

**Appleton Area School District
(AASD)**

**English Language
Learners (ELL)
and
Bilingual Education**



**Report to Parents and
Community**

2010-11 and 2011-12

ELL and Bilingual Education Report to Parents and the Community

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Definitions of Terms

ELL – English Language Learner. (English is not their first language.)

English Language Levels – the ability to listen, speak, read and write English. Level 1 is a beginning level ELL student and Level 5 is the most advanced ELL student before exiting.

ACCESS – English language test for all ELL students, Levels 1-4.9. All ELL students at Levels 1 to 4.9 are required by Wisconsin State Statutes to take the ACCESS exam. Students scoring 6.0 in grades K-12 are eligible for exit. Students scoring 5.0 or higher with a Literacy Score of 5.0 or higher in grades 4-12 are also eligible for exit.

Title III – Legislation that covers ELL students in the Elementary and Secondary Education Act.

AMAO – Annual Measurable Achievement Objective. There are 3 major objectives/ goals for ELL students based on their performance on standardized testing. This is legislated by Title III.

WKCE-CRT – Wisconsin Knowledge and Concepts Exam - Criterion Referenced Test. A series of exams that are given to all students in Wisconsin.

Exited - ELL students who reached a composite score of 6.0 on a standardized ELL assessment in grades K-12. Also, ELL students who reached 5.0 or higher with a Literacy Score of 5.0 or higher in grades 4-12 may be considered for exit. Other factors will also be considered for **FULL** exit from the ELL Program.

Refusal of Service - ELL students who have refused direct ELL classroom instruction. These students are still tested with the ACCESS exam.

FTE – Full-time Equivalency. These letters indicate how the school district identifies the number of teachers and interpreters and the amount of time that they work.

Special Education and ELL - Describes ELL students with an Individual Education Plan (IEP)

Cohort – A group or category of students.

MAP — Measure of Academic Progress— Computer-based reading and mathematics exams given to students in grades 1-9.

Dear Readers,

The English Language Learning (ELL)/Bilingual Education Report to the Community is our attempt to bring Appleton Area School District ELL program information to parents, staff, and the community. This report provides a look at our ELL school population by grade level, language level, and disability status. In addition, this report also contains detailed information about the performance of ELL students on state-wide standardized testing in 3 areas, English language development, reading and mathematics. Based on Title III guidelines, English Language Learners are evaluated in 3 major areas called Annual Measurable Achievement Objectives (AMAO's):

AMAO # 1 – **Progress**: District ELL students must make progress in their knowledge and skills in the English language. This progress is measured by a language assessment called ACCESS. All ELL students take this assessment on an annual basis.

AMAO #2 – **Exit**: A percentage of the district's ELL students must also achieve full English fluency and exit the ELL/ Bilingual Education program at a rate determined by Title III guidelines (8.0%). The exit rate is also measured by the ACCESS language assessment.

AMAO #3 – **Performance on State Testing**: A percentage of the district's ELL students must perform at proficient/ advanced levels in reading and mathematics on the Wisconsin Knowledge and Concepts-Criterion Referenced Test (WKCE-CRT).

Standardized testing provides important objective data about the success rate of ELL students in our schools. I have included both MAP Reading and Math achievement data for ELL and exited students. However, this testing information only tells part of the learning story for our students. The ability to master English *conversational* language may occur in a relatively short period of time. The greater challenge is the development of strong *academic* language. To achieve proficient academic language, our students require sufficient time, a focused attitude, support from school, family, and community. When all of these elements come together, we have seen fantastic results with our district's ELL students. One example is listed on page 9 of this report. As a group, ELL students who have exited the ELL program outperformed **ALL** students in 4th, 8th, and 10th grade on the WKCE exam in reading in 2011-12.

We recognize that there is a lot of information in this report, and some of it requires more dialogue and explanation. Please feel free to contact me at 832-1729 or by email, curtiswilliam@asds.k12.wi.us, and I will do my best to provide further explanation or place you in touch with other key resource people in the district. For families who require Spanish language support, feel free to call Mayra Pasayes, Hispanic/Latino Cultural Support Specialist, at 832-4882, or for assistance in Hmong, call Ger Vang, Special Education/ELL Support Specialist, 832-6103.

Thank you,

Bill Curtis, ELL/Bilingual Education Coordinator, Appleton Area School District

AASD Demographics—2011-12 School Year

	Enrollment Receiving ELL Services	Language - % Hmong		Language - % Spanish		Language - % Other Language *	
		# of Students	% based on total # of ELL students by grade level	# of Students	% based on total # of ELL students by grade level	# of Students	% based on total # of ELL students by grade level
Elementary School Level Grades K-6							
▪ ELL	907	483	53.25%	359	39.58%	65	7.17%
• Non-ELL	6879						
Middle School Level Grades 7-8							
▪ ELL	154	83	53.9%	60	38.96%	11	7.14%
• Non-ELL	2060						
High School Level Grades 9-12							
▪ ELL	162	85	52.47%	62	38.27%	15	9.26%
• Non-ELL	4387						
Totals							
▪ ELL	1223	651	53.23%	481	39.33%	91	7.44%
• Non-ELL	13326						

*Other languages to include but not limited to Bosnian, Chinese, Dutch, Tamil, Telegu, etc.

ELL Students Receiving Special Education Services

	Enrollment	# of students	% based on total # of ELL students by grade level
Elementary School Level Grades K-6	907	168	18.52%
Middle School Level Grades 7-8	154	35	22.73%
High School Level Grades 9-12	162	47	29.01%
Totals	1223	250	20.44%

Total AASD ELL Population—Receiving ELL Services or Exited 2011-12 School Year

Language Levels	Description	Elementary		Middle School		High School	
		# of Students	% *	# of Students	% *	# of Students	% *
1	The student understands and speaks a few English words or phrases.	110	12.13%	3	1.95%	6	3.7%
2	The student understands and speaks conversational and academic English with difficulty. The student understands parts of lessons and simple directions. Reading and writing skills are at a beginning level, well below grade level.	94	10.36%	7	4.55%	11	6.79%
3	The student understands and speaks conversational and academic English with increasing skills and fluency. Reading and writing skills are developing, and the student can demonstrate academic knowledge with support, but still below grade level.	317	34.95%	49	31.82%	33	20.37%
4	The student understands and speaks conversational English without difficulty. The student understands, speaks and uses academic English with some difficulty. Reading and writing are improving, but the student still needs help to achieve at grade level.	283	31.2%	72	46.75%	81	50%
5	The student understands and speaks conversational and academic English well. Reading and writing skills are close to grade level. The student needs some academic support.	103	11.36%	23	14.94%	31	19.14%
Subtotals		907	N/A	154	N/A	162	N/A
Exited from ACCESS Testing							
6 (Exited)	The student was an ELL student and is now English proficient. The student understands, speaks, reads, and writes English well and expresses complex thinking in English in academic classes at or above grade level.	207	18.58%	122	44.2%	445	73.31%
Totals		1,114	N/A	276	N/A	607	N/A

* Indicates percentage based on number of ELL students at each ELL level.

Total ELL students with exited students.

Total AASD ELL Population—Refusal of ELL Services 2011-12 School Year

Language Levels	Description	Elementary		Middle School		High School	
		# of Students	% *	# of Students	% *	# of Students	% *
1	The student understands and speaks a few English words or phrases.	15	12%	1	3.33%	5	15.15%
2	The student understands and speaks conversational and academic English with difficulty. The student understands parts of lessons and simple directions. Reading and writing skills are at a beginning level, well below grade level.	11	8.8%	1	3.3%	1	3.03%
3	The student understands and speaks conversational and academic English with increasing skills and fluency. Reading and writing skills are developing, and the student can demonstrate academic knowledge with support, but still below grade level.	30	24%	8	26.67%	6	18.18%
4	The student understands and speaks conversational English without difficulty. The student understands, speaks and uses academic English with some difficulty. Reading and writing are improving, but the student still needs help to achieve at grade level.	47	37.6%	13	43.33%	15	45.45%
5	The student understands and speaks conversational and academic English well. Reading and writing skills are close to grade level. The student needs some academic support.	22	17.6%	7	23.33%	6	18.18%
Totals		125	13.78%	30	19.48%	33	20.37%
							188 Total

* Indicates percentage of students based on number of ELL students at each level.

***Totals percentages are based on total number of ELL students at the elementary, middle and high school level.

ACCESS Data AMAO #1 – Progress

Descriptor – Academic progress criteria were calculated for each group of ELL students using ACCESS test scores from the 2011-12 school year. At least 37% of all ELL students within a district must meet the progress expectations. The overall target for AMAO #1- Progress is **.4** gain for all district ELL students.

Making progress in learning English		
<i>based on ACCESS for ELLs® composite scores</i>		
School Year	Target Progress Rate (Percent At or Above 0.4 Gain Criterion)	AASD Progress Rate
2010-11	35%	55%
2011-12	37%	54%
2012-13	39%	
2013-14	41%	

Determination	AMAO #1
Met Progress Target	Yes

ACCESS Data AMAO #2 – Exit

Descriptor – Based on data derived from the 2011-12 ACCESS test results, at least **8.0%** of all eligible ELL students at level 5 must exit the ELL program by progressing to level 5.0 or above. Twelfth grade ELL students in 2011-12 and ELL students who have transferred to the Appleton Area School District in 2011-12 are not eligible to attain an exit level of 5.0 or higher and are not counted toward the 5.0% attainment.

Exit Rate Formula

ELL exit rate is calculated as: $\frac{100\% \text{ of students who achieve ELL level 5.0 or higher}}{100\% \text{ of students eligible to achieve level 5.0 or higher}}$

Attaining English language proficiency		
<i>based on number of ACCESS for ELLs® composite scores of 5.0 or above divided by all ELLs enrolled in the district</i>		
School Year	Proficiency Rate Required	AASD Exit Rate
2010-11	5.0%	26.0%
2011-12	8.0%	27.0%
2012-13	9.5%	
2013-14	11.0%	

Determination	AMAO #2
Met Exiting Target	Yes

AMAO #3 - WKCE Results in Reading & Mathematics @ Gr. 4, 8, & 10

Descriptor – This data represents ELL student performance on the reading portion of the Wisconsin Knowledge and Concepts Exam (WKCE-CRT) at grades 4, 8, and 10. District performance for AYP (Annual Yearly Progress) was based on the expectation that students would reach proficient and advanced at a rate of 80.5% in reading and 68.5% in mathematics for 2011-12.

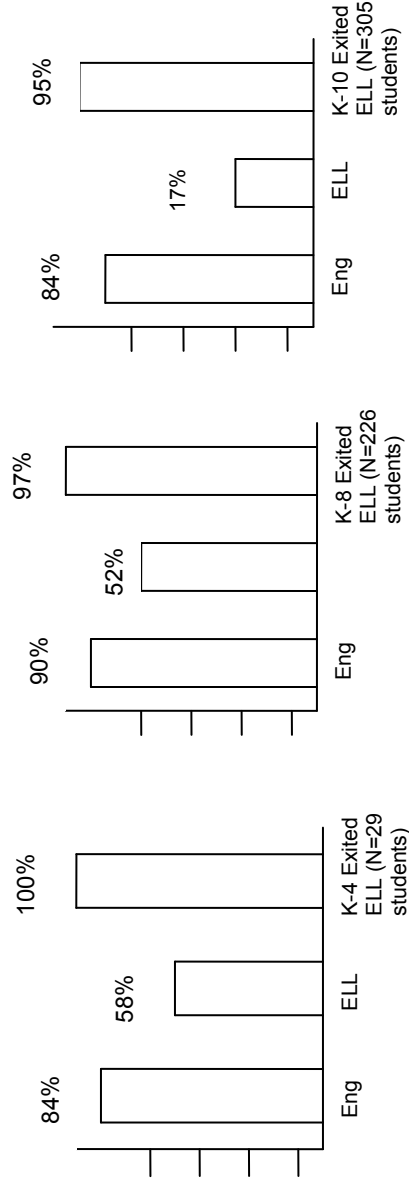
Determination	AMAO #3
Met Reading Target	Yes
Met Mathematics Target	Yes

WKCE Results in Reading @ Gr. 4, 8, & 10 2011-12 Exited Students

Descriptor – This data represents Exited ELL student performance on the reading portion of the Wisconsin Knowledge and Concepts Exam (WKCE-CRT) at grades 4, 8, and 10. It should be noted that Exited ELL students outperformed English proficient students at all levels in 2011-12.

District-wide percentage of Exited ELL students who achieved proficient and advanced (represents accumulated numbers of Exited students)			
	4 th Grade	4th—8 th Grade	4th—10 th Grade
Prof. & Adv. (Exited ELL Students L-5.5 or ↑)	<u>29</u>	<u>219</u>	<u>290</u>
Exited (ELL Students L-5.5 or ↑)	29	226 (29 + 197)	305 (226 + 79)
Percent Proficient	100%	97%	95%

District-wide percentage of English-speaking, ELL, and exited ELL students.



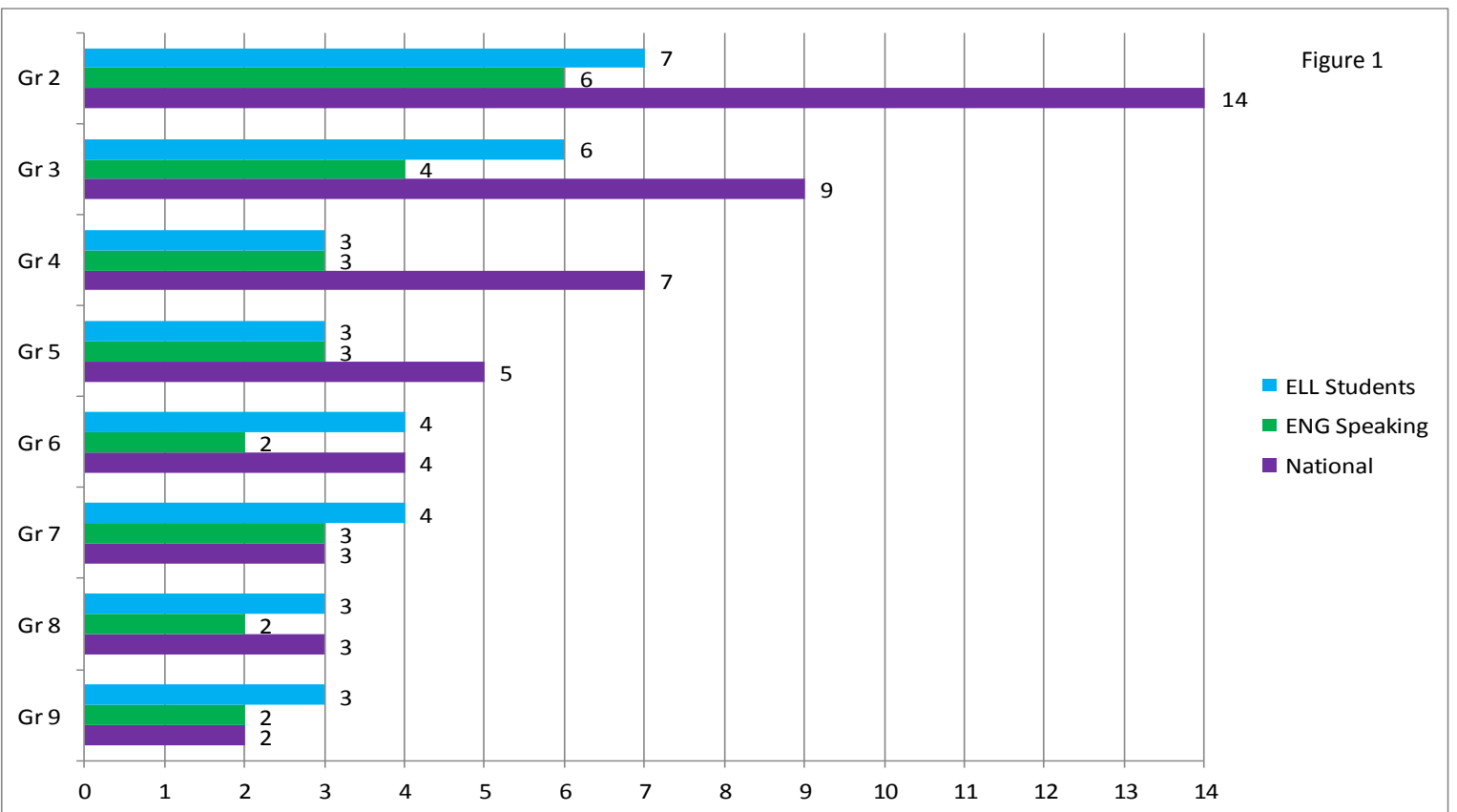
Descriptor: District MAP Reading scores reveal a comparison between ELL students, English-speaking students, and a national group of students. On this measure, the average number of ELL students made *more progress in RIT points* than the average number of district English-speaking students in 6 out of 8 grade levels (compare Column A with Column B). ELL students made the *same* amount of **progress** in the 2 other grades. It should also be noted that the group members of the ELL classification are constantly changing as higher level students exit from ELL and are replaced by new ELL students often at a lower language level.

District MAP Reading Assessments Progress Report

Fall '11 - Spring '12 RIT Point Growth

Focus: Comparison of ELL/ English-Speaking/ National Norms

A.)				B.)							
	RIT - AASD ELL Students			Growth Measure RIT - ELL	RIT - AASD English Speaking Students			Growth Measure RIT - English	RIT - National Norm Group		Growth Measure RIT - National
Grade Level	# of Students	Fall 2011	Spring 2012	Spring 2012	# of Students	Fall 2011	Spring 2012	Spring 2012	Fall 2011	Spring 2012	Spring 2012
2	158	170	177	7	870	183	189	6	176	190	14
3	146	183	189	6	812	197	201	4	190	199	9
4	90	188	191	3	847	203	206	3	200	207	7
5	95	193	196	3	823	211	214	3	207	212	5
6	103	199	203	4	895	217	219	2	212	216	4
7	88	205	209	4	946	221	224	3	216	219	3
8	70	207	210	3	969	225	227	2	219	222	3
9	20	200	203	3	770	228	230	2	221	223	2



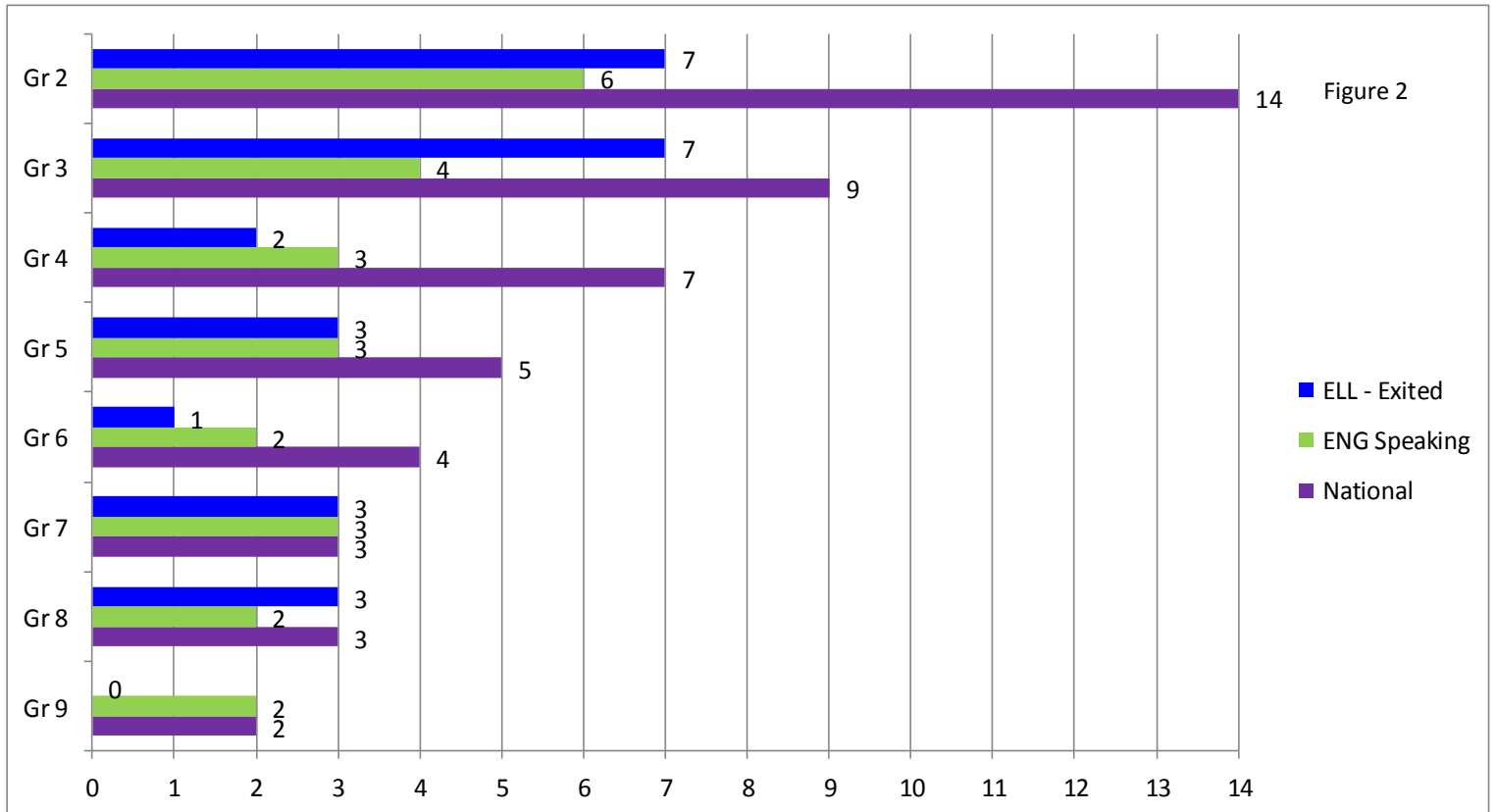
Descriptor: District MAP Reading scores reveal a comparison between exited ELL students, English-speaking students, and a national group of students. On this measure, the average number of exited ELL students made *more progress in RIT points* than the average number of English-speaking students in 3 out of 8 grade levels (compare Column A with Column B). Exited ELL students made the *same* amount of **progress** in the 2 other grades. In grades 4, 6, and 9 the exited ELL group made less progress than their English-speaking peers. It should also be noted that the average number of group members of the exited ELL classification started and finished at the **same or higher RIT score** at all grade levels.

District MAP Reading Assessments Progress Report

Fall '11 - Spring '12 RIT Point Growth

Focus: Comparison of Exited ELL/ English-Speaking/ National Norms

		A.)						B.)				
		RIT - AASD Exited ELL Students			Growth Measure RIT - ELL	RIT - AASD English Speaking Students			Growth Measure RIT - English	RIT - National Norm Group		Growth Measure RIT - National
Grade Level	# of Students	Fall 2011	Spring 2012	Spring 2012	# of Students	Fall 2011	Spring 2012	Spring 2012	Fall 2011	Spring 2012	Spring 2012	
2	6	191	198	7	870	183	189	6	176	190	14	
3	18	199	206	7	812	197	201	4	190	199	9	
4	57	202	204	2	847	203	206	3	200	207	7	
5	56	209	212	3	823	211	214	3	207	212	5	
6	59	218	219	1	895	217	219	2	212	216	4	
7	64	222	225	3	946	221	224	3	216	219	3	
8	63	223	226	3	969	225	227	2	219	222	3	
9	78	222	222	0	770	228	230	2	221	223	2	

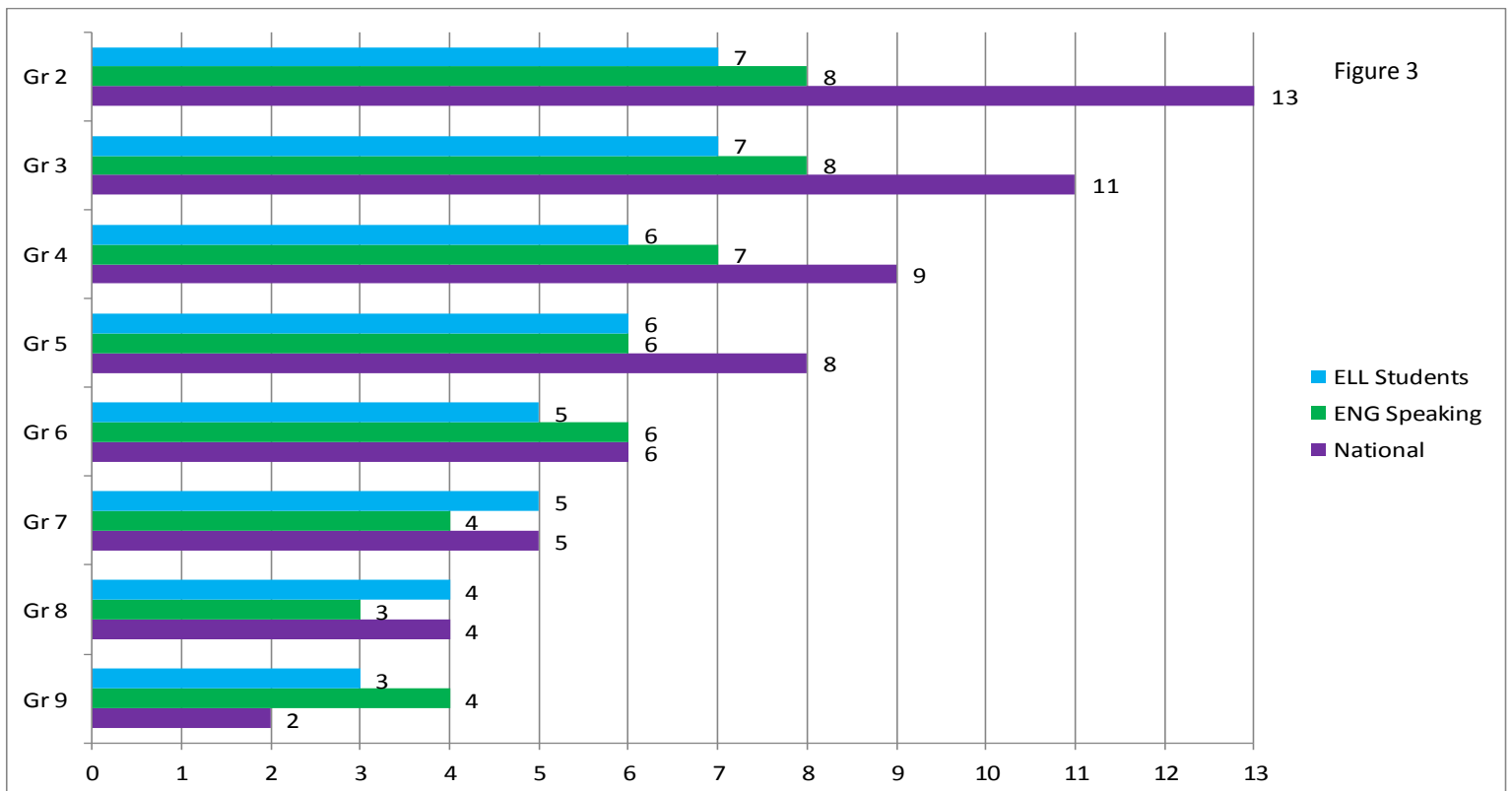


Descriptor: District MAP Math scores reveal a comparison between ELL students, English-speaking students, and a national group of students. On this measure, the average number of ELL students made *more progress in RIT points* than the average number of district English-speaking students in 2 of 8 grade levels (compare Column A with Column B). ELL students made the *same* amount of **progress** in the 1 other grade. In grades 2, 3, 4, 6, and 9, the ELL group made less progress than their English-speaking peers. It should also be noted that the group members of the ELL classification are constantly changing as higher level students exit from ELL and are replaced by new ELL students often at a lower language level.

District MAP Math Assessments Progress Report Fall '11 - Spring '12 RIT Point Growth

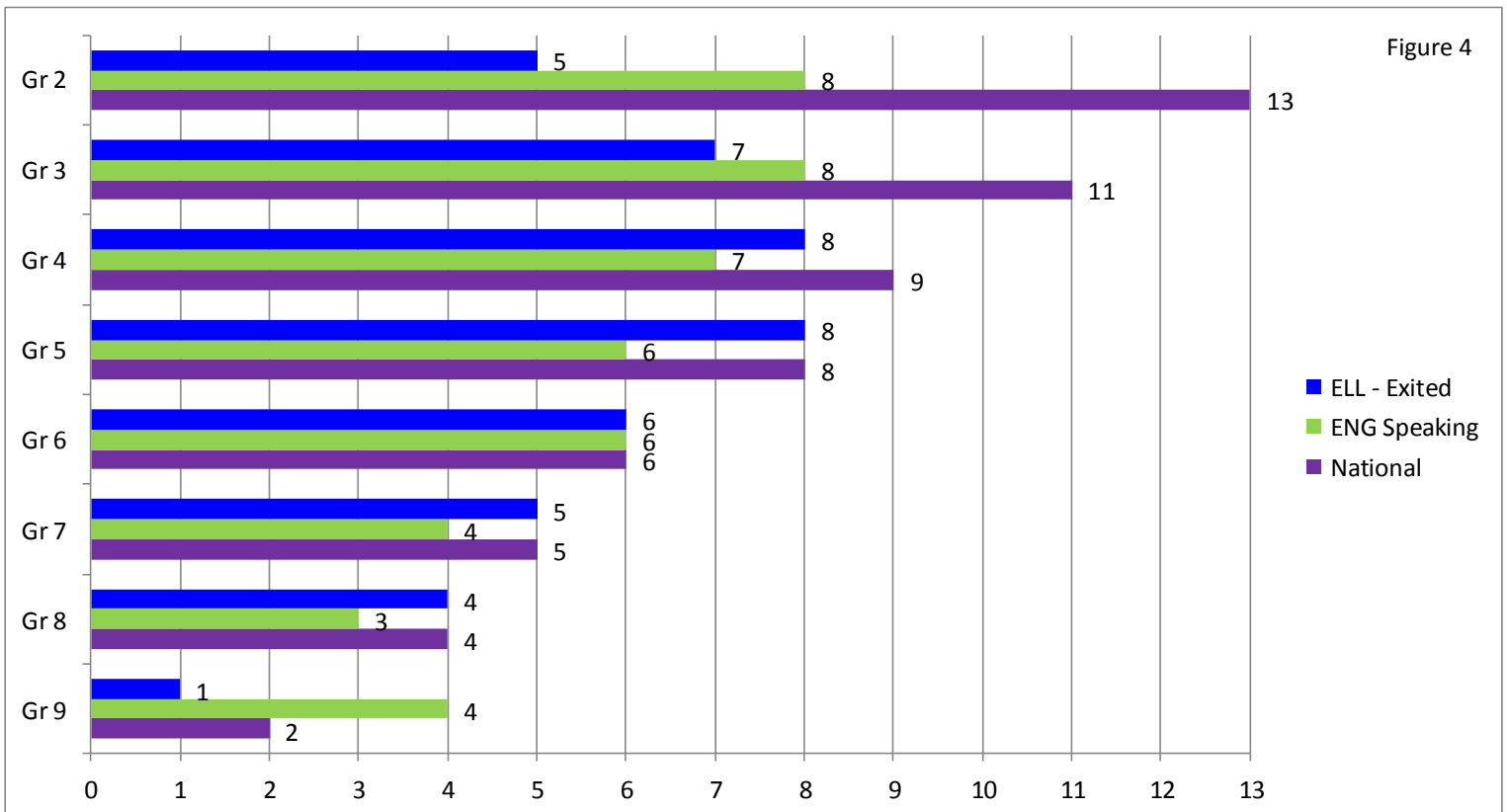
Focus: Comparison of ELL/ English-Speaking/ National Norms

A.)				B.)							
RIT - AASD ELL Students			Growth Measure RIT - ELL	RIT - AASD English Speaking Students			Growth Measure RIT - English	RIT - National Norm Group		Growth Measure RIT - National	
Grade Level	# of Students	Fall 2011	Spring 2012	Spring 2012	# of Students	Fall 2011	Spring 2012	Spring 2012	Fall 2011	Spring 2012	Spring 2012
2	161	176	183	7	871	184	192	8	178	191	13
3	145	187	194	7	803	198	206	8	192	203	11
4	92	192	198	6	847	207	214	7	204	213	9
5	95	199	205	6	821	218	224	6	213	221	8
6	108	209	214	5	893	224	230	6	220	226	6
7	89	214	219	5	937	230	234	4	226	231	5
8	68	218	222	4	967	237	240	3	230	234	4
9	24	209	212	3	810	240	244	4	234	236	2



Descriptor: District MAP Math scores reveal a comparison between exited ELL students, English-speaking students, and a national group of students. On this measure, the average number of exited ELL students made *more progress in RIT points* than the average number of English-speaking students in 4 out of 8 grade levels (compare Column A to Column B). Exited ELL students made the *same* amount of **progress** in 1 grade. In grades 2, 3, and 9, the exited ELL group made less progress than their English-speaking peers. It should also be noted that the average number of group members of the exited ELL classification started and finished at the **same or higher RIT score** at all grade levels.

District MAP Math Assessments Progress Report											
Fall '11 - Spring '12 RIT Point Growth											
Focus: Comparison of Exited ELL/ English-Speaking/ National Norms											
	A.)						B.)				
	RIT - AASD Exited ELL Students			Growth Measure RIT - ELL	RIT - AASD English Speaking Students			Growth Measure RIT - English	RIT - National Norm Group		Growth Measure RIT - Normal
Grade Level	# of Students	Fall 2011	Spring 2012	Spring 2012	# of Students	Fall 2011	Spring 2012	Spring 2012	Fall 2011	Spring 2012	Spring 2012
2	6	184	189	5	871	184	192	8	178	191	13
3	18	201	208	7	803	198	206	8	192	203	11
4	57	205	213	8	847	207	214	7	204	213	9
5	56	215	223	8	821	218	224	6	213	221	8
6	59	226	232	6	893	224	230	6	220	226	6
7	64	231	236	5	937	230	234	4	226	231	5
8	63	236	240	4	967	237	240	3	230	234	4
9	86	232	233	1	810	240	244	4	234	236	2



Progress Report for ELL Students

Profile of Graduation Rates for Hmong and Latino Students

Graduation Year	Senior Students		Graduates by School		Number in College		Number in Technical College		Workforce		Undecided/ Moved/ Military		Withdrawn		Return to HS (Credit Deficient)		
	Hispanic	Hmong	Hispanic	Hmong	Hispanic	Hmong	Hispanic	Hmong	Hispanic	Hmong	Hispanic	Hmong	Hispanic	Hmong	Hispanic	Hmong	
2006	East	13	12	25	10	3	5	5	2	5	1	5	East	0	1	1	8
	North	19	14	35	17	7	14	14	3	2	1	2	North	4	4	1	2
	West	8	7	20	7	0	3	3	2	6	0	4	West	0	1	1	3
	Total	40	99	50	80	14	34	22	7	13	2	11	Total	4	6	3	13
			82.5%	80.8%	35.0%	34.3%	25.0%	22.2%	17.5%	13.1%	5.0%	11.1%		10.0%	6.1%	7.5%	13.1%
2007	East	6	3	28	14	3	4	4	0	3	1	3	East	0	2	2	0
	North	22	16	29	12	4	9	9	4	5	1	3	North	0	1	6	4
	West	8	7	34	17	1	13	13	3	2	0	6	West	0	1	1	2
	Total	36	104	91	43	8	26	26	7	10	2	16	Total	0	4	9	6
			72.2%	90.1%	27.8%	42.6%	22.2%	25.7%	19.4%	9.9%	5.6%	15.8%		0.0%	4.0%	25.0%	5.9%
2008	East	10	9	32	12	4	8	8	1	7	1	5	East	0	0	1	3
	North	17	13	35	11	1	16	16	5	4	1	4	North	2	0	2	5
	West	12	8	37	18	2	5	5	0	7	1	7	West	1	3	3	2
	Total	39	117	104	41	7	29	29	6	18	3	16	Total	3	3	6	10
			76.9%	88.9%	35.9%	35.0%	17.9%	24.8%	15.4%	15.4%	7.7%	13.7%		7.7%	2.6%	15.4%	8.5%
2009	East	21	16	27	12	5	5	5	2	4	0	6	East	0	0	5	5
	North	12	12	51	12	6	24	24	1	8	1	7	North	0	0	0	3
	West	24	19	43	24	5	10	10	4	3	1	4	West	0	2	5	3
	Total	57	132	121	48	24	39	39	7	15	2	17	Total	0	2	10	11
			82.5%	91.7%	24.6%	36.4%	42.1%	29.5%	12.3%	11.4%	3.5%	12.9%		0.0%	1.5%	17.5%	8.3%
2010	East	22	17	41	17	6	18	18	3	4	1	2	East	2	1	3	3
	North	17	14	36	14	6	8	8	5	6	1	8	North	1	2	1	3
	West	19	19	35	20	4	6	6	6	6	4	3	West	0	2	0	2
	Total	58	128	112	51	16	32	32	14	16	6	13	Total	3	6	4	10
			86.2%	87.5%	25.9%	39.8%	27.6%	25.0%	24.1%	12.5%	10.3%	10.2%		5.2%	4.7%	6.9%	7.8%
2011	East	32	23	39	19	11	11	11	4	5	0	4	East	2	0	7	3
	North	24	19	28	11	7	9	9	3	7	1	1	North	2	1	3	6
	West	24	18	35	18	7	12	12	2	3	0	2	West	1	2	5	2
	Total	80	60	104	48	25	32	32	9	15	1	9	Total	5	3	15	14
			75.0%	86.0%	31.3%	39.7%	31.3%	26.4%	11.3%	12.4%	1.3%	7.4%		6.3%	2.5%	18.8%	11.6%
2012	East	25	18	36	22	10	5	5	3	3	1	6	East	3	1	3	1
	North	18	16	51	23	6	9	9	2	12	1	7	North	1	2	1	6
	West	33	25	37	22	11	9	9	2	5	4	1	West	2	1	6	0
	Total	76	141	127	67	27	24	24	7	21	6	16	Total	6	5	10	8
			77.6%	90.1%	26.3%	47.5%	35.5%	17.0%	9.2%	14.9%	7.9%	11.3%		7.9%	3.5%	13.2%	5.7%

General Information—2011-12

School	Teacher FTE	Interpreter FTE
Badger	1.5	1.0 - Spanish
Columbus	0.5	1.0 - Hmong
Edison	1.0	1.0 - Hmong
Ferber	2.0	1.0 - Hmong
Foster	2.0	2.0 – Hmong
Franklin	1.4	1.0 – Hmong 0.5 – Spanish
Highlands	2.5	1.0 - Hmong 1.0 - Spanish
Horizons	2.5	1.0 - Hmong 1.0 - Spanish
Jefferson	1.0	0.5 – Hmong 0.5 – Spanish
Johnston	2.0	1.0 – Hmong 0.5 – Spanish
Lincoln	1.4	1.0 – Hmong 0.5 – Spanish
McKinley / McKinley Newcomers	2.0	1.0 – Hmong 1.0 – Spanish
Madison Middle	2.0	1.0 – Hmong 1.0 – Spanish
Roosevelt Middle	1.0	1.0 – Hmong 0.5 – Spanish
Wilson Middle	1.4	1.0 – Hmong 1.0 – Spanish
East High	1.0	1.0 – Hmong 1.0 – Spanish
North High	1.6	1.0 – Hmong 1.0 – Spanish
West High	1.0	0.5 – Hmong 1.0 – Spanish Latino Support
ELL Diagnostician	0.3	
Total	27.6	27.5
Hmong Literacy	1.0	

Program Types

Elementary Level -Program Models Used– ELL Content-Based Instruction, Transitional Bilingual

Middle Level - Program Models Used– ELL Content-Based Instruction, Sheltered Content Classes

High School Level - Program Models Used– ELL Content-Based Instruction, Sheltered Content Classes

Goals

The ELL/Bilingual Education staff at each ELL school site will develop an annual Continuous School Improvement Plan (CSIP) specifically related to the Appleton Area School District's Board of Education goals in Reading and Writing. This plan will be integrated with the general CSIP plan at each ELL school site, and it will specifically target interventions to support ELL students.