



Neenah Joint School District

English Language Learners Education Plan

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Introduction to Neenah Joint School District

The Neenah Joint School District includes the City of Neenah, the Town of Neenah, and parts of the Towns of Clayton, Vinland, and Menasha. Located on the west shore of Lake Winnebago, the community is forty miles south of Green Bay and one-hundred miles north of Milwaukee. The community has always enjoyed a fine reputation for academic, artistic, and athletic excellence. The District' mission statement is as follows: "We, the community of the NJSD, are committed to educating all students so they will attain their maximum potential. We will prepare our youth to lead productive, fulfilling, and successful lives in a rapidly changing world. We will promote a passion for excellence in all aspects of the educational program. We share this responsibility with each student, family, and community member." The 2007-08 Neenah Joint School District enrollment was 6219 students. Of those students, there were approximately 300 students with limited English proficiency.

Sources, Laws and Court Rulings

Referenced sources

The following websites are referenced as resources in the development of an English Language Learners education plan. These sites are:

- ⇒ U.S Department of Education: www.ed.gov/index.jhtml
- ⇒ Wisconsin Department of Bilingual Education: www.dpi.state.wi.us
- ⇒ National Clearinghouse for Bilingual Education: www.ncela.gwu.edu

Federal Laws and Court Rulings

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

A class action suit brought by parents of non-English proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district needed to take affirmative steps in order to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S 563 (1974)]

The Equal Education Opportunities Act of 1974 prohibits states from denying equal educational opportunity to an individual on the basis of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. [20 W.S.C. {1203(f)}]

The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act (ESEA), recognizes the unique educational disadvantage faced by non-English speaking students. Enacted in 1968, the Bilingual Education Act established a federal policy that assisted education agencies in serving students with limited-English proficiency by authorizing funding to support those efforts. In addition to providing funds to support services to limited-English proficient students, Title VII also supports professional development and research activities. Reauthorized in 1994 as part of the Improving America's Schools Act, Title VII was restructured to provide for an increased state role and give priority to applicants seeking to develop bilingual proficiency. The Improving America's Schools Act also modified eligibility requirements for services under that program on the same basis as other students.

Goals: Developing ELL Programs

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."

[Lau v. Nichols](#) (1974)

Section One: Educational Approach and Goals

Educational Goals:

Per the Wisconsin Department of Public Instruction (DPI), measurable Limited English Proficient (LEP) gains every year for Levels 1 and 2 through (see Section 3: Assessment of the Need for ELL Services) will be achieved which will be measured through the use of an administered LEP assessment in addition to, teacher observation/ELL bilingual staff, alternative assessments, and student qualitative portfolio work.

Content Area Goal:

The primary goal of Neenah Joint School District is to have all ELL students attain a proficiency in all academic areas using current district curriculum. The goal includes incorporating appropriate reading and writing strategies, critical thinking and problem solving strategies for all proficiency levels and content areas. It will be measured through both formative and summative district and state assessments.

Neenah Joint School District (NJSD) ELL Educational Approach

ELL faculty, general education classroom teachers, and Title I program teachers and bilingual/ELL educational assistants have a role to play in the development of academic content skills for limited English proficient students. All support programs must begin by aligning their curriculum with what is taught in the regular classroom. Taking program support into the general education classroom through use of inclusion models offers the most effective approach to fostering academic development. Pull-out during the regular instructional day is not considered to be a best practice. There are three issues with relying too heavily on pull-out models. The first is that you are always trading one learning environment for another. The second issue with pull-out instruction is that alignment with the mainstream curriculum is poor or nonexistent. The third is that, in some cases, general education classroom teachers take less responsibility for LEP students when special services are delivered through pull-out, believing that the ESL or bilingual teachers will "resolve the issue."

With regard to the first issue of pull-out instruction, students at an intermediate English proficiency level or beyond (levels 3-5), may miss critical core content instruction while receiving extra support in language acquisition. This creates missing instruction in the core classes.

With regard to the second pull-out issue, in traditionally taught pull-out instruction, remedial skills tend to be emphasized while academic content is given less attention, broadening the academic gaps for students who must soon compete with their English-speaking peers in challenging subject-area classes. The unfortunate result is that when ELL students transition to the general education classroom, they cannot compete with their English-speaking peers and/or maintain grades above D or F. This problem can be lessened through careful collaboration with general education classroom teachers and ELL teachers.

The third issue can be addressed through what bilingual and ELL teachers refer to as sheltered English content instruction or content-based programming. This can be practiced by ALL teachers who teach limited-English proficient students. Sheltered strategies will not only benefit second language learners, they will benefit any student

who is struggling with class material. The guiding principle for sheltering English is to keep the standards for academic content and skill development as high as possible while simplifying the language, making it more accessible to students. Beyond the obvious example of avoiding complex syntax and vocabulary, language simplification usually involves creating enhanced contexts in which language and content are presented. Teachers enhance context by providing visual props, hands-on learning experiences, drawings, pictures, graphic organizers, and small-group learning opportunities.

Use of graphic organizers, or semantic maps, is a particularly powerful strategy for all students. Once mapping possibilities are explained, students can create their own maps within heterogeneous groups that promote learning and provide great visual outlines for future study. Content-area teachers, in particular, should consider allowing limited-English proficient students to use maps as alternate assessments which demonstrate content learning while minimizing the language barrier. This will help ensure that students are graded on their content knowledge and not on English they have not yet had time to acquire (See grading policy in Section Nine of this document).

NJSD Educational Approach

Grade	Approach	Description
PreK – 5	Content-based Programming with ELL resource support	<ul style="list-style-type: none"> • Classroom teacher focuses on best instructional practices for all students in a language-rich environment and teacher provides ELL modifications • ELL staff in the classroom supporting the student in teacher created learning activities • Individual or small groups dependent upon language proficiency, activities focus on vocabulary development, grammar, spelling, reading, listening, comprehension, and fluency skills <p>ELP level 1-2 newcomer class for new arrivals with ELL teacher</p>
6 – 8	Content-based Programming with ELL resource support	<ul style="list-style-type: none"> • Classroom teacher focuses on best instructional practices for all students in a language-rich environment, teachers provide ELL modifications • ELP level 1-2 English class with ELL teacher • English in content areas in language rich environment • Students receive ELL support in content area by ELL staff • Resource support by ELL staff to enhance content area instruction
9 – 12	Content-based Programming with ELL resource support	<ul style="list-style-type: none"> • Classroom teacher focuses on best instructional practices for all students in a language-rich environment, teachers provide ELL modifications • ELP level 1-2 English and Health class with ELL teacher • ELL reading program using READ 180 • English in content areas in language rich environment • Students receive support in content area by ELL staff • Resource support by ELL staff to enhance content area instruction <p>School counselors and ELL teachers collaborate with to coordinate and facilitate graduation requirements for ELL students</p>

**Please see Appendix 1b – 20b (English Language Proficiency Standards-Framework for CLASSROOM Instruction and Assessment)*

Section Two: Identification of Potential ELL Students

Procedures

1. When a new student enters the district:
 - a. Parents of all new students fill out the required *Home Language Survey*.
 - b. School administrative assistant will give parents *ELL Program participation Form* if another language is spoken in the home.
 - c. The school administrative assistant will route the forms to the Title IIIA Director. (*Form 1 and 2*).
 - d. The Title IIIA Director will communicate with building level ELL staff, teachers, and administrators to determine need for services.
2. Students who speak another language or are exposed to another language in the home will be further evaluated for ELL services using the WAP-T screener or ACCESS for ELL. The Title IIIA Director's office will obtain ACCESS scores from the students' previous district.
3. Once administered, the results will indicate a level 1-5 English proficiency level. (*Form 3*)
4. The identified ELL student's language proficiency level, recommended programming and placement will vary depending on their current level. The individual differences in students and academic progress will also be taken into consideration when completing the *Individualized Record Plan (Form 106)*.
5. Once a student is placed in an ELL program, an ELL Admissions Checklist (Form 101) is completed by the ELL staff and Title III Coordinator. The parents have the right to refuse ELL services, but not the annual assessment, as prescribed in NCLB and State law. Per Federal Law Title III, Part A, No Child Left Behind (NCLB) Act - Sec. 3116 and State Statute - Sec. 115.96, Wis. Stats., all students whose home language is not English are required to be tested annually. This test is not optional, but parents can refuse ELL Support for their children.

Timeframes for each step in the identification process

The following steps must be completed within thirty days of the student's enrollment:

- ⇒ The *Home Language Survey* and *ELL Program Participation Permission Form* is completed when any student enrolls in to the school district.
- ⇒ The Pupil Services office will send out an *ELL Program Participation Permission Form* in order for the student to receive ELL services. Copies will be sent to ELL teachers. Every attempt is made to obtain the ELL Participation form. If not completed at enrollment time the ELL staff will send it out in order for the student to receive services.
- ⇒ Within two days, the building administrative assistant will forward the *Home Language Survey* to the Title IIIA Director
- ⇒ After receiving the *Home Language Survey*, the secondary ELL teacher will meet with the student and the school administrator or the school counselor in order to determine a school schedule.

- ⇒ The ELL teachers will set up *Language Proficiency testing*, WAP-T screener or ACCESS for ELLs, a standardized recommended state proficiency test, along with informal academic assessments on acculturation and academic proficiency, if needed.
- ⇒ After the English proficiency testing results are received, results will be archived in the student behavioral file in their home school. The ELL teachers and Pupil Services office will archive copies. The Pupil Services office will send testing results to the parent(s) /guardians and results will be posted on Infinite Campus for classroom teachers.

Interpreters

The Neenah Joint School District will provide interpreters, as needed.

Referrals of ELL Students to Other Programs

Referrals of ELL students to other programs are handled in the same manner as other NJSD students.

Section Three: Assessment of the Need for ELL Services

The Neenah Joint School District School District uses the W-APT** as the screener for new students in the district. The W-APT is administered by ELL staff. It is given as soon as possible. The administration of the screener takes from 20 to 90 minutes, depending upon students' language skills.

The district uses the state-wide ACCESS for ELLs™* (Assessing Comprehension and Communication in English State to State) to measure development of English language proficiency on an annual basis.

During the ACCESS for ELLs™ window, trained proctors administer the proficiency exam. Neenah Joint School District provides qualified teachers to assist in the administration of ACCESS for ELLs™. The administration of the ACCESS takes from 125 to 175 minutes, dependent upon students' language skills. The testing window currently occurs from early December to mid February. All proficiency exams are sent out of district to be scored by Metritech Services. Results are returned to district in late Spring.

The records of the ACCESS for ELLs™ test are kept in the ELL teacher's files at their home schools. The ELL teachers provide copies of the results in each student's behavior folder. Results are available for the entire Neenah staff community on Infinite Campus. Parent copies are mailed home when they are made available from the Department of Public Instruction.

The Neenah Joint School District recognizes the importance of a student's educational history. Upon receiving a potential ELL student's cumulative file, school secretaries copy and forward all ELL/Bilingual documents and information to ELL teachers. Prior ELL/Bilingual services and/or assessments are beneficial in understanding a student's current academic status.

Parent permission for screening or administration of the ACCESS test is not required. Federal law requires that all ELL students be assessed yearly in English Proficiency in the areas of Speaking, Listening, Reading, and Writing. All ELL students levels 1-5 are required to be tested. There is no parent or student opt-out and it is a standardized assessment.

Neenah Joint School District has an Individual Record Plan (IRP) (*Form 106*) for each student. Parental input into the academic plan is most beneficial. This plan includes language proficiency goals based on their WAP-T and ACCESS scores. The goals correspond to WIDA standards listening, speaking, reading, and writing. The form also includes recommendations for the type and amount of services for the following year. Hard copies are kept in the ELL school files and computerized copies are in FileMakerPro.

***ACCESS for ELLs™** stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners.

****W-APT™** stands for the WIDA-ACCESS Placement Test™. This assessment tool, known as the "screener", is used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. It can help to determine whether or not a child is in need of English language instructional services, and if so, at what level.

AMAOs

The reauthorization of the Federal Elementary and Secondary Education Act, known as No Child Left Behind Act of 2001 (NCLB) initiated major changes in the expectations placed on state and local education agencies regarding assessment of and accountability for Limited English Proficient (LEP) students – also known as English Language Learners (ELL). Specifically, NCLB Title III requires states to:

- establish English language proficiency (ELP) standards aligned to state academic content standards, yet suitable for ELL students learning English as a second language;
- annually assess the English language proficiency of each ELL student using a valid and reliable assessment of English-language proficiency aligned to ELP standards;
- define annual measurable achievement objectives (AMAOs) to measure and report on progress toward and attainment of English proficiency and academic achievement standards; and
- hold local education agencies (LEAs) accountable for meeting increasing Annual Measurable Achievement Objective (AMAO) targets for English language proficiency (ELP) over time (NCLB 2002, Public Law 107-110, 115 Statute 1425).

Three specific AMAO target areas have been established under the law:

- AMAO 1:** **Progressing in English language acquisition**
annual increases in the number or percentage of students making progress in learning English
- AMAO 2:** **Exiting or reaching English language proficiency**
annual increases in the number or percentage of students attaining English language proficiency by the end of each school year
- AMAO 3:** **ELL-Adequate Yearly Progress (AYP)**
AYP for the ELL subgroup (under Title I) in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics

Districts must meet the Title III AMAOs annually since the baseline year, 2002-03.

Source: Department of Public Instruction

Annual Measurable Achievement Objectives (AMAOs) for the Attainment of English Language Proficiency

Cohort and AMAO Definitions in Wisconsin

The following was submitted to the U.S. Department of Education, Office of English Language Acquisition (OELA) to amend Wisconsin’s AMAO definitions. This information was used to calculate annual progress and exit levels for 2006-07. In addition, using the data from 2005-06 to 2006-07, projections were estimated from the NCLB baseline year, 2002-03 as required by OELA. It is expected that these definitions may be revised when additional guidance from the USED has been issued.

Cohort Definition

- Each student is identified as a member of a cohort based upon their current grade level and their initial English Language Proficiency (ELP) level (Table 1).

Table 1. **Wisconsin English Language Proficiency cohort definitions**

Initial Grade	Initial ELP Level 1-2	Initial ELP Level 3-5	ELP Level 6
K - 2nd grade	Cohort A	Cohort D	“Exiting” or “fully English proficient” classification
3rd – 8th grade	Cohort B	Cohort E	
9th – 11th grade	Cohort C	Cohort F	

AMAO 1 - Progress

- Rigorous ELP progress criteria were calculated for each cohort using matched *ACCESS for ELLs*® test scores from the two school years, 2005-06 to 2006-07 (Table 2).

Table 2. **The annual expected progress in English Language Proficiency levels**

Incremental ELP Progress	
Cohort A	0.8 ELP level
Cohort B	0.7 ELP level
Cohort C	0.6 ELP level
Cohort D	0.5 ELP level
Cohort E	0.4 ELP level
Cohort F	0.3 ELP level

N=32,662 matched students

- At least half (50%) of all English Language Learners (ELL students) within a district or consortium must meet ELP required progress expectations. The overall target for AMAO 1-Progress is 50% for all cohorts.

AMAO 2 – Exiting

- Based on empirical data derived from the 2005-06 and 2006-07 *ACCESS for ELLs*® test results Wisconsin requires at least 20% of eligible ELL students at level 5 exit the ELL program by progressing to ELP level 6. Graduated and transfer students at ELP level 5 are not eligible to attain an ELP level 6, and are not counted toward the 20% attainment. Wisconsin’s graduation rate excludes a large portion of students from exiting the ELL program in the above described process, and therefore a 20% exit rate is recognized as a rigorous attainment level.

ELL exit rate is calculated as:
$$\frac{100\% \text{ of students who achieve ELP level 6}}{100\% \text{ of students eligible to achieve Level 6}}$$

Section Four: Program of Services for ELL Students

Note:

OCR recognizes that the district's program of services under its ELL plan may have the effect of separating students who are ELL from non-ELL students during at least part of the school day. However, the program design should not separate ELL students beyond the extent necessary to achieve the goals of the district's program of services. Additionally, ELL students should be provided services in comparable facilities to those in which non-ELL students receive services.

OCR Policy

Many districts design their ELL programs to temporarily emphasize English over other subjects. While schools with such programs may discontinue special instruction in English once ELL students become English-proficient, schools retain an obligation to provide assistance necessary to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English.

OCR's "Policy Update on Schools' Obligations Toward National Origin Minority Students With Limited-English Proficiency." ([1991 OCR policy memorandum](#))

See also [Castañeda v. Pickard](#), 648 F. 2d 989 (5th Cir., 1981).

Provisions for notification to the parents/guardians of ELL students regarding school activities:

School personnel are available to speak the Spanish and Hmong to translate for parents. Parental notices, like conference schedules, progress reports, report cards, are also translated into Spanish and Hmong and may be translated into other languages, if requested.

Neenah Joint School District Programs

Grade Level	English Language Development	Content Learning/ Standards Based Curriculum
Pre-K – 5	Classroom based language development enhanced by the music, art, physical education, library, and guidance	<ul style="list-style-type: none"> • Content-based teacher-directed • Teacher directed monitoring, clarifying, pre/post teaching as needed with limited additional support • Scientifically-based literacy framework and math program selected to enhance and support ELL learner • Individualized monitoring of academic progress for proficiency levels 1 – 5
6 – 8	Core classes Music, Physical Education, Art, F/CE, Foreign Language, Technology Education, Computer/Keyboarding, and Health Technology Education ELL leveled English course Rosetta Stone	<ul style="list-style-type: none"> • Content-based teacher-directed • Teacher directed monitoring, clarifying, pre/post teaching as needed with limited tutorial support • Science • English • Individualized monitoring of academic progress for proficiency levels 1 – 5
9-12	Classroom based language development enhanced by electives (Keyboarding, Business Education, Technology Education, Music, Art, PE, Consumer Science) ELL leveled English English language development Rosetta Stone	<ul style="list-style-type: none"> • Content-based teacher-directed • Teacher directed monitoring, clarifying, pre/post teaching as needed with limited tutorial support • READ 180 • Individualized monitoring of academic progress for proficiency levels 1 – 5 • In-class assistance by ELL staff for proficiency levels 1 – 5, as needed • Core Math

Section Five: Staffing and Resources

Neenah Joint School District ELL Census 2000 - 2008				
YEAR	K- 3	4-8	9-12	Totals
2007-08	116	91	54	258
2006-07	96	99	59	254
2005-06	74	98	58	230
2004-05	55	81	57	193
2003-04	64	57	35	156
2002-03	71	72	51	194
2001-02	53	51	19	123
2000-01	44	47	14	105

Neenah Joint School District ELL Staffing

Grade	English Language Development	Content Learning/ Standards Based Curriculum	Staffing	Student/Teacher Ratio
PreK-5	Classroom based language development enhanced by the music, art, physical education, library, and guidance Rosetta Stone	Content-based teacher-directed Teacher directed monitoring, clarifying, pre/post teaching as needed with limited additional support Scientifically-based literacy framework and math program selected to enhance and support ELL learner Individualized monitoring of academic progress for proficiency levels 1 – 5	1.0 FTE Cert. ELL Teacher 1.0 FTE Highly Qualified Education Assistant	159:1
6-8	Core classes Music, Physical Education, Art, F/CE, Foreign Language, Technology Education, Computer/Keyboarding, and Health Technology Education ELL leveled English course Rosetta Stone	Content-based teacher-directed Teacher directed monitoring, clarifying, pre/post teaching as needed with limited tutorial support Science English Individualized monitoring of academic progress for proficiency levels 1 – 5	.5 FTE Cert ELL 1.0 FTE Bilingual Ed. Assistant	46 to .5
9-12	Classroom based language development enhanced by electives (Keyboarding, Business Education, Technology Education, Music, Art, PE, Consumer Science) ELL leveled English English language development Rosetta Stone	Content-based teacher-directed Teacher directed monitoring, clarifying, pre/post teaching as needed with limited tutorial support READ 180 Individualized monitoring of academic progress for proficiency levels 1 – 5 In-class assistance by ELL staff for proficiency levels 1 – 5, as needed Core Math	.5 FTE Cert ELL 1.0 FTE Bilingual Ed. Assistant	54 to .5

Materials and resources needed to implement the ELL program:

Grade Level	Material and Resources
PreK-5	Boardmaker Access to internet websites (i.e. Starfall) Compilation of graphic organizers in Spanish Santilla series Small group supplemental reading support Spanish assistance software Assistive technology as needed Audio books Rosetta Stone News-2-You Supplemental bilingual books
6-8	Boardmaker Access to internet websites (i.e. Starfall) Compilation of graphic organizers in Spanish Assistive technology as needed Audio books News-2-You Bilingual supplemental books (fiction, novels) Santilla series
9-12	Rosetta Stone Access to internet websites (i.e. Starfall) Compilation of graphic organizers in Spanish Assistive technology as needed ELL Study Hall Boardmaker News-2-You READ 180 Some Bilingual book (novels, fiction) Audio books

Section Six: Transition from ELL Services and Monitoring Performance

Students are exited from the ELL program when they meet all of the following criteria:

1. The student is at a proficient level 6 on the ACCESS for ELLs™*.
2. A joint recommendation of the ELL teacher and the classroom teacher(s)
3. The ability to perform grade-level work without accommodations or modifications

In order to ensure success for all exited ELL program students, the ELL teacher will monitor a student's progress in the academic areas on a quarterly basis for one year after being exited from the program. This includes personal contact with the student.

If a student is experiencing academic difficulties, the ELL and general education teacher(s) will provide appropriate intervention(s). If the student is continuing to demonstrate academic difficulty, a meeting will be set up with the student's parents. The parents will have to sign for permission in order to receive ELL services.

Section Seven: ELL Students and Other District Programs

The Neenah Joint School District Policy 254.1 states, "The Board of Education shall continue its policy of nondiscrimination and, in compliance with Section 118.13(1), Wis. Statutes, no person may be denied admission to any public school operated by the District or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability."

All ELL students are encouraged to participate in extracurricular activities and non-academic activities throughout the district. Sports, clubs, and organizations are optional activities that ELL students may choose to be involved. The district continues to work on methodologies to recruit ELL student involvement in social and peer interactions. Also, continued effort of staff to form relationships with students and encourage them to interact with peers. This includes acquiring cultural competence.

The district Learning Support Services Referral (LSSR) process is followed when any student is experiencing difficulty in the general education classroom. Each Neenah school has a Learning Support Team (LST) made up of representatives from school administration, pupil services staff, support staff, and/or classroom teachers. LST Teams meet regularly to problem-solve and to focus resources on the needs of students. Staff having student concerns come to LST for assistance after trying several initial interventions and after collecting baseline data about the student's progress.

When the needs of a particular student call for more individualized planning than the LST provides, and when the framework of intervention extends beyond traditional regular education approaches, a LSSR is initiated. LSSR plans are developed by teams of people working together in the interests of the student. The student's teacher(s), parents, school principal, and other relevant support staff are brought together for a joint problem-solving meeting.

A School Psychologist or a School Nurse serves as a Case Monitor, facilitator, and resource for the planning team. Participants often include a supportive reading and/or math teacher, or a school counselor. Depending on the student's readiness to join in planning, he or she also participates. A summary of the student's progress toward his or her goals, and the accommodations/interventions developed by the planning team are documented each time a planning team meets. The Case Monitor prepares a formal written plan. The plans that are developed reflect the team's commitment to maintain accommodation/intervention integrity. In most cases, the team reviews a student's LSSR accommodation/ intervention plan after it has been implemented. The student's progress toward his or her goal(s) is assessed. Any changes or updates in the plan are documented.

The Neenah Joint School uses the following to measure the success of the ELL Program:

- parent surveys and input;
- state tests (e.g. achievement tests, and state and local school reform goals);
- standardized tests, including norm-referenced and criterion-referenced tests;
- teacher observation measures and checklists;
- portfolios;
- grade-point averages;
- graduation/promotion rates;
- inclusion of ELL students in gifted and talented, and other special programs;
- participation in co-curricular activities;
- drop-out rates; and students identified at-risk per state criteria, and;
- measures related to meeting state or local school reform goals.

OCR Policy

Districts are required to modify their programs if they prove to be unsuccessful after a legitimate trial. As a practical matter, recipients cannot comply with this requirement without periodically evaluating their programs.

Generally, districts measure "success" in terms of whether the program is achieving the particular goals the district has established for the program and its students. If the district has established no particular goals, the program is successful if its participants are achieving proficiency in English and are able to participate meaningfully in the district's program. *Source: [1991 OCR policy memorandum](#)*

The ELL program evaluation will focus on overall as well as specific program goals. The program will be evaluated using various sources of information:

The Title III director completes an End Of Year report highlighting the student's growth, number of students served, number of students at each DPI proficiency level and addresses concerns, benefits, and suggestions. The program will also be evaluated by looking at the results of any parent or general education teacher surveys that are conducted throughout the year. The program will also be evaluated by student progress at each level, number of students graduating, and assessment scores.

ELL teachers and administrators will meet at the end of the year to discuss progress and areas of improvement.

Section Nine: District, State, and Federal Policies Relating to ELL Students

The following Neenah Joint School District Board policies relate to aspects of the district ELL Plan:

- 529 *EQUAL OPPORTUNITIES - EQUAL TREATMENT -- All school rules and regulations shall be fairly and uniformly enforced. Within the resources of the District, it shall be the goal of the District to provide equal opportunities for all students to develop their fullest potentialities. The educational programs of the District shall be planned and implemented to achieve such goal. Students have the obligation to make the best use of their learning opportunities. To make the fullest possible use of their learning opportunities, students have the responsibility: to be regular in attendance, to be conscientious in their studies, to protect*

the physical facilities and materials from wanton destruction and to obey school rules and regulations. Students share with faculty and administration the responsibility for developing and maintaining an environment that encourages worthwhile learning.

580 *STANDARDIZED TESTING OF STUDENTS WITH A DISABILITY OR WITH LIMITED ENGLISH PROFICIENCY -- The District supports the right of students with a disability and/or Limited English Proficiency (LEP) students to be provided the same access to educational services and programs as are provided to non-disabled and English-proficient students. Standardized testing is an example of such an educational program.*

Participation in Assessments

The decision for a student with a disability or LEP student to participate in any type of standardized achievement testing should be made on an individual basis. For students with a disability, the Individual Education Plan (IEP) Committee must make this decision and document it on each student's IEP. For LEP students, the teachers most involved with the student and the principal should make this decision.

Factors to be considered in making a decision for student participation are as follows:

1. The student's functional level in the skill area(s) to be assessed should be such that the student is able to take the level of the test used by his or her grade peers.
2. Any accommodations in testing procedures (time, environment, format, and recording factors) necessary for the student to participate should not change the purpose or content of the test.
3. The results of the student's testing should reflect his or her achievement level in the area tested and not be spuriously affected by the student's lack of English proficiency or disability.
4. The student's curriculum is reflective of Wisconsin's Academic Standards appropriate for his or her grade level.
5. The student has been taught the subject(s) corresponding to the same subtest areas on the standardized test.
6. The student, with appropriate accommodations, would be able to demonstrate some of the knowledge and skills on the standardized test.

(Source: Wisconsin Department of Public Instruction)

Grading Procedures

With regard to grading procedures for ELL students, the Wisconsin Department of Public Instruction (DPI) states "High standards are of the utmost importance, but reasonable and flexible grading policies must exist. When classes can be provided in the student's native language, modifications in grading may not be needed. Within most schools in Wisconsin, however such self-contained bilingual programs are not a reality. A reasonable grading policy includes:

- Pass/Fail for students at a beginning proficiency level (levels one and two)
- Grading students against their own progress at intermediate levels (levels three and four)."

Neenah Joint School District will use general education grading norms at the advanced level (Level Five), while still providing adequate support to ensure success.

Retention

Schools should *never* retain students in grade solely on the basis of their English proficiency. The U.S. Department of Education, Office for Civil Rights, considers such retention to be discriminatory since, in effect, LEP students are being retained for not having adequate prior exposure to English. As districts prepare their promotion/retention policies, they need to provide flexibility for LEP students as they move toward full English proficiency (a five to seven year process!). Source

Legal Responsibilities When Serving Limited-English Proficient (LEP) Students in K-12 Public Schools

**By: Tim Boals, State Program Coordinator
Bilingual/ESL Program
Equity Mission Team
Wisconsin Department of Public Instruction**

Undocumented Students

Undocumented school-age children have the same right as U.S. citizens and permanent residents to an education without regard to their immigration status. This right was made clear by the United States Supreme Court in Plyler v. Doe, 457 U.S. 202 (1982). The Plyler decision establishes that public schools are prohibited from:

- denying enrollment to undocumented students;
- engaging in practices that might “chill” undocumented students and their families from accessing educational services
- requiring disclosure of the immigration status of a parent or child;
- Making inquiries of children or parents that might reveal their immigration status;
- Requiring social security numbers (or documents that can only be obtained by those with social security numbers) as a prerequisite to school enrollment.

Any school district action that has the effect of denying an undocumented student access to public education is unlawful.

Section Ten: NJSD ELL Forms

This section of a district's ELL plan houses all forms for the Neenah School District that directly relate to English Language Learners. To the extent possible, district forms are on First Class. ELL-specific forms are as follows:

<p>ELL Program Documents</p> <p>ELL Service Parental Permission Home Language Survey Exit Letter Parental Refusal Re-entry Letter Plan of Service Monitor Form Re-Monitor Form Re-exit Letter List of Forms for ELL Students</p> <p>Permission Slips</p> <p>1000 Island Field Trip Brigade Brigade Rock Climbing Field Trip Permission (Spanish) Field Trip Permission (Hmong) Green Lake Permission (English) Green Lake Permission (Spanish) Green Lake Permission (Hmong) Permission to Release Student Records (English) Permission to Release Student Records (Spanish)</p>	<p>Health Documents</p> <p>Food Allergy Action Plan (Spanish) Head Lice Instruction (English) Head Lice Instruction (Spanish) Green Lake Medical Info (Spanish) NHS Health Info Physical Exam Report Health School History for Preschoolers Human Development Letter Medical Release Alcohol Drug Search (English) Alcohol Drug Search (Spanish) Too Sick for School</p> <p>Informative</p> <p>Kobussen Bus Info School Supply List Basic Phrases Fall Welcome Letter Basic Student Info Winter Snow Gear School Supply List NHS Student Activities Head Lice Letter Tobacco Use 545 NHS Services Provided Healthy Snacks Attendance Letter Truancy Letter Acceptable Proc. for Internet Use</p>	<p>Grades K-5</p> <p>P-T Conference Form (English) P-T Conference Form (Spanish) P-T Conference Form (Hmong) Reading Minutes (Spanish) Alliance Brochure Report Cards</p> <p>Pre-K Kindergarten</p> <p>Kindergarten Packet Preschool Development Inventory Child of the Week Special Me Title One Packet</p> <p>*More forms can be found at www.neenah.k12.wi.us/ELL</p>
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Forms will be updated as needed and will be reviewed every three years

Section Eleven: Staff Development

NJSD Board policy that relates to professional development is as follows:

- 470 *INSERVICE PROGRAM FOR TEACHING STAFF*
- 471 *The purpose of the inservice program of the District is to provide the staff with relevant means to improve the instruction of students and to further individual professional development. The program consists of identifying areas of need, designing a plan to meet these needs, implementing the plan, evaluating and revising the total program.*
- 472 *To implement the inservice program, the Professional Development Council, Board of Education and the staff will cooperatively perform vital functions.*
- 472.1 *The Professional Development Council will consist of the following members:*

472.11 *The Neenah Education Association will appoint members to the Council as follows:*

- *Four (4) elementary teachers*
- *Two (2) middle school teachers*
- *Two (2) senior high school teachers*
- *Two (2) Pupil Services/Special Education faculty*

472.12 *The Superintendent will appoint members to the Council as follows:*

- *Two (2) elementary administrators*
- *Two (2) secondary administrators*

472.13 *The President of the Board of Education will appoint one (1) member of the Board of Education.*

472.14 *The Superintendent and/or designee will serve on the Professional Development Council.*

472.2 *PROFESSIONAL DEVELOPMENT COUNCIL FUNCTIONS*

472.21 *Identify the areas of specific educational needs of the District staff through a needs assessment.*

472.22 *Design short-range and long-range plans to meet the identified needs.*

472.23 *Submit the proposed program and budget necessary for implementation to the Board of Education.*

472.24 *Implement the program.*

472.25 *Evaluate the program.*

472.26 *Revise the total program through faculty input.*

472.3 *BOARD OF EDUCATION FUNCTIONS*

472.31 *Review the inservice program as submitted by the Professional Development Council.*

472.32 *Approve a budget to implement the programs planned.*

NJSD plan for staff development will focus on the topics of Achievement Gap, Language Acquisition, and AMAOs. The Title III Director will work with the Professional Development Council per Board policy 472 to provide NJSD staff with relevant means to improve instruction and knowledge of ELL students. This plan will include general education teachers, administrators, ELL teachers and educational assistants.

ELL faculty shares pertinent information regarding the ELL program with teachers who currently serve ELL students. Administrators are annually apprised of ELL program components.

Staff	Professional Development Opportunity
Paraprofessionals	
ELL Staff	CESA 6 Consortium, DPI TESOL mtg., Annual Bilingual/ELL Administrators meeting
Administration	Network meeting

Appendix

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English Language Proficiency Standard 4-Writing	16b
English Language Proficiency Standard 5-Listening	17b
English Language Proficiency Standard 5-Speaking	18b
English Language Proficiency Standard 5-Reading	19b
English Language Proficiency Standard 5-Writing	20b



**ELL Achievement Gaps
on WKCE for Grades
4, 8, and 10**

4th grade - Reading			4th grade - Math	
	Proficient/Advanced			Proficient/Advanced
ELL	83%		ELL	67%
English Proficient	88%		English Proficient	83%
Gap %ile	5%		Gap %ile	16%

8th grade - Reading			8th grade - Math	
	Proficient/Advanced			Proficient/Advanced
ELL	82%		ELL	82%
English Proficient	90%		English Proficient	83%
Gap %ile	8%		Gap %ile	1%

10th grade - Reading			10th grade - Math	
	Proficient/Advanced			Proficient/Advanced
ELL	38%		ELL	38%
English Proficient	81%		English Proficient	76%
Gap %ile	43%		Gap %ile	38%



**Proficiency Levels at each
Grade Level
2007-2008**

Grade	Levels					
	E3-E5	1	2	3	4	5
EC/T1	9					
Kindergarten		18	5			
1st grade		10	10	15		
2nd grade		2		6	16	3
3rd grade			1	2	17	1
4th grade			2	2	5	10
5th grade			1	2	14	6
6th grade		1		2	12	4
7th grade			1	5	6	4
8th grade		1		2	4	5
9th grade				3	5	4
10th grade		2			5	7
11th grade		1		3	2	7
12 grade		3	1	4	2	5



**LANGUAGES PER ETHNICITY SERVED IN THE ELL PROGRAM AT
NEENAH JOINT SCHOOL DISTRICT
2007-2008**

At this time we serve a total of 258 students and 26 Languages in the ELL program.
Please see below.

83 Asian or Pacific Islander	
<i>Number of Students</i>	<i>Language</i>
1	Chinese: Mandarin
3	Filipino
7	Gujarati
51	Hmong
1	Mongolian, Halh
1	Lao
1	Marathi
2	Chinese: Min Nan
2	Punjabi, Eastern
4	Tamil
3	Telugu
2	Thai
3	Urdu India
2	Vietnamese

2 Black, not Hispanic	
<i>Number of Students</i>	<i>Language</i>
1	Hausa
1	Idoma

145 Hispanic	
<i>Number of Students</i>	<i>Language</i>
1	Italian
1	Kurdish, Southern
143	Spanish

28 White, not Hispanic	
<i>Number of Students</i>	<i>Language</i>
2	Albanian
1	Albanian, Tusk
7	Bosnian
2	French
2	Croatian
3	Russian
1	Georgian
10	Spanish

**Neenah Joint School District
Department of Pupil Services
English Language Learner (ELL) Program
List of Forms for ELL Students**

- NJSD 101** Home Language Survey
- NJSD 102** Parental Permission
- NJSD 103** Parental Refusal
- NJSD 104** Exit Letter
- NJSD 105** Re-entry Letter
- NJSD 106** Individualized Record Plan
- NJSD 107** Monitor Form
- NJSD 108** Re-Monitor Form
- NJSD 109** Re-Exit Letter
- NJSD 110** Acculturation Quick Screen Form
- NJSD 111** ELL Admissions Checklist
- NJSD 112** List of Forms for ELL Students

Description of Proficiency Levels
Language Proficiency is ranked on a scale of 1 to 6

Level 1: *Entering* - Knows and uses minimal social language and minimal academic language with visual support

Level 2: *Beginning* - Knows and uses some social English and general academic language with visual support

Level 3: *Developing* - Knows and uses social English and some specific academic language with visual support

Level 4: *Expanding* - Knows and uses social English and some technical academic language

Level 5: *Bridging* - Knows and uses social and academic language working with grade level material

Level 6: *Reaching*- Knows and uses social and academic language at the highest level measured by this test. Proficient and **exited** from the ELL program.

Please note: Often a student's speaking ability in English will be better than his/her reading and writing abilities at all levels.