Special School District

Program Evaluation for Students with Limited English Proficiency (LEP)

Casey Wisdom
March 4, 2005

SPECIAL SCHOOL DISTRICT
SERVICES FOR STUDENT WITH LIMITED ENGLISH PROFICIENCY (LEP)

TABLE OF CONTENTS

APPENDICES

Key to Organization of Major Components

The following is an outline of the key components and organization of this report. Each of these components will be discussed in the report.

Six Board of Education Questions
1. **How are students in our technical high schools identified as needing LEP services?**
2. **How are students in our special education buildings identified as needing LEP services?**
3. **How are LEP services provided in our technical high schools?**
4. **How are LEP services provided in our special education buildings?**
5. **How are students in the LEP program assessed for progress?**
6. **How is it determined that students no longer require LEP services?**

Four Quality Indicator Areas
1. **Identification**
2. **Assessment**
3. **Placement**
4. **Transition**

Two Subgroups
1. **Special education building LEP services**
2. **Technical high school LEP services**

Four Methods for Data Collection
1. **Literature review for quality indicators**
2. **Review of existing information**
3. **Student Survey**
4. **Student profile and outcome data**

EXECUTIVE SUMMARY

Introduction

Public schools in the United States are required to provide a free and equitable education to all students. Public education laws protect the rights of students who otherwise might not have access to the full benefit of a public education. Therefore, public schools are required to provide free and appropriate education to students who are English Language Learners (DESE, 2003).

Special School District is committed to program improvement. An approved program evaluation framework has been used as a guide for this program evaluation. This report evaluates the services provided to students with Limited English Proficiency. Information gathered in this program evaluation will help the district implement instructional programs designed to meet the needs of its students, as well as the practices and procedures needed to support these programs (MSIP Standard 6.3). Currently there are three populations of students, within Special School District, who may receive services for Limited English Proficiency. These populations include students receiving special education services within their home school districts, students receiving their education in a Special School District special education school and students attending Special School District's technical high schools. For the purposes of this program evaluation, the primary focus will be on those students attending special education schools and the technical high schools.

The focus of this program evaluation is to answer the following questions, which were generated by the steering committee and approved by the Board of Education.
1. How are students in our technical high schools identified as needing LEP services?
2. How are students in our special education schools identified as needing LEP services?
3. How are LEP services provided in our technical high schools?
4. How are LEP services provided in our special education schools?
5. How are students in the LEP program assessed for progress?
6. How is it determined that students no longer require LEP services?

<div align="center">

Literature Review

</div>

The literature review identified four quality indicator areas that should be components of services for students with Limited English Proficiency. The following is a brief overview of these areas.

<u>**Identification**</u>

Identification is the first step in providing appropriate services to students with Limited English Proficiency. All students enrolling in a district should be screened in order to identify those potentially requiring LEP services (OCR, 2004).

<u>**Assessment**</u>

The English proficiency of all students identified, as Language Minority should be assessed in order to determine the need for LEP services (DESE, 2004). Based on the district's eligibility criteria, each potential LEP student should be assessed to determine the need for services. Those students identified as requiring LEP services are then referred for placement into the district's LEP program (OCR, 2004).

<u>**Placement**</u>

After determining that LEP services are required students are then place into the LEP program. Students' academic needs should be assessed and an appropriate alternative language program should be offered (OCR, 2004).

Transition

The district should establish criteria and assessment methods for determining when students no longer need LEP services. It is recommended that students demonstrate sufficient proficiency in speaking, reading, writing, and comprehension of English for participation in the education program (OCR, 2004).

Methodology

This program evaluation engaged a variety of stakeholders including executive directors, area coordinators, effective practice specialists, instructional coordinators, teachers, partner district personnel, parents and students.

Two groups were formed to work on different components of the program evaluation. The Steering Committee consisted of six members and met on a monthly basis to gather information and provide direction for the program evaluation. The Work Group consisted of seven members including administrators, teachers, a parent, and student. The Work Group reviewed articles for the literature review, assisted in collecting data, and providing feedback for recommendations.

There were four methods of data collection to answer the Board of Education questions—literature review for quality indicators, review of existing information, student survey, and student profile and outcome data.

Program Description

This portion of the report describes the services provided in the special education schools and the technical high school as they relate to the focus questions. The program description focuses on the current procedures for the following:

- Identification of students requiring LEP services
- Services provided
- Assessment for progress
- Termination of services

Results

This section reports the findings regarding the four components of effective practice when providing LEP services. These findings are based upon the results of the quality indicator matrix.

Quality Indicator Area 1: Identification
There are three quality indicators in the area of identification. These quality indicators refer to the process of screening students by utilizing district criteria to identify potential LEP students and then forward them for assessment. This area was rated by the Steering Committee as " could be improved."

Quality Indicator Area 2: Assessment
There are three quality indicators in the area of assessment referring to the assessment of all potential ELL students to determine eligibility under the district's criteria and referral for placement. Overall this area was rated as "could be improved" by the Steering Committee.

Quality Indicator Area 3: Placement
There are two quality indicators in the area of placement that involve the development of English skills and the opportunity for meaningful participation in the educational program. This area was rated as "evidence of practice exists."

Quality Indicator Area 4:Transistion
 There are two quality indicators in the area of transition. These include the district's established criteria and assessment to determine when a student no longer requires services. It also includes those students who have been dismissed or are being monitored for meaningful participation in the educational program. This area was rated as "could be improved".

Recommendations

Process for Recommendation Development:

The Steering Committee met to analyze the program evaluation data and formulate recommendations. The recommendations were then presented to the work group for input and feedback.

Overview:
The recommendations have been placed into four categories. These categories are Student Assessment, Instructional Services, Training, and Program Monitoring. There are a number of recommendations in each category. Some categories have subheadings in order to clearly address each area.

Student Assessment

1. Identification of students requiring LEP services.
    a. Obtain Home Language Survey and any records of LEP services from the home school.

2. Assessment of students to determine if services are appropriate.
    a. Use the Student Oral Language Observation Matrix (SOLOM) to determine if services are required.
    b. Use the Woodcock Munoz Language Survey to determine level of language proficiency
    c. Use an alternate assessment such as open-ended questions, writing samples, grades, and teacher observation.

3. Transition for students exiting from services.
    a. Administer the SOLOM to determine exit eligibility.
    b. Use performance information from the Missouri English Language Learning Assessment (MAC II)
    c. Use an alternate assessment such as open-ended questions, writing   samples, grades, and teacher observation.

Instructional Services

1. Consider a team-taught approach for specific learning strategies and individualized instruction.
2. Consider implementing a peer-mentoring program during the academic network period.
3. Increase parental involvement

Training

1. Provide cultural awareness training for all staff.
2. Provide training of strategies for instructing multilingual students for all staff.

Program Monitoring

1. Assign a person in the Technical Division to oversee the LEP program since the students who qualify for LEP all attend the technical schools.

Action Plans

This report provides an action plans which corresponds with each recommendation made.

Student Assessment

- **Obtain Home Language Survey and any records of LEP services from the home school.**
  - **Request in writing the Home Language Survey, assessment data and any records of LEP services upon admission to the school.**
- **Use SOLOM to determine if services are required.**
- **Use Woodcock Munoz Language Survey to determine level of language proficiency**
- **Use alternate assessment such as open-ended questions, writing samples, grades and teacher observation.**
- **Administer the SOLOM to determine exit eligibility.**
- **Use performance on MACII**
- **Use alternate assessment such as open-ended questions, writing   samples, grades and teacher observation.**

Instructional Services

- **Consider a team-taught approach for specific learning strategies and individualized instruction.**
  - **Identify the student population to plan for sections that will require a team-taught class.**
- **Consider implementing a peer-mentoring program during the academic network period (study hall).**
  - **Identify students to serve as peer mentors**
  - **Coordinate student schedules during the academic network period**
- **Increase parental involvement**
  - **Parent and student visits prior to applying**
  - **Opportunity to meet ESL instructor at New Student Orientation**

- o **Parent/Teacher Conferences**
- o **Provide information regarding available community resources close to the families' homes.**
- o **Provide interpreter if necessary**

Training

- **Provide cultural awareness training for all staff.**
  - o **Included in this training should be information on how to provide students with the opportunity to incorporate information from their cultural heritage into their class work.**

- **Provide training of all staff on instruction strategies for multilingual students**
  - o **Included In this training should be specific strategies for teaching content to students who are English Language Learners**

Program Monitoring

- **Assign a person in the Technical Division to oversee the LEP program since the students who qualify for LEP all attend the technical schools.**

CHAPTER I

INTRODUCTION

Public schools in the United States are required to provide a free and equitable education to all students. Public education laws protect the rights of students who otherwise might not have access to the full benefit of a public education. Therefore, public schools are required to provide free and appropriate education to students who are English Language Learners (DESE, 2003).

Background and Purpose

Special School District is committed to program improvement. An approved program evaluation framework has been used as a guide for this program evaluation. This report evaluates the services provided to students with Limited English Proficiency. Information gathered in this program evaluation will help the district implement instructional programs designed to meet the needs of the students, as well as the practices and procedures needed to support these programs (MSIP Standard 6.3). Currently there are three populations of students, within Special School District, who may receive services for Limited English Proficiency. These populations include students receiving special education services within their home school districts, students receiving their education in a Special School District special education school, and students attending Special School District's technical high schools.   For the purposes of this program evaluation the primary focus will be on those students attending special education schools and the technical high schools.

Funding for LEP services is provided through Title III funds.   Currently districts must have at least 10 students receiving LEP services to be eligible for this funding. School districts are responsible for providing language instruction programs to LEP students whether or not funding is received.

There are three phases of this program evaluation: context, implementation and process. Context evaluation looks at the discrepancy between what exists in a program and what is desired. Implementation evaluation looks at how the program is currently being implemented. Process evaluation looks at the strengths and weaknesses of the program.

Focus for the Program Evaluation

The focus of this program evaluation is to answer the following questions, which were generated by the steering committee and approved by the Board of Education.

1. How are students in our technical high schools identified as needing LEP services?
2. How are students in our special education schools identified as needing LEP services?
3. How are LEP services provided in our technical high schools?
4. How are LEP services provided in our special education schools?
5. How are students in the LEP program assessed for progress?
6. How is it determined that students no longer require LEP services?

Structure of the Report

The structure of this report will consist of a review of current literature to determine quality indicators for providing services to students with Limited English Proficiency and a review of methodology used to evaluate the services. The results and findings will be compared to the quality indicators found during the literature review. The recommendations made by the evaluation team will be provided as well as timelines and responsible parties for implementation.

Definition of Terms

For the purpose of this report it will be important to define commonly used terms.

Language Minority (LM) This term refers to a student who communicates using a language other than English. It does not refer to where the student was born, but indicates the use of a language other than English to communicate in his/her home life.

Limited English Proficiency (LEP) This term refers to a student who is Language Minority and is also limited in his/her ability to use English for listening, speaking, reading and writing.

English for Speakers of Other Languages (ESOL) This term refers to an academic program for students with Limited English Proficiency. This term is often used synonymously with English as a Second Language (ESL).

English Language Learners (ELL) This is the newest term that is being used instead of Limited English Proficiency.

It is important to note that within this program evaluation many of these terms are used interchangeably.

CHAPTER II

LITERATURE REVIEW

The literature reviewed was taken from articles submitted by the Work Group.   These articles were determined to be appropriate for consideration of best practices. These articles were taken from a variety of sources including online information and professional journals.   The articles were reviewed to determine best practices for providing services to students who have Limited English Proficiency. Through the literature review it was determined that there were necessary steps in the process of providing services to students with Limited English Proficiency. These steps include (1) identification; (2) assessment; (3) placement; and (4) transition.   A summary of the information reviewed is presented in the following sections.

Identification

Identification is the first step in providing appropriate services to students with Limited English Proficiency. All students enrolling in a district should be screened in order to identify those potentially requiring LEP services (OCR, 2004).   The Missouri Department of Elementary and Secondary Education recommends using a Home Language Survey (Appendix 5-1 Home Language Survey).

The district then utilizes criteria to classify students as potential LEP students. Potential LEP students should be referred for assessment to determine the need for services (OCR, 2004).

Assessment

The English proficiency of all students, identified as Language Minority, should be assessed in order to determine the need for LEP services, (DESE, 2003). The district should assess each potential LEP student and determine the need for services based on the district's eligibility criteria.

Those students identified as requiring LEP services are then referred for placement into the district's LEP program (OCR, 2004).

Placement

After the determination that LEP services are required students are then placed into the LEP program. Students' academic needs should be assessed and an appropriate alternative language program should be offered. All students placed into the district's LEP program should have the opportunity to develop English Language skills as well as the opportunity for meaningful participation in the districts' educational program (OCR, 2004). Students should be provided instruction that is understandable using either their primary language or ESOL methodology. Appropriate instructional materials should be utilized. Students should also have the opportunity to develop identification with positive images from their cultural heritage. Training for all staff should be provided to improve the ability of all teachers to instruct students who speak other languages. Students who receive LEP services should also have access to all of the district's programs and services. Students should be given appropriate support services, such as gifted and special education when appropriate. The district should involve and communicate with parents regarding their child's LEP and educational services. Throughout the time students receive LEP services, their progress should be monitored and adequate records should be maintained (DESE, 2003).

Transition

The district should establish criteria and assessment methods for determining when students no longer need LEP services.   It is recommended that students demonstrate sufficient proficiency in speaking, reading, writing, and comprehension of English for participation in the education program. Once students satisfy these criteria and are transitioned from LEP services, their progress should be monitored. If

students are not able to participate meaningfully in the educational program, they should be assessed to determine the reason for difficulty. Their status as a former LEP student as well as other factors should be considered. The student should be provided appropriate services to address the reason for difficulty in the educational program (OCR, 2004).

The program evaluation steering committee developed a quality indicator matrix based on these four areas (Appendix 1-1 Quality Indicator Matrix). Within each area, several quality indicators are listed which reflect the best practices. Also see References for the research articles.

CHAPTER 3

METHODOLOGY

This chapter includes information on methodology including the process and the method for collecting data.

Process

This program evaluation engaged a variety of stakeholders including executive directors, area coordinators, effective practice specialists, instructional coordinators, teachers, partner district personnel, parents, and students.

Two groups were formed to work on different pieces of the program evaluation. The Steering Committee consisted of six members and met on a monthly basis to gather information and provide direction for the program evaluation. The Work Group consisted of seven members including administrators, teachers, a parent, and a student. The work group reviewed articles for the literature review, assisted in collecting data and providing feedback for recommendations and action plans. (See Appendix 2-1 Steering Committee and Work Group Member)

Methods for Data Collection and Analysis

Several methods were used for data collection. Existing information was gathered including Special School District Board Policy and a description of current LEP services provided by the ESL instructor. Student outcome data including MAP scores, MAC II scores, attendance, dropout, and suspension rates were collected. A literature review to determine quality indicators was also conducted. A survey of those students receiving LEP services through Special School District was also conducted to determine the students' perspective on the services they receive.

Quality Indicators of Best Practices
The Work Group reviewed professional literature to determine best practices for providing LEP services. A matrix was developed to provide a framework for evaluating the LEP services provided through Special School District. (See Appendix 1-1 Quality Indicator Matrix)

Review of Existing Information
Board Policy: IGBH (See Appendix 7-1 Board Policy: IGBH), as well as a program description written by the teacher who provides LEP services at South Technical High School, was reviewed to determine how the services are currently being provided.

Survey
The Steering Committee developed a student questionnaire to determine the students' perceptions of the LEP services they are receiving at South Technical High School (Appendix 4-1 LEP Student Survey and Appendix 4-2 LEP Student Survey Results).

Student Profile and Outcome Data
Outcome data were collected on students receiving LEP services at South Technical High School. This data include attendance; drop out rates and suspension rates for the 2004-2005 school year (See Appendix 3-2 Student Attendance, Drop Out, and Suspension Rates). MAP results are provided for school years of 2001-2002, 2002-2003 and 2003-2004(See Appendix 3-1 Student Data). Results of the MAC II, an assessment required by DESE to assess English language ability, are provided for the 2002-2003 and 2003-2004 school years. Scores for Work Keys and Pass Keys (job skills assessments) are also provided (See Appendix 3-1 Student Data).

CHAPTER IV

PROGRAM DESCRIPTION

This chapter provides a description of LEP services as they currently exist and relate to the focus questions. Special School District does not currently receive any funding for LEP services. Students who receive LEP services within Special School District are counted for funding purposes in their home school district.

LEP Services for Students receiving special education in their home school

Those students receiving special education services within their component districts have access to all LEP services available, as do those students without disabilities. Student identification and enrollment is the responsibility of the component district. This process may vary from district to district. The component districts are also responsible for any LEP instructional services to be provided to these students. Per Special School District Board Policy: IGBH, it is the responsibility of Special School District administration to work with the component districts to ensure development and implementation of language instruction programs if necessary.

LEP Services in Special School District's Special Education Schools
(BOE Question #2)

Those students receiving services within Special School District's special education schools have access to LEP services through their component districts. As students enter the special education school, component districts are asked to complete a Transfer Reactivation Form (See Appendix 5-2 Transfer/Reactivation Form) that documents whether the student is eligible for LEP services. To assure that all students are identified upon registration into the special education school, the Home Language Survey (See Appendix 5-1 Home Language Survey) is given to the parents as part of the registration process.

(BOE Question #4)
Those students who require LEP services can either be transported to their home school district or the home district's LEP services can be brought into the special education building. Students can also access

LEP summer programs in their component districts. Per Special School District Board Policy: IGBH (See Appendix 7-1Board Policy:IGBH), it is the responsibility of Special School District administration to work with component school districts to ensure the development and implementation of language instruction. There are currently no students in Special School District's special education schools that receive services for Limited English Proficiency.

<u>LEP Services in Special School District's Technical High Schools</u>
(BOE Question #1)
Upon enrollment into one of Special School District's Technical High Schools, component districts are asked to complete a Technical High School Program Application (See Appendix 5-3 North-South Technical Program Application). On this application the home school counselor is asked to indicate LEP students. LEP students are automatically considered for LEP services at the technical high school and are placed into an Academic Network Period (study hall) with a certified ESL instructor.

(BOE Question # 3)
Students attending one of Special School District's technical high schools either attend full day or half day with the other portion of the day being spent in their home school district. Students who attend the technical high school for half the day and require LEP services, receive those services in their home school district. Students who attend the technical high school full day have access to services at the technical high school. There are currently no students at North Technical High School who require LEP services. There are currently ten students at South Technical High School who are receiving LEP services.

Students at South Technical High School are provided services through the use of Content-Based ESOL instruction and peer tutoring. Content-based ESOL instruction is the least restrictive and typically the best approach for secondary students (Chamot,1994). The students remain in

the content area classroom where curriculum instruction is received. The idea is that language is acquired through the study of content material. These students are placed in a 35-minute study hall together with an ESL instructor who provides additional assistance with content Material. These students are paired with each other for peer tutoring when they have common classes. They are also paired with English speaking students for peer tutoring when possible. The ESL instructor reports that the typical student receiving LEP services at the technical high school has an intermediate grasp of cognitive academic language skills and have been learning English for at least three years.

The teacher assigned to work with these students is a certified ESL instructor. However, she is hired by the district as an English teacher and currently has one 35-minute period a day to work with ELL students.

(BOE Question #5)
Students who are attending the special education buildings and are receiving LEP services have their progress measured through the home district's process.

Students receiving LEP services at South Technical High Schools are assessed for progress in a variety of ways. Progress reports and report cards are monitored. The MAC II, which is an assessment of English language ability, is administered on an annual basis. PASSKEY is an assessment program designed to help sophomores gain proficiency in academic areas. South Technical staff monitor PASSKEY levels. WORKKEYS, which are pre-tests are given to juniors to determine current skill level, are also monitored. Post-testing is done with seniors to validate skill achievement.

(BOE Question # 6)
Students who attend the special education buildings and are receiving LEP services are determined to no longer require services based on the criteria of the home school district's ESL program.

Students receiving LEP services at South Technical High School continue receiving services until they exit the high school unless a team decision is made that services are no longer required. The team would consider teacher observations, anecdotal records, writing samples, informal reading assessments, and successful mastery of content curriculum when making a decision that LEP services are no longer required.

CHAPTER V

RESULTS
(DISCUSSION OF FINDINGS)

Program Profile

This section reports the findings regarding the four components of effective practice when providing LEP services. These findings are based upon the results of the quality indicator matrix. An overview of the matrix is provided first. Then discussion and findings for each of the four components is given followed by a summary. The quality indicator matrix was used to evaluate the services that exist at South Technical High School. There are currently no students in our special education buildings that receive this service.

Quality Indicator Matrix
Five Steering Committee members reviewed the information gathered focusing on evidence of the four quality indicator components. The Steering Committee members then completed the quality indicator matrix by rating the descriptors in the four areas as "Evidence of practice exists", "Could be improved" or "No evidence in place".

Quality Indicator Area 1: Identification
There are three quality indicators in the area of identification. These quality indicators include the following:

- The district screens all students enrolling to identify those students who are potential LEP students.
- The district utilizes criteria to classify a student as a potential LEP student.
- Potential LEP students under the district's criteria are forwarded for assessment to determine if LEP services are appropriate. (OCR, 2004).

When students apply to South Technical High School, the home school counselor indicates if the student is identified as ELL on the application. Since the students have been identified as ELL through

the application, those students may have been screened and forwarded for assessment in their home school district. At this time, there is no process in place at South Technical High School for obtaining information from the home school regarding past ESL identification and services. This area was rated by the steering committee as " Could be improved."

Quality Indicator Area 2: Assessment
There are three quality indicators in the area of assessment. These quality indicators include the following:

- All potential LEP students are assessed for English language proficiency.
- Students are determined to be LEP under district's eligibility criteria.
- LEP students are referred for placement in to the school's LEP program. (OCR, 2004)

There is currently no formal assessment process in place. When students apply to South Technical High School, the home school counselor indicates on the application if the student is ELL. Students may have met eligibility criteria when assessed in their home district. The home school counselor may document identification of eligibility. There is no process currently in place for obtaining this information from the home school. Students identified through the application as ELL are automatically given services.   Overall, this area was rated as "Could be improved" by the Steering Committee.

<u>Quality Indicator Area 3: Placement</u>
There are two quality indicators in the area of placement. These quality indicators include the following:

- The district establishes criteria and assesses students to determine when they no longer need LEP services.
- Students who meet dismissal criteria are monitored with respect to the ability to participate meaningfully in the educational program. (OCR, 2004)

There is evidence in place that students develop English skills. Typically, students enter the program with at least an intermediate grasp of English and must meet certain prerequisites for their chosen program. The MAC II is administered each year to determine each student's level of English proficiency (See Appendix 3-1 Student Data). All of the students who receive LEP services have the same opportunity to participate in the educational program and have met the prerequisites to enter the program. This area was rated as "Evidence of practice exists."

<u>Quality Indicator Area 4:Transistion</u>
There are two quality indicators in the area of transition. These quality indicators include:

- The district establishes criteria and assesses students to determine when they no longer need LEP services.
- Students who meet dismissal criteria are monitored with respect to the ability to participate meaningfully in the educational program.

Due to the limited number of years students attend South Technical High School, they typically continue to receive LEP services until they leave the school. If students are being considered for dismissal, the decision is made by the team of educators working with the student and dismissal is based on teacher observation, anecdotal notes,

writing samples, informal reading assessments, and successful mastery of content curriculum as reflected in the student's grades. There has not been specific dismissal criteria established. Upon dismissal, classroom teachers and the counselor monitor the student for successful participation in their educational program. The job placement coordinator also monitors all students (both LEP and non-LEP students) who graduate from South Technical High School to determine if the students are working successfully in the area of their educational program (See Appendix 6-4 Follow Up by Job Placement Coordinator). This area was rated as "Could be improved".

ESOL-Bilingual Program Checklist
The Steering Committee also used an ESOL-Bilingual Checklist (DESE, 2003) to assist in determining areas in which improvement might be needed. Many of the areas reflected the same information included in the four quality indicators above.

Those areas not included above which were judged as "Could be improved" or "No evidence of practice in place", will be discussed in this section. The checklist indicated that ELL students should be instructed in content areas using the primary language or ESOL methodology. This area was rated as "Could be improved". Currently, students participate fully in their educational programs with one 35-minute period a day spent with the building's English teacher who is also a certified ESL instructor. All of the students receiving LEP services are in this class together and the ESL instructor provides assistance with content information.

Another item that was judged as "Could be improved" refers to the opportunity that students have to identify with positive images from their cultural heritage. Currently, students are placed in the same class for LEP services that allows them the opportunity for social peer interactions.

A final area that was judged as "Could be improved" refers to staff training opportunities to enhance all teachers' abilities to instruct multilingual students. All Special School District employees have the opportunity to attend professional development related to teaching diverse students as offered in the Professional Development Resource Guide. There have been no specific opportunities for professional development for instructing multilingual students in the technical school setting.

CHAPTER VI

RECOMMENDATIONS

Process for Recommendation Development:

The Steering Committee met to analyze the program evaluation data and formulate recommendations. The recommendations were then presented to the Work Group for input and feedback.

Overview:

The recommendations have been placed into four categories. These categories are Student Assessment, Instructional Services, Training and Program Monitoring. There are a number of recommendations in each category. Some categories have subheadings in order to clearly address each area.

Student Assessment

1. Identification of students requiring LEP services.
    a. Obtain a Home Language Survey and any records of LEP services from the home school.

2. Assessment of students to determine if services are appropriate.
    a. Use the SOLOM to determine if services are required.
    b. Use the Woodcock Munoz Language Survey to determine level of language proficiency
    c. Use an alternate assessment such as open-ended questions, writing samples, grades and teacher observation.

3. Transition for students exiting from services.
    a. Administer the Student Oral Language Observation Matrix (SOLOM) to determine exit eligibility.
    b. Use performance on Missouri Language Learning Assessment (MAC II)
    c. Use alternate assessments such as open-ended questions, writing   samples, grades, and teacher observation.

Instructional Services

1. Consider a team-taught approach for specific learning strategies and individualized instruction.
2. Consider implementing a peer-mentoring program during the academic network period.
3. Increase parental involvement

Training

1. Provide cultural awareness training for all staff.
2. Provide training of strategies for instructing multilingual students for all staff.

Program Monitoring

1. Assign a person in the Technical Division to oversee the LEP program since the students who qualify for LEP all attend the technical schools.

Limitations of the Program Evaluation

There were several limitations to this program evaluation. The first of which was the small population and limited information available to the committee. Special School District serves a very limited number of students with Limited English Proficiency; therefore there was little to no historical information to consider. A second limitation was that the staff member chairing the program evaluation has limited technical school involvement. Since the program evaluation focused primarily on the technical high school, a technical school administrator is recommended to chair the program evaluation in the future.

CHAPTER VII

Action Plans

Adapted from Desired Results Program Action Plan
(California Department of Education Child Development Division, 2003)
http://www.cde.ca.gov/sp/cd/ci/documents/actionplan.doc

Evaluator (Program Evaluation Chair): _Casey Wisdom_____
Program/Service: __Limited English Proficiency_____
Action Plan Date: _____2/16/05_____

Program Findings **(What you identified as needing improvement)**	**1. BASED ON LITERATURE REVIEW FOR BEST PRACTICES, THE AREA OF STUDENT ASSESSMENT FOR ENTERING AND EXITING SERVICES HAS BEEN IDENTIFIED AS NEEDING IMPROVEMENT.**

Action Plan Goal (What you want to accomplish)	Action Plan Objectives (How you will accomplish the goal)	Expected Completion Date and Persons Responsible	Follow-Up (Changes made, date completed)
1. Obtain Home Language Survey and any records of LEP services from home school	Request in writing the Home Language survey, assessment data, and any records of LEP services upon the student's admission into the school	Start: Feb. 2006 End: Aug. 2006 School Admissions Representative	

2. Assess students to determine if services are appropriate	Administer SOLOM to determine if services are appropriate Administer Woodcock Munoz Language Survey to determine level of language proficiency Use alternate assessment such as open-ended questions, writing samples, grades, and teacher observation Include assessments in the district's assessment plan	Start: Aug. 2006 End: Dec. 2006 ESL Instructor	
3. Assess students to determine transition from services	Administer SOLOM to determine exit eligibility Use performance on MAC II Use alternate assessment such as open-ended questions, writing samples, grades, and teacher observation	Start: Aug. 2006 End: May 2007 ESL Instructor	

Adapted from Desired Results Program Action Plan
(California Department of Education Child Development Division, 2003)
http://www.cde.ca.gov/sp/cd/ci/documents/actionplan.doc

Evaluator (Program Evaluation Chair): _Casey Wisdom_____
Program/Service: Limited English Proficiency_____
Action Plan Date: 2/16/05_____

Program Findings **(What you identified as needing improvement)**	1.BASED ON LITERATURE REVIEW **AND PROGRAM** DESCRIPTION, INSTRUCTIONAL SERVICES TO STUDENTS REQUIRING **LEP** SERVICES NEED TO BE IMPROVED. 2. BASED ON LITERATURE REVIEW AND PROGRAM DESCRIPTION PARENT COMMUNICATION AND INVOLVEMENT REGARDING STUDENTS' INSTRUCTIONAL SERVICES NEED TO BE IMPROVED.

Action Plan Goal (What you want to accomplish)	Action Plan Objectives (How you will accomplish the goal)	Expected Completion Date and Persons Responsible	Follow-Up (Changes made, date completed)
1. Consider a team-taught approach for specific learning strategies and individualized instruction	Identify the student population to plan for sections that will require a team- taught class	Start: Spring 2006 End: Fall 2006 Guidance Department	
2. Consider implementing a peer-mentoring program during the academic network period	Identify students to serve as peer mentors Coordinate student schedules during the academic network period	Start: Aug. 2005 End: Dec. 2005 Guidance Department ESL Instructor Content Area Teacher	

3. Increase opportunities for parent communication and involvement	Parent and student visits prior to technical school application Opportunity to meet ESL instructor at New Student Orientation Parent/Teacher conferences	Start: July 2005 End: May 2006 Admission Representative ESL Instructor Guidance Department	
4. Provide families of students' receiving LEP services with information regarding community resources	Provide information regarding available community resources close to the families' homes	Start: Aug. 2005 End: May 2006 Guidance Department	
5. Provide an interpreter for parents when needed.	The school will make available the use of an interpreter when needed for school functions.	Start: Aug. 2005 End: May 2006 ESL Instructor	

Adapted from Desired Results Program Action Plan
(California Department of Education Child Development Division, 2003)
http://www.cde.ca.gov/sp/cd/ci/documents/actionplan.doc

Evaluator (Program Evaluation Chair): _Casey Wisdom_____
Program/Service: Limited English Proficiency_____
Action Plan Date: 2/16/05_____

Program Findings (What you identified as needing improvement)	1. BASED ON THE LITERATURE REVIEW FOR BEST PRACTICES, THE AREA OF TRAINING FOR STAFF WHO INSTRUCT MULTILINGUAL STUDENT NEEDS IMPROVEMENT.

Action Plan Goal (What you want to accomplish)	Action Plan Objectives (How you will accomplish the goal)	Expected Completion Date and Persons Responsible	Follow-Up (Changes made, date completed)
1. Provide cultural awareness training for all staff	Included in this training should be information on how to provide students with the opportunity to incorporate information of their cultural heritage into class work and projects	Start: Jan. 2006 End: May 2006 Instructional Facilitator	
2. Provide training of strategies for instructing multilingual students for all staff	Included in this training should be specific strategies for teaching content to students who are English Language Learners	Start: Jan. 2006 End: May 2006 Instructional Facilitator	

Adapted from Desired Results Program Action Plan
(California Department of Education Child Development Division, 2003)
http://www.cde.ca.gov/sp/cd/ci/documents/actionplan.doc

Evaluator (Program Evaluation Chair): _Casey Wisdom_____
Program/Service: Limited English Proficiency_____
Action Plan Date: 2/16/05_____

Program Findings (What you identified as needing improvement)	1. BASED ON IDENTIFICATION OF THE LIMITATIONS OF THIS PROGRAM EVALUATION, THE MONITORING OF THIS PROGRAM EVALUATION NEEDS IMPROVEMENT.

Action Plan Goal (What you want to accomplish)	Action Plan Objectives (How you will accomplish the goal)	Expected Completion Date and Persons Responsible	Follow-Up (Changes made, date completed)
1. Assign a person in the Technical Division to oversee the LEP program since the students who qualify for LEP all attend the technical schools		Start: Spring 2005 End: SSD Administration	

References

Chamot, Anna U. (1994), *CALLA Handbook:Implementing a Cognitive Academic Language Learning Approach.* Reading, MA: Addison-Wesley.

Genesee, Fred. (1994), *Integrating Language and Content: Lessons from Immersion.* McGill University.

Help For Schools. <u>The English Language Learner Knowledge Base: Approaches for Servicing Second Language Learners-English as a Second Language</u>. July 21, 2004. <http://helpforschools.com/ELLKBase/references/ApproachesServingSecond LanguageLearners.

Help For Schools. <u>Facts About Limited English Proficient Students</u>. 2003. <http://www.helpforschools.com/ELLKBase/references/Facts_LEP_Student>

Missouri Department of Elementary and Secondary Education. <u>Educating Linguistically Diverse Students: Requirements and Practices</u>. Fall 2003. <http://dese.mo.gov/divimprove/fedprog/discretionarygrants/

Missouri Department of Elementary and Secondary Education. <u>English Language Learners: A Guide for Low-Incidence School Districts</u>. April 2004. <http://dese.mo.gov/divimprove/fedprog/discretionarygrants/

Office for Civil Rights. <u>Programs for English Language Learners</u>. November 12, 2004. <http://www. ed.gov/print/about/offices/list/ocr/ell/cprinciples.html>

Ortiz, Samuel O. (1998), *Comprehensive Assessment of Culturally and Linguistically Diverse Students: A Systematic, Practical Approach for Nondiscriminatory Assessment.* St. John's University.

Reilly, Tarey. (1998), ESL *through Content Area Instruction*. Washington D.C.: Office of Educational Research and Improvement.

Short, Deborah J. (1993), Assessing Integrated Language and Content Instruction. *TESOL Quarterly*, 27, 1-24.

APPENDIX

APPENDIX **1-1**
QUALITY INDICATOR MATRIX

Quality Indicator Matrix

QUALITY INDICATORS FOR LEP SERVICES				
Rater: Date:				
Identification				
	No evidence of practice in place	Could be improved	Evidence of practice exists	Source of information / Comments
The district screens all students enrolling to identify those students who are potential ELL students.				
The district utilizes criteria to classify a student as a potential ELL student.				
Potential ELL students under the district's criteria are forwarded for assessment to determine if ELL services are appropriate.				
Assessment				
	No evidence of practice in place	Could be improved	Evidence of practice exists	Source of information / Comments
All potential ELL students are assessed for English language proficiency.				
Students are determined to be ELL under district's eligibility criteria.				
ELL students are referred for placement into school's ELL program.				
Placement				
	No evidence of practice in place	Could be improved	Evidence of practice exists	Source of information / Comments
All ELL students placed in district's ELL Program develop English skills.				
All ELL students placed in district's ELL Program have the opportunity for meaningful participation in the educational program.				
Transition				
	No evidence of practice in place	Could be improved	Evidence of practice exists	Source of information / Comments
The district establishes criteria and assesses students to determine when they no longer need ELL services.				
Students who meet dismissal criteria are monitored with respect to ability to participate meaningfully in the educational program.				

Program Evaluation:
Services for Students with Limited English Proficiency

DESE Bilingual Program Checklist	No evidence of practice in place	Could be improved	Evidence of practice exists	Source of information / Comments
All district students are (or have been) surveyed for the language background using a Home Language Survey.				
The English proficiency of all LM students is assessed to identify ELL students.				
The academic needs of ELL students are assessed and an alternative language development program is offered.				
ELL students are provided understandable instruction in content areas using primary language or ESOL methodology.				
ELL students are provided opportunities to develop identification with positive images of their cultural heritage.				
Appropriate and comparable instructional materials are provided.				
ELL students have equitable access to all district's programs and services.				
Staff training opportunities are offered to enhance all teachers' abilities to instruct multilingual students.				
Students are given appropriate support services when needed (e.g., Gifted, Special Education).				
The school involves parents and appropriately communicates with them.				
Student progress is monitored and the school maintains adequate records.				
Student transition criteria are clear and follow-up procedures are implemented.				

Quality Indicators adapted from: Office of Civil Rights: Programs for English Language Learners, 2004
Educating Linguistically Diverse Students Requirements and Practices; Missouri Department of Elementary and Secondary Education, 2003

APPENDIX 2-1
LEP PROGRAM EVALUATION STEERING COMMITTEE
AND WORK GROUP MEMBERS

LEP Program Evaluation Steering Committee
And Work Group Members

Steering Committee Members

Name	Position	Region
Casey Wisdom	Speech/Language Effective Practice Specialist	South
Mary Ann Tietjens	Executive Director	South
Helen Becker	Speech/Language Effective Practice Specialist	West
Deanna Jester	Speech/Language Effective Practice Specialist	North
Melisa Bohannon	Area Coordinator	Central
Maureen Spaete	Instructional Facilitator South Technical High School	South

Work Group Members

Name	Position	Region
Jeff Schneider	Speech/Language Effective Practice Specialist	Central
Teri Blackburn	ESL District Coordinator	Affton School District
Pat Waddle	ESL Instructor South Technical High School	South
Mary Lee Burleman	Area Coordinator	Countywide
Janice Brooks	Diagnostic Effective Practice Specialist	South
Mihreta Hreljicv	Student	South Technical HS
Sing Vongsa	Parent	South Technical HS

APPENDIX 3-1
STUDENT DATA

STUDENT DATA

LEP STUDENTS - SOUTH TECHNICAL HIGH SCHOOL

School Yr	Student Name		MAP				MACII				Jr WorkKey			Sr WorkKey			PassKey-Reading	PassKey-Math	PassKey-Write
			Math	Sci	Com Art	Soc Stu	Speaking	Listening	Reading	Writing	AM	LI	RI	AM	LI	RI	Beg/Work Lev	Beg/Work Lev	Beg/Work Lev
2002/2003							* - invalid results												
	Student 1 (Sr)						High Intermediate*	Low Intermediate*	Beginner*					3	2	2			
	Student 2 (SR)	(Sr)					Low Intermediate*	High Intermediate*	Low Intermediate*	Beginner*	3	2	2						
	Student 3 (Jr)				1	1	Beginner*	Beginner*	Beginner*										
	Student 4 (Exchange)						Low Intermediate*	Low Intermediate*	Basic Beginner*	Basic Beginner*									
	Student 5 (Jr)				1	1	Low Intermediate*	Basic Beginner*	Beginner*										
	Student 6 (Sr)		1	1															
	Student 7 (Jr)				1	1													
	Student 8 (Sr)										3	2	2						
	Student 9 (Sr)				1	1								3	2	3			
2003/2004																			
	Student1 (Jr)				1	1					3	3	3						
	Student 2 (Sr)													3	2	4			
	Student 3 (Soph)		2	2			Advanced	Advanced	Advanced	Advanced									
	Student 4 (Jr)				1	1					3	2	2						
	Student 5 (Jr)										3	3	3						
	Student 6 (Sr)													2	3	3			
	Student 7 (Jr)				1	1					2	3	2						
	Student 8 (Sr)													4	2	4			
	Student 9 (Soph)		1	1			Advanced	High Intermediate	Low Intermediate	High Intermediate									
	Student 10 (Soph)		1	1			Advanced	Advanced	High Intermediate	High Intermediate									
2004/2005																			
	Student 1 (Jr)										4	4	3						
	Student 2 (Sr)																		
	Student 3 (Jr)										4	2	2						
	Student 4 (Soph)																level 2/3	level 2/3	level 3/3
	Student 5 (Jr)										4	4	5						
	Student 6 (Sr)																		
	Student 7 (Jr)										4	3	4						
	Student 8 (Jr)										2	2	2						
	Student 9 (Jr)										3	2	4						
	Student 10 (Jr)										2	2	2						

LEP students at South Tech High School take:
- MAP Assessments in the Sophomore and Junior year
- MACII Assessments each year as long as they continue to be identified as LEP students
  - MACII is a relatively new assessment (it was introduced in 2003). 2004-2005 will be the first year all identified LEP students will take the assessment
- WorkKeys Assessments in the Junior and Senior year
  - WorkKeys skill levels start at 3 and go to 6 (if a level 2 is recorded, this means the student scored below level 3)
  - Juniors are given WorkKeys to determine their current skill levels
  - By comparing the skill levels of students and skill levels needed for particular jobs, you can identify skills students need to develop
  - Seniors are given WorkKeys to validate skill achievement
- PassKey Assessments in Sophomore year
  - PassKey is a prescriptive learning system designed to help students gain proficiency in academic areas
  - Starting level is determined from the TABE locator test.Progress is shown as working level increases
- KeyTrain Assessment in 2nd semester Junior year and 1st semester Senior year
  - Starting level is determined from WorkKeys Assessment
  - Starting level is given as well as highest level passed and skill level needed for shop area

APPENDIX 3-2
LEP STUDENT ATTENDANCE, DROP OUT,
AND SUSPENSION RATES

LEP Student Attendance, Drop Out and Suspension Rates

2004-2005 Attendance Rate

	Attendance Rate
Student 1	95.4
Student 2	96.9
Student 3	87.8
Student 4	91.6
Student 5	95.4
Student 6	98.4
Student 7	90.1
Student 8	98.4
Student 9	95.4
Student 10	96.9
Average	94.6

Drop Out Rate

School Year	Drop Rate
2001-2002	0
2002-2003	0
2003-2004	0

Suspension Rate

One out of ten students has been suspended in the 2003-2004 and 2004-2005 school years.

APPENDIX 4-1
LEP STUDENT SURVEY

LEP Student Survey

LEP Survey					
12/6/2004					
The purpose of this survey is to assist SSD in considering and planning school improvement for student who receive services for Limited English Proficiency. Please complete the survey and put it in the envelope provided.					
Please circle the answer that best fits the question.					
1. What grade are you in?	9th	10th	11th	12th		
2. What languages do you speak?	Bosnian	Albanian	Vietnamese	Spanish	Chinese	Taiwanese
	Japanese	Russian	Polish			
3. What do you plan to do when you leave high school?	___Work full time				
	___ Attend 2 year business or technical school				
	___ Attend a 4 year college or university				
	___ Serve in the military				
	___ Other				
4. Which of the following best describes your grades so far this school year?	Mostly As	Half As & Bs	Mostly Bs	Half Bs & Cs	
	Mostly Cs	Half Cs & Ds	Mostly Ds	Below Ds	
5. How would you describe the quality of education available to you in this school?	Poor	Below average	Average	Good	Excellent
6. Do you or have you taken English classes outside of school?	yes	No			
Please circle the number that best described how you feel about the following statements. If the statement does not apply, please circle "NA".					
Scale: 1=Strongly disagree; 2=Disagree; 3=Moderate; 4=Agree; 5=Strongly agree; NA=not applicable or do not know.					
1. The ANP services I receive help me to be successful in my classes.	1	2	3	4	5	NA
2. When I participate in class my teachers and classmates understand my English.	1	2	3	4	5	NA
3. I understand what my teachers say during class.	1	2	3	4	5	NA
4. I understand what my teacher writes during class.	1	2	3	4	5	NA
5. If I don't understand material from my classes I can get help.	1	2	3	4	5	NA
6. I feel like I belong in my school.	1	2	3	4	5	NA
7. My school is accepting of different cultures.	1	2	3	4	5	NA
8. The time I spend in ANP is useful.	1	2	3	4	5	NA
9. I feel like the grades I receive accurately reflect my abilities.	1	2	3	4	5	NA
10. My ANP teacher is aware of what I need help with.	1	2	3	4	5	NA

2

Appendix 4-2
LEP STUDENT SURVEY RESULTS

LEP Student Survey Results

ID (People)	q1	q2	q3	q4	Q5	q6	q7	q8	q9	q10
Student 1	3	2	2	1	4	3	2	2	1	2
Student 2	5	3	5	4	5	5	4	4	4	5
Student 3	4	3	5	5	3	3	5	4	3	4
Student 4	5	4	5	5	4	4	4	5	4	5
Student 5	1	2	5	5	1	4	4	5	5	5
Student 6	3	5	5	5	5	5	3	5	4	4
Student 7	5	5	NA	NA	NA	5	5	5	5	5
Student 8	5	5	4	4	4	4	4	4	4	5
Student 9	5	5	5	5	5	5	5	5	1	5

LEP Student Survey Report

Dec-04

N= 9	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree	Mean	Valid N	Do not know/Not Applicable	Missing (Blank)
Sent out 9 surveys, 9 surveys were returned (100% return rate).	1	2	3	4	5				
1. The ANP services I receive help me be successful in my classes.	11%	0%	22%	11%	56%	4.0	9	0	0
2. When I participate in class my teachers and classmates understand my English	0%	22%	22%	11%	44%	3.8	9	0	0
3. I understand what my teacher says during class.	0%	13%	0%	13%	75%	3.9	8	1	0
4. I understand what my teacher writes during class.	13%	0%	0%	25%	63%	3.6	8	1	0
5. If I don't understand material from my classes I can get help.	13%	0%	13%	38%	38%	3.9	8	1	0
6. I feel like I belong in my school.	0%	0%	22%	33%	44%	4.2	9	0	0
7. My school is accepting of different cultures.	0%	11%	11%	44%	33%	4.0	9	0	0
8. The time I spend in ANP is useful.	0%	11%	0%	33%	56%	4.3	9	0	0
9. I feel like the grades I receive accurately reflect my abilities.	22%	0%	11%	44%	22%	3.4	9	0	0
10. My ANP teacher is aware of what I need help with.	0%	11%	0%	22%	67%	4.4	9	0	0

APPENDIX 5-1
Home Language Survey

STUDENT HOME LANGUAGE SURVEY

Student's Name: Grade: Shop:

Circle the best answer to each question and provide additional information:

1. Was the first language you learned English?	No	Yes
2. Can you speak a language other than English?	No	Yes
3. Is any language other than English used at home?	No	Yes
4. Which language do you use most often with friends?	English	Other:
5. Which language do you use most often with parents?	English	Other:
6. Which language do you use most often with other relatives?	English	Other:
7. Have you attended school in a country other than the U.S.?	No	Yes (How long)

Signature

APPENDIX 5-2
Transfer/ Reactivation Form

TRANSFERlREACTIVATION OF SPECL4L EDUCATION SER VICES

TO: INTAKE OFFICE (CENTRAL ADMINISTRATION OFFICE)

FROM:
(SCHOOL/AGENCY) DISTRICT COUNSELORlTELEPHONE

STUDENT: DOB: RACE: M/F

SSN: -   GRADE: DATE OF ENROLLMENT:

PARENT INFORMATION: (THE FOLLOWING MUST BE COMPLETE)

Parent (s) name

Natural, Foster, Adoptive (Please circle one)

Address: **City, State, Zip:**   **Phone:**

Legal Guardian: **Address:**
Only if different from above

City, State, Zip: **Phone:**

Custodial Guardian: **Address:**

City, State, Zip: **Phone:**

PREVIOUS SCHOOL INFORMATION

NAME OF SCHOOL: ADDRESS:

CITY, STATE, ZIP: PHONE: CONTACT PERSON:

ENROLLMENT MATERIAL

Date records were reviewed: ./. /   **Diagnosis:**   **Missouri evaluation?**   **Out of state evaluation?**

Evaluation date: _/   l **IEP date: Evaluation summary is:**   accepted rejected **Current? (yes/no)**
                                    Current? (Yeslno)

ELIGIBLE FOR: ESL (YES/NO)   MIGRATORY (YES/NO)   HOMELESS (YES/NO)
GIFTED (YES/NO) Signatures of
records review team: Counselor:
Special Education Teacher: Diagnostician:

Other (role):

APPENDIX 5-3
NORTH TECH-SOUTH TECH PROGRAM APPLICATION

NORTH TECH – SOUTH TECH PROGRAM APPLICATION

Students wishing to enroll in a technical program may do so by printing a copy of this application and completing sections 1 (one) and 2 (two). Upon completion of these sections, students should sign and date the application and obtain the signature of a parent or guardian. Applications should then be submitted to the student's high school guidance counselor who will fill out section 3 (three) and then forward the application to the appropriate technical high school admissions representative OR mail this application to: *Technical Education Admissions Office, 12110 Clayton Road, Town & Country, MO 63131-2516.* Applicants are required to visit the selected program and school prior to being accepted into the program.

1. APPLICANT INFORMATION *(Please Print Clearly)*
Last Name_____ First Name_____ Middle Name_____

Address _____Apt. No. _____Street Name_____ City
Zip Code_____
(Birthday)
Month_____ Day_____ Year_____ Social Security Number_____ Home Phone _____
Present School Name_____
Sex F_____ M _____ African _____ American Indian_____ American_____ Caucasian_____ Hispanic_____ Asian_____
Last Name of Parent or Guardian_____ First Name _____
Relationship Parent _____ Guardian_____ Work Phone_____
Program Choice_____ Which tech school?_____

2. WHAT PROGRAM DO YOU PLAN TO ENTER?
We approve the program/school as listed. We also give permission for release of the transcript of records and all pertinent data relating to this application. **APPLICANTS ARE REQUIRED TO VISIT THE SELECTED PROGRAM AND SCHOOL PRIOR TO ACCEPTANCE.**
Circle One: Full-time or Part-time
Parent Approval
Date_____
Mother/Guardian Signature_____
Father/Guardian Signature_____ **Student Signature**_____

3. HOME SCHOOL COUNSELOR USE ONLY
No. of Absences Previous Semester_____
No. of Days Suspended (ISS/OSS) Previous Semester_____ Transcript Discipline Record
Algebra Credits _____ Grade_____ Current Schedule Immunization Record
English/Comm.Credits _____ Grade_____ Special Ed./504 Plan*
Science Credits _____ Grade_____ Current IEP 504 Plan
Latest Math/Reading Scores:_____ _____% Comments (attach if necessary):
Test_____ Date_____ Math_____ Reading_____
Desig.Disabilities per IDEA _____No _____Yes*
Free/Reduced Lunch _____No _____Yes
504 Plan _____No _____Yes*
ESOL _____No _____Yes Date_____ Counselor Signature _____

4. ADMISSIONS USE ONLY Grade _____ Shop Visit _____
Prerequisite _____ School Dist/School of Res. _____
Program _____ Disability _____ Home School _____
Location _____ Current IEP _____ VTS Host _____
Time: Full____ A.M._____ P.M.____ Status _____ Half-Day School _____

5. T.E.E. Selection
Credit Evaluation
Business/Graphics _____ Technology _____
Construction _____

6. Interview
Work Experience:
Medical/Human Services _____ Related Career Goals:
Math _____ P.E. _____ Extracurricular Activities:
Science _____ Prac. Art _____
Social Studies _____ Fine Art _____ How did you hear about Tech?
English _____ Other _____ Classroom Presentation Career Fair Alumni
Total _____ **Total** _____ Mailing Friend Teacher Radio

Appendix 6-1
Follow-Up by Job Placement Coordinator

CHAPTER 6

FOLLOW-UP AND FOLLOW-THROUGH

PROVISION OF DATA

Follow-up in vocational education is the means utilized to provide current data to the educational institution for assistance in evaluating programs and in providing valid reasons for decision-making. The main purpose of the follow-up study is to gather information from such sources as students, employers, and educational administrators. The feedback derived from these sources is useless to vocational educators unless this information is followed through to determine the effectiveness of instructional programs in meeting their stated goals and objectives. A successful follow-through of follow-up information can help the job placement coordinator assist students in finding immediate employment, in changing or upgrading their present jobs, and in obtaining further education or job training. It also assists the vocational training institution in evaluating and making recommendations for revising existing vocational curricula and in implementing, if necessary, new occupational training programs.

RESPONSIBILITIES OF PLACEMENT COORDINATOR FOR FOLLOW-UP AND FOLLOW-THROUGH

The job placement coordinator shall be responsible for obtaining information from students at varying intervals after exiting the occupa-tional training programs and for utilizing this information to evaluate and to make recommendations for revising the vocational curricula. The job placement coordinator shall periodically obtain evaluation information from employers to evaluate the students, who have been employed, the competencies that have been developed by the training programs, and new and changing needs of industry. This information in turn will be utilized to evaluate and to make recommendations for revision of existing

vocational curricula and for the implementation of new occupational training programs.

Follow-up Students Seeking Employment

The initial follow-up may be quite simple if the coordinator has kept a running report of all the students' employment situations. He/she accomplishes this by repeatedly emphasizing to the students before graduation to notify the placement office when they obtain jobs. If some graduates do not call the placement office, it will be necessary for the coordinator to contact those persons to determine whether or not to continue to develop jobs.

The coordinator may want to mail job orders shortly after graduation (for several weeks or perhaps months) as long as there are a large number of people seeking employment. Then as more and more people are hired, he/she may want to use the telephone for the remaining graduates. If job orders are being mailed, this, in itself, serves as a reminder to addressees to contact the placement office when these orders are no longer needed. And, of course, a note to jog a sluggish memory may be enclosed. It is also necessary to assure the students that you want them to call if they lose a job or are getting discouraged with the job search. (Appendixes K1-K5)

Student Follow-up

An effective student follow-up does not begin when the student graduates. It begins much earlier through establishing and maintaining effective office procedures and filing systems so that a current up-to date listing of names and addresses is available. This is a difficult task; however, by enlisting the help of teachers, administrators, employers, counselors, parents, and other students, a relatively current list can be maintained. When a student leaves prior to program completion effective exiting procedures are essential to determine the student's immediate plans and to indicate that he/she will be receiving a follow-up survey. The job placement coordinator should stress the importance of completing and returning the follow-up survey and, if possible, should go over a copy of the survey with the student explaining any questions, which the student might have.

It is also helpful to include an explanation survey in the classes on pre-employment preparation as It is essential that the students

understand the follow-up information before they can be helped with objectives. Former students should immediately return all follow-up questionnaires, but some will not. The information may be obtained by a telephone call to the student, parents, relatives, or friends.

Frequency of Follow-Up and Constructing the Follow-Up Form
A decision should be made to determine the frequency of conducting follow-up surveys. For reporting purposes in Missouri, the Division of Vocational and Adult Education requires a 180-day follow-up. Individual schools as determined by their particular needs may conduct later follow-up surveys. A form should be developed that will supply all of the needed information. It is possible to develop a form that could be used for conducting all student follow-up surveys.

Students Not Presently Desiring Employment

Many times some students are not actively seeking employment for reasons of marriage, illness, military, and college. The job placement coordinator can concentrate job placement efforts on those students who are actively seeking employment.

Students Requesting Assistance in Furthering Education Upon Graduation
It may be necessary to assist graduating high school students who desire to further their education by entering post-secondary educational institutions. Most students will have a home high school counselor; however, some may need assistance.

Geographical Location
It is important to determine the student's willingness to secure employment. Before leaving school the student should indicate geographical area preference.

CONDUCTING FOLLOW-UP SURVEYS

Obtaining Information for the Students
It is possible that the same form could be used to gather information for different follow-up surveys. However, it may be necessary to develop a different form for each time sequence to gather the desired information. These forms should be similar so that data can be compared from survey to survey. It is the student's responsibility to complete the form and mail

it back to the job placement coordinator. A stamped, addressed envelope for the student's use should be included.

It may be necessary to mail a second or third survey form to those students who do not respond; or the job placement office may need to make telephone calls or contact close friends or relatives to insure a near 100 percent return on the survey. Some placement coordinators do follow-up entirely by phone. This is the decision of the coordinator.

180-Day Follow-Up

This follow-up can be used to determine the initial employment of the student. A correct address and telephone number should be obtained along with the name and address of the employer and the job title. An entry-level salary should be requested for work-related placement on this follow-up. This time sequence should also provide a current evaluation of the job placement efforts of the previous year's graduating class. This evaluation, combined with a written report including statistical data, is required by many school systems. The 180-day follow-up identifies those students who did not obtain jobs, are unemployed, have quit, or have changed jobs. For various reasons, some students may not desire a position for two or three months after graduating. The job placement coordinator must keep a record of these students and provide job placement assistance as needed.

The 180-day follow-up is also useful in deciding if the student is employed in a job related to the vocational training program in which he/she was enrolled. All employed former students may be classified as follows:

1. Employed in the occupational area of training
2. Employed in a related occupational area
3. Employed in a non-related occupational area

The 180-day follow-up will provide the job placement coordinator with information regarding the number of students placed on part-time jobs as well as on full-time jobs. Any student employed in a job requiring at least 30 hours of work per week is considered to be employed full time.

A study can be made of the 180-day follow-up to determine the means by which the student found and was placed on a job. Most employees find their jobs by one of the following means:

1. Relatives and friends
2. School job placement office
3. State employment service
4. Teachers
5. School counselors
6. Direct employer contact

This information should always be reviewed carefully as many times former students will give themselves credit for getting the job when someone else may have been primarily responsible for the job placement.

One-Year Follow-Up

In the case of the graduate who has decided to continue his/her education, data can be obtained in terms of whether the student is actually enrolled in college, whether it is a two- or four-year program, the type of program (vocational or academic) in which he/she might be involved, and the location of the college or university.

In the case of the work-bound graduate, data relative to upgrading or upward movement on the part of the student might be sought in a one-year follow-up. Mobility patterns, the number who have married, and whether or not they felt that certain types of training were beneficial in adjusting to full-time employment could also be obtained.

It may be beneficial to request information regarding a former student's first job and his/her present job. The employer's name, address, and telephone number; job title and job description; salary; and the length of employment in the present job should be obtained. This will provide up-to-date information that the job placement coordinator can use in pre-employment preparation classes and in informing the students of the types of jobs that may be available, as well as salaries, locations, and working conditions.

A question should be included on the one-year follow-up to determine the individuals who desire job changes and the reasons for the changes. They can then be contacted for specific information. The information

gathered on the follow-up of those persons desiring job changes will help the job placement coordinator determine the reasons for the desired changes. It may indicate that they need to visit the job placement office for an interview and consultation before being recommended for another position.

Long Term Follow-Up

The long-term follow-up can provide information regarding whether the former student is still employed in the area for which trained and/or able to be upgraded during this time. Salary information can usually be used to help determine the upward mobility; however, improvements may come by means of increased fringe benefits, expense accounts, partnership options, and retirement plans. Information can usually be obtained from the "comments" section of the form.

At this time it will be possible to survey those people who would have graduated from two-year colleges or would have continued to four-year schools. Comparisons can be made on entry-level jobs and salaries between secondary school graduates and those students who have completed two years of college. This type of information would be important to the secondary school counselor to use in guidance and career education activities.

Mobility patterns can once again be established, and data in terms of curricula needs can be gathered. Since educators are constantly attempting to keep up with the changes in technology, this type of annual feedback can provide information on new or innovative changes of which educators may be unaware. Information can also be obtained regarding continuing education or adult education programs that are being pursued or are needed by the former student. It is important to remember that follow-up is an outreach type of program. It can be used to reach individuals who are in need of additional education or training, so that programs to meet these needs might be structured.

As Necessary Follow-Up

Follow-up surveys as determined by the needs of the particular

institution may contain the following information:

1. The personal information of the former student and family

2. The additional education obtained by the student after exiting the program

3. Additional training needed by changing technology in industry

4. The basis for making comparisons between entry-level salaries of secondary, two-year college-trained individuals, and four-year college graduates

5. The rate of advancement toward the occupational objective

6. The mobility of the former student

7. The relevance of training to the present occupation

8. The occupational stability of the former student

9. The percentage of former students employed in the occupational areas of their training or related areas

10. The potential of the students for rendering assistance in further job development with the firm or for rendering assistance that may be obtained in curricula improvements by the school

It is important to remember that the people who would be providing the data at this point would probably be taxpayers and voters and may, by this time, have one or two children. They will have a vested interest in the kind of education the school will provide for their children. These former students could have enough input into their employment situations to make them a vital link between the employer and the job placement coordinator in regard to job development activities.

Employer Surveys
The follow-up process is augmented by feedback from the employer relative to the degree of satisfaction with the graduate as an employee. The frequency of follow-up with employers varies depending on local application, but a follow-up on each graduating class is suggested as a desirable criterion. Many institutions automatically make it a practice to

follow up with the employer after the student is placed on the job. After six to twelve months the employer is usually able to evaluate the trainee's skills and competencies necessary to perform the job and position for which he/she was employed. The Industry Survey can best be conducted by mailing the survey form to business and industry with a cover letter and a stamped, addressed return envelope. In some cases

the telephone could be used; or the information could be obtained by a personal visit while performing job development activities.

Information Regarding Employer

Space for the company's name, address, telephone number, date, and the name and title of the person completing the survey should be provided. The current employment status of the former students placed with the company should be included in the industry survey. The reason for the release of individuals should be included in the industry survey; i.e., were they released because of poor work habits, attendance, attitude, or appearance? Feedback relative to negative characteristics or behavior patterns which result in termination can h:: utilized in curricula redesign, such as:

1. Inadequate Training: Did the training the individual received develop the competencies needed for successful 'entry into the desired level of employment?

2. Poor Work Habits: If a significant number of employees are being relieved because of poor work habits, perhaps these specific habits might be identified and the curricula redesigned to help modify them.

3. Attendance: If attendance is a major problem, it might be important to place more emphasis on a student's attendance while in school. Good attendance habits instilled at this time should produce fewer absentee problems for employers and probably a better attitude on the job.

4. Attitude: Determining a person's attitude and attempting to change that attitude are probably two of the most difficult tasks with which a job placement coordinator or an employer may ever be faced. However, attitude, personality factors, and pride in the type of job that one does are some of the highest priorities that an employer may have. Cooperation with supervisors and co-workers and the ability to work without supervision are attitudinal-based characteristics that are

9

extremely important if the employee plans to advance in a particular job. If young people entering the job market are encountering difficulties relative to negative attitudes, then perhaps it will be necessary to place more emphasis on the development of positive attitudes while students are in school.

5. <u>Homesickness:</u> Many times students who move out of their local hometown areas to take jobs will develop a longing for their home, family, girlfriends, or boyfriends. This may result in their quitting jobs and moving back to hometown areas. If a graduate has an inclination to return "home," he/she will probably do so within five years.

A Performance-Based Criterion Evaluation

This could be used as an indicator of need for improvement in vocational programs or courses of instruction. Some of the performance-based factors which should be evaluated are as follows:
1. Quality of work
2. Quantity of work
3. Performance skills necessary for success
4. Technical knowledge necessary for success
 5. Knowledge of equipment used in work
6. Basic reading, math, and verbal skills
7. Acceptance of responsibility

Job Opening and Job Development Information

The industry survey is another means that is available for job development. There may be a question asking if the employer has present job openings or anticipates job openings within a specific time period. If so, a blank should be provided on the form for the title of the job and the date when the employee will be needed. The employer may actually desire additional contact with the job placement service. The survey form may include information about the various services, brochures, newsletters, resume briefs, and other material supplied by the job placement service which are available free of charge. The employer would have the opportunity to indicate if he would like to receive such information.

The employer should also be able to indicate on the form the need for a personal visit by the job placement coordinator. Such a visit could be profitable to the employer and the job placement service.

A "Comments" Section
Once again it is important to include a "comments" section so that
employers will have an opportunity to provide additional information.

Summary and Profile of Students Available
A suggested inclusion would be a summary containing the number of
students available from each training program, the types of occupational
training programs offered, and the dates that students will be available
for employment. An industry survey can prove to be one of the best job
development activities.

SUMMARY

Follow-up represents the circulation of basic data, which in turn,
provides the energy and the food for the total educational structure. The
educational structure is constantly changing and feedback data is
important if the system is to be current. The follow-up information must
be utilized by following through on the information obtained. This could
involve additional assistance to the student, the job performance
analysis to the employer, or making recommendations to the
administration concerning programmatic changes that should be
considered. Industry will respond to surveys if the results of the surveys
are:

1. Beneficial to industry.

2. Information provided is used to improve training programs,
   which will, in turn, produce a more competent entry-level
   employee.

Appendix 7-1
Board Policy: IGBH

Policy: IGBH Page 1 of 3
Programs for Language Minority and Limited English Proficient Students

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District will take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs.

Students in a language minority (LM) or who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services. No child will be admitted to or excluded from any program based solely on surname or LM status.

Definitions

Language Minority (LM): Refers to a student whose linguistic background, such as country of birth or home environment, includes language other than English. Language minority is based solely on the student's language background and not on proficiency.

Limited English Proficient (LEP): Refers to an LM student whose proficiency in reading, writing, listening to or speaking English is below that of grade- or age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

English for Speakers of *Other Languages (ESOL):* Refers to an instructional approach that can include structured ESOL immersion, content-based ESOL, or pull-out ESOL instruction.

- Structure ESOL immersion involves a bilingual teacher and a self-contained classroom.

- Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.
  Pull-out ESOL periodically removes students from the regular classroom for instruction in English.

Bilingual Education Refers to an instructional approach that explicitly includes the student's native language in instruction. this approach requires an instructor fluent in the student's native language and proficient in content areas and is often used where many LEP students share the same language and where qualified bilingual teacher are available.

Child: Refers to any individual age 3-21.

Policy: IGBH Page 2 of 3

Parent: Refers to the parent, guardian or person otherwise responsible for the child.

Language Instruction Education Program: Refers to an instruction course in which an LEP child is placed for the purpose of developing and attaining English proficiency while meeting challenging state academic achievement standards as required by law. The program may make instructional use of both English and a child's native language and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

The Board directs the administration to work with SSD partner districts to develop and implement language instruction programs in the partner districts or in SSD buildings to serve SSD students. Those programs should:

1. Identify language minority students through the use of a Student Home Language survey . The building administrator will develop procedures to ensure that all new and currently enrolled students complete the Home Language survey.

2. Identify LM students who are also limited English proficient. Any student who indicates the use of a language other than English will be assessed for English proficiency using the state-provided assessment instrument.

3. Determine the appropriate instructional environment for LEP students.

4. Annually assess the English proficiency of LEP students and monitor the progress of students receiving ESOL or bilingual instruction in

order to determine their readiness for the mainstream classroom environment.

5. Provide parents with notice of and information regarding the instructional program as required by law. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.

Adopted: March 13, 2001 May 27, 2003

Cross Refs: AC - Nondiscrimination

CGC - State and Federal Programs Administration

IGBC - Parent/Family Involvement in Instructional and Other Programs IGBCB - Programs for Migrant Students

Special School District of St. Louis County, Missouri

Policy: IGBH **Page 3 of 3**

Legal Refs: Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d.

20 U.S.C. § 1703(fl.   Bilingual Education Act, 20 U.S.C. §7401 *et seq.* English Language Acquisition, Language Enhancement, and Academic Achievement Act, P.L. 107-110
34 C.F.R. Part 100

Lau v. Nichols, 414 U.S. 563 (1974) *Plyler v. Doe,* 457 U.S. 202 (1982) *Castaneda v. Pickard,* 648 F.2d 989 (5th Cir.1981)