graduation Qualifying ExamThese various assessments will provide information on the status of student group performance at grade levels three through ten.
- A higher percentage of students in each group will master basic skills and strategies to read independently by the end of the third grade as indicated by:
 - Meeting the Alaska standard for performance on the grade three Alaska Benchmark Reading Exam;
 - Teacher diagnosis of student needs through teacher pre- and post-assessments using a variety of measures as well as teacher observation and judgment.
- A higher percentage of students in each group will demonstrate a high level of math skills and a lower percentage will demonstrate a deficient level of math skills at the end of each grade level in grades three through ten. Performance will be assessed based on:
 - The percentage of students in each group who meet State standards in mathematics as indicated on Alaska Benchmark Examinations, Terra Nova, and the Alaska High School Graduation Qualifying Exam will increase.
 - The percentage of students in each group successfully complete Algebra I in grade eight, Geometry in grade 9, and Algebra II in grade 10 will increase. Grades earned in each class will also be reported.
 - Successful completion by students in Algebra classes for each middle and high school will be reported by student grade level.
 - There will be a decrease in the dropout rate of middle and high school students as compared to the 2001-2002 school year.
 - There will be an increase in the number of students scheduled to take AP courses for the 2003-2004 school year. Counselors will review students' PSAT data as one criterion determining possible students for AP courses.

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, and math.

3. Describe the district's procedures for identifying students whose primary or home language is other than English with reference to the Home Language Survey and Teacher Language Observation Form. (Appendix C)

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.

INSTRUMENT	RESPONSIBLE PERSONNEL
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<p>SMS Enrollment Form Completion</p> <p>Review of form, specifically items 206 and 207, for language other than English at the time of enrollment or within 1 school day of enrollment.</p> <p>Parent Questionnaire (PQ)* Completion - In hardship cases, information can be gathered by a telephone interview with the parent(s). A copy of the completed PQ (in a language the parent comprehends) will be sent home for a counter-signature and verification of information. The completed survey will be forwarded to the school BMEP staff person within 5 school days of the student's enrollment. Surveys will be evaluated within 2 school days after the BMEP staff receives it. <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>Completion of : Language Observation Checklist (LOC) A*</p> <p>Language Observation Checklist (LOC) B*</p>	<p>School Registrar</p> <p>School Registrar or Bilingual/Multicultural Education Program Staff (BMEEP) Initiation: School Registrar or BMEP staff</p> <p>Completion: Parent/Guardian</p> <p>Classroom teachers in collaboration with BMEP staff</p> <p>BMEP staff or bilingual speaker of the student's home language</p>
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* Copy of each instrument found in Appendix A.

- 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 student from the program.

PROCEDURE	RESPONSIBLE PERSONNEL
<p>Provide written communication in language parents can understand.</p> <ol style="list-style-type: none"> 1. Letter of <i>"Notification of Service"</i> indicating type of services provided student.** 2. Letter indicating rights of parents to accept or refuse service. It also informs parents of the options available. Parents can request a conference to discuss the options.** 	<p>BMEP staff, other identified school personnel</p>
<p>Provide a person who can speak the parent's native language(s) to translate documents and/or interpret at conferences.</p>	<p>BMEP staff, Parent/Community Advisory Committee member</p>
<p>Provide English language literacy training in the schools to enable parents to tutor children in the native language.</p>	<p>BMEP 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>BMEP Supervisor Administrative Assistant Local school principals</p>

** Letters are included in Appendix B.

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

ACTIVITIES	RESPONSIBLE PERSONNEL
Administer Idea Proficiency Test (IPT) to all new-to-District students (who have indicated a language other than English in either item 206 or 207 on the SMS form) upon enrollment for the purpose of identification and appropriate placement for service.	BMEP Staff
Administer IPT to <u>ALL</u> identified LEP students (returning and continuing students, as well as those students whose parents have refused service) annually in the spring (April): <ul style="list-style-type: none"> • Oral Proficiency (K-12); • Reading Proficiency (grades 2-12); • Writing Proficiency (grades 2-12). 	BMEP Staff
Administer following State and District measures of academic performance: <ul style="list-style-type: none"> • Alaska Benchmark Exams (Grades 3, 6, 8); • Terra Nova Basic Skills Exams (Grades 4, 5, 7, 8); • Alaska High School Graduation Qualifying Exam. 	Assessment & Evaluation Department BMEP Staff School Staff

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

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

- 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 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;
- Assessment that respects language and cultural diversity.

The program of services for each level is outlined below with the performance standards found in Appendix C. The performance standards are 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.

Instructional Model

Effective programs for 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 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.
- 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 92 different languages during the 2002-2003 school year. Over the years, 132 languages have been coded which identify the various languages spoken by students (Appendix D). English-as-a-Second-Language is the educational approach chosen for the elementary level. LEP students are instructed in the use of English language 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 delivered Districtwide, several schools offer select instructional models:

- Government Hill Elementary School - two-way developmental model designed to maintain students' native language (Spanish) throughout the elementary grades and possibly through middle and high school. This model focuses on students becoming fluent in oral and written English. Daily 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. This model has transitioned for these students into Romig Middle School and West High School.
- William Tyson Elementary School - Integrated services model based on the highly structured "Success for All Program," called "Language for All."
- Sand Lake Elementary School, Mears Middle School, Dimond High School - Partial Immersion focusing on Japanese language.
- Chugiak Elementary School and Mirror Lake Middle School - Partial Immersion focusing on Spanish language.

ELEMENTARY LEVEL

ESL Teaching and Tutoring Service

English-as-a-Second-Language service is provided in elementary schools to non-English proficient (NEP), limited-English-proficient (LEP), and underachieving fluent-English-proficient (FEP) students. The service is delivered by both pullout and in-class models, depending on individual student needs.

English Proficiency Level	Recommended Amount of Service
Non-English-Proficient (NEP)	3 to 5 sessions per week
Limited-English-Proficient (LEP)	1 to 5 sessions per week
Fluent-English-Proficient (FEP)	1 to 3 sessions per week

Each session should last at least 30 minutes, and may be as much as 1 to 3 hours per day, particularly in schools with ESL Learning Centers.

Staffing on the Elementary Level

Position	Responsibility
<p>ESL Resource Teacher</p> <p>Learning Center Schools:</p> <ol style="list-style-type: none"> 1. Chinook 2. Fairview 3. Government Hill 4. Lake Hood 5. Mountain View 6. Muldoon 7. North Star 8. Williwaw 9. Willow Crest 10. William Tyson 11. Wonder Park 	<p>Plans, develops, and/or adapts curriculum for elementary LEP students focusing on the five targeted skills (i.e., listening, speaking, reading, writing, and comprehension).</p> <p>Provides technical assistance to elementary classroom teachers and bilingual tutors on techniques, methods, and materials for use with LEP students.</p> <p>Assigned to a school with ESL Learning Center. Maintains the ESL Learning Center. The ESL Learning Center is established at schools with high enrollment of LEP students (generally 100 or more).</p> <p>Is assigned to additional schools as a resource teacher; provides service to the additional assigned schools on a weekly basis. The schedule is discussed and agreed upon after collaboration between the BMEP supervisor, building principals, and quality assurance specialist.</p> <p>In collaboration with the classroom teacher assigns the language arts grade for LEP students.</p> <p>Assesses the needs of LEP students and administers designated assessment instruments.</p> <p>Participates on assistance teams to determine the educational needs of LEP students at assigned schools.</p>
<p>Itinerant ESL Resource Teacher</p>	<p>Assigned to 4 to 6 schools (whose enrollment does not justify ESL Learning Center).</p> <p>Provides direct service to LEP students at assigned schools.</p> <p>Provides technical assistance to bilingual/ESL tutors and classroom teachers.</p> <p>In collaboration with the classroom teacher assigns the language arts grade for LEP students.</p> <p>Assesses the needs of LEP students and administers designated assessment instruments.</p> <p>Participates on assistance teams to determine the educational needs of LEP students at assigned schools.</p>
<p>BMEP Specialist</p>	<p>Provides technical and instructional assistance at ESL</p>

	<p>Learning Centers.</p> <p>Is available to assist elementary ESL resource teachers and tutors with instructional and assessment needs.</p> <p>Provides technical and instructional assistance at district elementary schools.</p> <p>Available to assist elementary teachers in providing effective educational service to LEP students; to make observations and suggestions for service to LEP students.</p> <p>Is consultant for issues affecting LEP students referred for Special Education assessment.</p> <p>Provides staff development training specifically for BMEP staff and for district staff as needed and requested.</p> <p>Represents BMEP on district elementary curriculum committees.</p>
Bilingual/ESL Tutor	<p>Tutors LEP students individually and in small-group, and in-class model.</p> <p>Carries out the plan of the resource teacher or regular classroom teacher when working with LEP students.</p> <p>Interprets and translates for parents of LEP students during conferences.</p>

SECONDARY LEVEL (INCLUSIVE OF MIDDLE SCHOOL AND HIGH SCHOOL)

Model:

The Bilingual/Multicultural 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), as well as achievement for Benchmark and High School Graduation Qualification Examination (HSGQE). In general, the 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 (Appendix C). 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 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 BMEP services, either through sheltered ESL content area classes or academic tutoring. The range of students' English language proficiency is from totally non-English-proficient (NEP) to limited-English-proficient (LEP) in spoken and/or written English.

Curriculum and Course Offerings:

ASD Requirements for Graduation	Program Offering to Meet Requirements
<p>Language Arts: 4 credits English 9-1, 9-2; English 10-1, 10-2 Composition 3 Language Arts electives</p>	<p>English-as-a-Second Language Levels: Beginning (BG), Intermediate (INT) , Advanced (ADV) ESL Grammar & Vocabulary Building (BG, IN, ADV) ESL Composition Workshop (BG, INT, ADV) ESL Writing (BG, INT, ADV) ESL Language Skills Lab (BG, INT, ADV) ESL Reading Lab (BG, INT, ADV)</p>
<p>Social Studies: 4 credits Integrated World/U. S. History 1& 2 Integrated World/U. S. 3 & 4 Geography/ Area Studies Social Science/History U. S. Government Economics</p>	<p>ESL Social Studies (grades 7 & 8) ESL Integrated History 1 & 2, 3 & 4 ESL Area Studies ESL Social Studies/History ESL U. S. Government ESL Economics</p>
<p>Math: 2.5 credits 5 semesters of math electives Coursework containing or founded in Algebra I level math skills</p>	<p>ESL Basic Math (grades 7, 8) ESL Pre-Algebra ESL Algebra</p>
<p>ESL Science: 3 credits Life Science Physical Science 2 additional Science or designated courses in technology, computer science, health-related subjects</p>	<p>ESL Integrated Science ESL Biology</p>

Implementation:

Secondary schools with 40-100 students identified as LEP offer ESL language arts and ESL social studies courses, while schools with 100 or more also offer sheltered ESL

science (9-12) and ESL math courses. Content area courses are taught by teachers certified in the area in which they teach (i.e., language arts, social studies, math, science), who preferably speak a language other than English, and/or have training or ESL endorsement.

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

7. ESL courses in language arts taught by a certificated teacher; or
8. Academic tutoring (1-5 times per week) provided by a tutor in the class or by “pull-out” model.

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

Courses are 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 is offered 1 to 5 times per week in 30 to 60 minute sessions, depending on 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 academic skills and limited formal schooling, ASD established a newcomer program 6 years ago. Students are placed in a special academic environment for one to four semesters. The NC is located at the King Career Center (KCC), a location which provides students with transportation from area high schools.

The instructional program used at NC and Districtwide by staff includes student-centered English-development activities built on the learners’ interests, curiosity, and strengths. Students are given the opportunity to perform many language tasks involving real or realistic communication. Instruction is provided in understandable language utilizing multi-sensory input. Students engage in reading and writing for authentic purposes daily. Reading selections are at the appropriate level of complexity, based on the students’ evolving language and literacy skills in English. Students are encouraged to use the language and simultaneously to take risks with language. They are integrated with native-English speakers in meaningful contexts.

Bilingual/ESL Counselors

The middle school and high school ESL/bilingual counselor program assists and supports ESL teachers and tutors in the performance of their instructional duties. The counselors assure the appropriate placement of LEP students in ESL and core classes. They serve as liaison between the home, school, and the LEP student. Counselors assist in the completion of identification and assessment paperwork of LEP students. They also consult with and train teachers, parents, and staff regarding needs of LEP students.

Specialists

The middle school and high school specialists work to support staff in the performance of their program duties. The specialist assures that students receive appropriate service. They also assist ESL staff in adjusting services and courses to best meet the needs of middle and high school LEP students. Specialists also provide technical assistance and training to ESL staff and core teachers/teams. Specialists also serve as liaison for the principals, ESL staff, and BMEP supervisor as needs arise.

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

List of instructional staff and job descriptions - Appendix E

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

The staff and professional development plan provides all BMEP 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. The following are included in this plan:

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

The plan reflects the best available research and practice in teaching and learning with careful consideration of: (a) benefits to students; (b) success for LEP students; and (c) input by BMEP staff.

ACTIVITY	PARTICIPANTS
Improving staff instructional skills <ul style="list-style-type: none"> • Effective strategies for diverse classrooms • Improve students' ability to meet standards 	BMEP staff Mainstream classroom teachers
Improving parent skills <ul style="list-style-type: none"> • Parent education programs that encourage parents' high expectation for their children's success • Social service resources • Encouraging parents to take advantage of 	BMEP staff Parent/Community Advisory Committee (PCAC)

school and community resources that support achievement	
Implementing curriculum and best practices: <ul style="list-style-type: none"> • Cognitive Academic Language Learning Approach (CALLA) • FORESEE Approach-“4C” (Communication, Cognitive academic language development, and Content instruction in the Classroom) • Kagan Cooperative Learning • Sheltered Instruction Observation Protocol (SIOP) • Teaching Reading Comprehension in English to LEP students • Instructional strategies for the development of writing proficiency • Computer technology with LEP students 	BMEP staff
Building School Climate <ul style="list-style-type: none"> • Increasing communication and collaboration • Regarding students’ native cultures and languages as assets 	Central Administration School-level staff BMEP staff

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

ACTIVITIES	PARTICIPANTS
1. Quarterly review of grades in language arts and reading - Students must receive grade of A, B, C, O, or S.	BMEP staff Administrative Assistant
2. Annual review of norm referenced, CAT/SAT scores. Students falling below the 50 th percentile minus 1 standard error of measurement (SEM) - chart below will be considered for re-entry for service.	ESL Resource teachers Bilingual tutors Classroom teachers
3. Success on Benchmark Exams at grades 3, 6, 8	
4. Success on HSGQE	
5. Independent reading assessment in grade 3	

If an exited LEP student falls below the indicated reading percentiles in Chart 1 or consistently receives below passing scores in academic subjects, the student will be considered for re-entry into the program on a case –by-case basis.

Chart 1
50th Percentile Minus 1 SEM

Grade	CAT % Rank	SAT (grades 2-6) % Rank	Terra Nova (CAT 6) % Rank
1	40	40	--
2	42	40	37
3	41	40	39
4	42	40	42
5	40	43	41
6	41	46	42
7	43	47	42
8	42	46	42
9	42	46	43
10	42	46	42
11	41	47	43
12	42	47	43

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 evaluation plan designed to collect information regarding whether LEP students are making appropriate progress in English-language development as well as academic studies.

**Academic Development
Criteria for Reclassification and Exit of LEP Students**

ACTIVITIES	PARTICIPANTS
<p>Continuing students in grades 2-12 will be reclassified and exited based on the following criteria:</p> <p>Non-English Proficient (NEP) to Limited-English-Proficient (LEP)</p> <ul style="list-style-type: none"> • Grades in language arts and reading – A, B, C, O, S And on grade-level • IPT scores in oral proficiency – LES or FES, • IPT scores in writing proficiency LEW or FEW • IPT score in reading proficiency – LER or FER <p>Limited-English-Proficient (LEP) to Fluent/Exit for progress</p> <ul style="list-style-type: none"> • Grades in language arts and reading – A, B, C, O, S and on grade-level • IPT scores in oral proficiency – FES • IPT scores in writing proficiency – FEW • IPT score in reading proficiency – FER • Benchmark Exam scores – proficient (P), above proficient (AP) • CAT 6/SAT scores – above the 50th percentile plus 1 SEM (Chart 2 below) 	<p>BMEP staff Administrative Assistant ESL teachers Bilingual tutors Review/ Approval: BMEP Supervisor</p>

Chart 2
CAT 6 (Reading Total) or SAT (Reading Comprehension)
Meeting or Exceeding

Grade	CAT % Rank	SAT (grades 2-6) % Rank	Terra Nova (CAT 6) % Rank
1	--	--	--
2	58	60	63
3	59	61	61
4	60	61	59
5	60	62	58
6	58	54	58
7	58	53	58
8	58	53	58
9	58	53	56
10	58	53	58
11	60	53	58
12	59	53	58

* SAT scores for reading comprehension will be used for students in grades 7 and 8 for whom no recent (2 years or less) CAT scores are available.

2. Describe the steps the district will take to address the findings of the evaluation.
 Anchorage School District:
 - Continue to promote program level goal setting and intervention.
 - Provide the necessary resources to effectively provide a quality instructional program for language minority students.
 - Conduct an annual review of each student’s progress; of cohorts of students by grade and language.
 - 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 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 bylaws. The committee is composed of parents of LEP students, parents of ASD students, community persons, ASD teachers, and BMEP staff.

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

The Alaska Standards for Culturally Responsive Schools and the Guidelines for Preparing Culturally Responsive Teachers for Alaska’s Schools are incorporated into the District’s Plan of Service. The committee meets on a regular monthly basis (from October through May of each school year). It is involved with the review of 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 accomplishes annual recruitment of parent participants. Translators from within the BMEP are provided to translate information (i.e., advertisements, newsletters, etc.), assist parents in the review of curricula materials and provide input. Parents of language minority students are able to give input to principals as part of the staff evaluation process. This is accomplished through input on the School Report Card, and District disseminated certificated staff evaluation process.

Participation at each local school by parents is encouraged. Parents are 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 School Board Meetings throughout the year.