

I.D.ii Limited English Proficient Students

No Child Left Behind Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

No Child Left Behind Indicator 2.1: The percentage of limited English proficient students who have attained English proficiency by the end of the school year.

No Child Left Behind Indicator 2.2: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.

No Child Left Behind Indicator 2.3: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making Adequate Yearly Progress (AYP). School systems are asked to analyze information on Annual Measurable Achievement Objectives (AMAOs):

- **AMAO 1** is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading and writing. Students are considered to have made progress if their overall test score on the LAS Links composite is 15 scale score points higher than the composite score from the previous year test administration. In order to meet the target for AMAO 1 for school year 2009-2010, 58% of ELLs will make progress in learning English.
- **AMAO 2** is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For calculating AMAO 2, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading and writing. For the purpose of AMAO 2 (accountability), a composite cut score of 5 on the ELP assessment with a minimum cut score of 4 in each domain is used to determine proficiency level for each grade. The AMAO 2 target for school year 2009-2010 is 16% of ELLs will attain proficiency in English.
- **AMAO 3** represents Adequate Yearly Progress of LSSs for the Limited English Proficient student subgroup.

Limited English Proficient Students

- Based on the Examination of AMAO 1, AMAO 2, and AMAO 3 Data (Tables 4.1- 4.3):

Table 4.1 System AMAO 1, 2009-2010			LEP
Student Progress toward Attaining English Proficiency			
n	# Meeting Target	% Meeting Target	
69	54	78.3	

Table 4.2 AMAO 2, 2009-2010			Student
Attainment of English Proficiency			
n	# Meeting Target	% Meeting Target	
80	18	22.5	

Table 4.3: System AMAO 3, 2009-2010				
AYP Status for Limited English Proficient Students				
	Reading		Mathematics	
	% Proficient	Participation Rate	% Proficient	Participation Rate
2008	66.7	Met	64.5	Met
2009	70.4	Met	80%	Met
2010	85.7	Met	91.1	Met

Indicate **MET** or **NOT MET** for each column.

1. Evidence Progress is Being Made

a. AMAO I, II, and III goals were all met.

- Overall the AMAO I went up from 74.07% to 78.26%.
- AMAO II dropped from 27.18% to 22.50% but met the standard.
- Somerset County met AMAO III in 2009.
- Somerset Intermediate School raised LEP reading scores from 30% in 2009 to 77.8% in 2010.

- b. **LAS testing indicates attainment of listening, speaking, reading and writing skills.**
- a. 62.5% of all ELL students scored proficient on the LAS Speaking assessment.
 - b. 56.25% of all ELL students scored proficient on the LAS Reading assessment.
 - c. 55% of all ELL students scored proficient on the LAS Listening assessment.
 - d. 53.16% of all ELL students scored proficient on the LAS Writing assessment.

2. **The Practices, Programs, or Strategies and Professional Development to which the Progress of Limited English Proficient Students' Progress toward Attaining English Proficiency Is Attributed**

- a. **STRATEGY: Continued to access LEP teachers' repertoire of interactive strategies to improve students' language proficiency through the LAS Links Curriculum.**
- LAS Links training on curriculum and instruction was continued to all LEP teachers.
 - LEP teachers used LAS Links with LEP pull out intervention groups.
 - LAS Links was fully implemented at the Intermediate School (Grades 6 and 7) and elementary schools.
 - "Plug in" strategies in reading and math to provide targeted and differentiated instruction for students based on student levels and needs.
 - Utilize realia/pictures/gestures with active student engagement whenever possible
 - Make connections to prior learning and background knowledge.
 - Incorporate rhymes, chants, pictures, and other scaffolding strategies.
- b. **STRATEGY: Increased regular classroom teachers' knowledge of and skills in effectively working with LEP students in the regular classroom through work with LEP teachers.**
- Leadership teams at individual schools include LEP teachers' recommendations when devising individual learning plans for LEP students.
 - Student accommodations are provided for all active LEP students.
 - RLL students are monitored by the LEP teachers
 - LEP teachers recommend strategies to teachers of specific LEP students
 - Somerset Intermediate School leadership team met every two weeks making sure the LEP students were progressing satisfactorily in academic areas.
- c. **PRACTICE: Provided targeted intervention to LEP students in identified areas of language weakness.**
- LEP small group instruction and LEP flex groups in reading and math were accomplished through non-traditional scheduling.
 - Woodson Elementary, with the largest LEP population provides a full, daily 90 minute "plug in" with an ESOL teacher, a full time assistant, and part time Bilingual tutor
- d. **STRATEGY: Increased LEP students' opportunities to learn increased through the provision of take home highly engaging practice tools.**

- LEP students utilized Leap Frog software which engages students in fun activities while building their reading fluency, accuracy, and phonetic skills.
- LEP students utilize *Rosseta Stone*.

CATEGORY*	CONTRIBUTING STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT	FUNDING SOURCE AND COST**
Materials and Supplies	Bilingual Dictionaries Educational Software: Rosetta Stone Network	Source: Title III Cost: \$8,164

3. Challenges to the Progress of Limited English Proficient Students Toward Attaining English proficiency by each Domain in Listening, Speaking, Reading and Writing.

a. CHALLENGE: The LEP staff faces challenges with regard to scheduling and maintaining consistency.

- Three LEP teachers provide services for 81 students
- Eighty one students are housed in 6 different schools
- Only one school, Woodson, houses enough students to warrant a full time staff member
- Two of the staff members must service three different schools
- One staff member must serve elementary, middle and high school level students
- Reduced funding eliminated a full time assistant at Woodson Elementary School
- Many students are from the migrant population and are transient
- As there are small numbers of students at some sites, maintaining daily contact with the LEP staff is difficult

b. CHALLENGE: Attaining LAS scores required for exiting the program does not always insure academic success.

- Social language attainment skills are much different than academic language skills
- Success on the LAS does not predict or insure success on the MSA academic testing
- A gap in services exists for students who have exited the program and do not score Proficient on MSA

c. CHALLENGE: Funding cuts have reduced positions.

The instructional assistant at Woodson Elementary was previously funded through the Reading First Grant which concluded in September 2009

4. Changes or Adjustments That Are Being Made to Ensure Sufficient Progress of Limited English Proficient Students in Attaining English Proficiency

a. ADJUSTMENT: Targeted intervention after local benchmark testing will become a part of the instructional process.

- When conducting data analysis, special attention is now given to both the special education and LEP subgroups.
- LEP teachers are meeting with academic teachers to collaboratively determine appropriate instructional modifications for students.
- Tutoring in native language will be provided at the southern end of the county for Spanish speaking students.

b. ADJUSTMENT: All teachers will become a part of the LEP process.

- Secondary teachers will continue to be trained in content area reading enrichment.
- All teachers will continue to be trained in effective LEP strategies.

c. ADJUSTMENT: LEP students and parents will be provided services beyond the school day.

- After school tutoring for LEP students will be provided.
- A part time interpreter will be hired to help Spanish speaking parents at parent night activities and/or other school conferences and activities.

d. ADJUSTMENT: LEP students will be provided materials to assist in English language attainment.

- LEP students will continue to utilize Leap Frog software.
- LEP students continue to utilize *Rosseta Stone*.

CATEGORY*	CONTRIBUTING STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT	FUNDING SOURCE AND COST**
Continue funding the ELL assistant at Woodson Elementary School Timeline: August 2010	Staffing	Source: ARRA Cost: \$12,600
After School Tutor-1 hour a day for 60 days Timeline:	Staffing	Source: Title III Grant Cost: \$900
Continue to fund a part time Spanish interpreter for parents Timeline:	Staffing	Source: Title III Grant Cost: \$2,079