

CHAPTER **SIX**

Evaluation and Accountability



6

Evaluation and Accountability

In this chapter

Evaluation and Accountability Overview

Seven Goals for ELL Programs

Monitoring Program Implementation and Effectiveness

Using Program Effectiveness Information to Improve Implementation and Modify the Program

Evaluation and Accountability: Roles and Responsibilities

The chapter begins with an overview of accountability and evaluation, then sets out the specific goals and evaluation questions.

Specific assessments and methods are then referenced for each goal, and the chapter ends with assignments of responsibility to individuals and groups to make clear their roles in ELL accountability.

Overview

Accountability work is something we all do. This includes students, parents and all personnel at the school and district level -- teachers, counselors, instructional assistants and administrators. Rather than considering evaluation as a specific event (or an annual report), we consider it to be part of our daily work.

We are all accountable for ensuring that ELL programs are optimally effective. All district personnel are expected to follow the procedures specified in this Master Plan.

Staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor for approval to ensure that any such modifications meet the standards set by our local governing board and that they are consistent with state and federal law.

ELL Coordinating Council: a key mechanism for ELL accountability

The Superintendent leads the ELL Coordinating Council. It was designed to ensure that district stakeholders had a mechanism to plan and coordinate for optimal programs and for the success of our English Language Learners. The Council is comprised of the Associate Superintendent, the ELL Director, ELL Program Specialists, Director of Categorical Programs, the OCR Administrator, the Professional Development Director, Area Administrators, and outside evaluators and specialists. The ELL Coordinating Council meets once or twice monthly to discuss topics pertaining to the implementation of our programs for English Language Learners.

The Council also:

- serves as a clearinghouse for strategies, ideas, and suggestions for ELL programs as well as a focus group for collaborative problem-solving;
- provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's program(s) for ELLs;
- makes recommendations for reporting the performance of English Language Learners;
- contributes to the review of the Annual Evaluation Report;
- ensures communication and integration as we continue to bring clarity, consistency, compliance, and continuing improvement to Hayward's programs for English Language Learners.

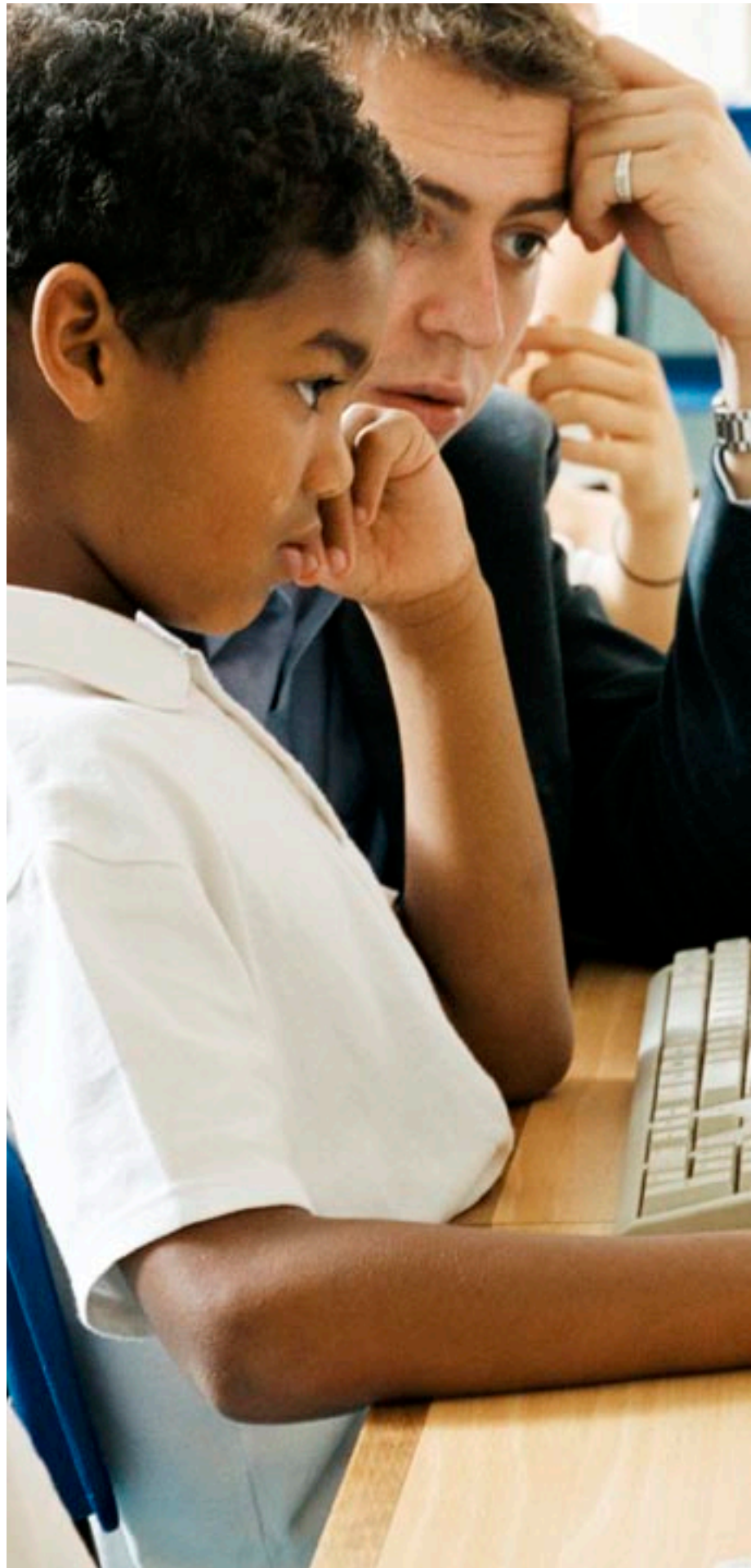


Figure 6.1: Evaluation Goals and Questions

Goal	Evaluation Questions
<p>1. Implementation</p> <p>ELL programs are fully implemented as described in this plan.</p>	<p>1.1 Are ELL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law?</p> <p>1.2 To what extent is the Master Plan for English Language Learners useful to teachers, administrators, and parents as a tool to meet the needs of ELLs and staff?</p> <p>1.3 Are ELLs at high schools gaining access to academically rigorous core classes, per the OCR Settlement Agreement?</p>
<p>2. English Proficiency</p> <p>ELLs will make steady progress in developing academic English, and attain academic English language proficiency as efficiently and effectively as possible.</p>	<p>2.1 Do ELLs meet the state's Title III Annual Measurable Achievement Objective 1 with regard to progress in learning English?</p> <p>2.2 Do ELLs meet the state's Title III Annual Measurable Achievement Objective 2 with regard to attaining English Language proficiency?</p> <p>2.3 Are there overall proficiency gains on all sub tests on the CELDT for students 1-3 years in U.S. schools? Are there overall proficiency gains on all sub tests on the CELDT for students 4-5 years in U.S. schools? Are there overall proficiency gains on all sub tests on the CELDT for students more than 5 years in U.S. schools? What are the overall gains in the cohort groups?</p>
<p>3. Academic Progress</p> <p>a. ELLs will make steady progress in core academic subjects</p> <p>b. ELLs in our district 5 years or longer will meet grade-level standards in core academic subjects</p>	<p>3.1 Are increasing percentages of ELLs making steady academic progress on CST-ELA? (HUSD performance in 2005: 46%; Target for 2006: XX%)</p> <p>3.2 Are increasing percentages of ELLs making steady academic progress on CST-Math? (HUSD performance in 2005: XX%; Target for 2006: YY%)</p> <p>3.3 Are ELLs not making steady academic progress being identified and appropriately served?</p> <p>3.4 Are increasing percentages of ELLs in our district 5 years or longer meeting all criteria required for reclassification? (HUSD performance in 2005: QQ%; Target for 2006: RR%)</p> <p>3.5 Do ELLs (and RFEPs) meet the state's Title I Adequate Yearly Progress target in English Language Arts?</p> <p>3.6 Do ELLs (and RFEPs) meet the state's Title I Adequate Yearly Progress target in mathematics?</p> <p>3.7 Are ELLs (and RFEPs) in high school making expected progress toward graduation?</p> <p>3.8 Are ELLs (and RFEPs) proportionally represented in the following categories:</p> <ul style="list-style-type: none"> • Passing the CAHSEE by the end of Grade 10; • Meeting UC/CSU (A-G) course requirements at high school graduation; • Taking and passing college entrance examinations; • Admission to two and 4-year colleges/universities? <p>3.9 Is there an annual increase in the percentage of ELLs (and RFEPs) for each of the success factors in 3.3 and 3.4?</p>
<p>4. Decrease Risk of Failure</p> <p>Rates for ELLs and RFEPs in categories indicating risk for school failure are no greater than those for EOs.</p>	<p>4.1 Are ELLs (and RFEPs) not overrepresented in the following categories:</p> <ul style="list-style-type: none"> • Suspensions, expulsions, other discipline • Retentions in grades K-5 • Dropouts <p>4.2 Is there an annual decrease in the percentage of ELLs and RFEPs for each of the risk factors defined in 4.1?</p>

* As measured by Annual CELDT, the state criteria for AMAO1 (progress in learning English) are: For students at Levels 1-3 overall, gain one level per year; for students at Level 4 or 5 overall, bring all subskill scores to Level 3 or higher (i.e., English proficient level per State Board of Education guidelines); for students at the English proficient level, maintain that level until reclassified. The state criteria for AMAO 2 (attaining English-language proficiency) on the CELDT are: attain the English proficient level (overall level 4 or 5 with all subskills 3 or higher) after four years or if at the intermediate level or above. Targets for each AMAO steadily increase from 2003 to 2013 (AMAO1: 51% to 64%; AMAO 2: 30% to 46%)

Evaluation Design

The district will conduct an annual evaluation of programs and services for English Language Learners. The programs described in earlier sections are structured around seven goals. The evaluation activities will focus on the evaluation questions listed in the following table that matches goals with evaluation questions. Each year these evaluation criteria will be reviewed, and may be revised in response to program changes and changes in the needs of ELLs.

Prior to December 2006, HUSD will hold a standard-setting exercise with key stakeholders that will result in explicit targets for each of the Master Plan goals. These targets will be reviewed and revised annually.

Evaluating Program Effectiveness

The district has identified benchmarks for the Structured English Immersion Program, Mainstream English, Bilingual Alternative program, and Dual Language Immersion program. (See figures 6.2 and 6.3 at the end of this chapter).

These figures lay out expectations for the level of achievement that students should attain as they progress through Hayward schools. Note that the benchmarks are built around two main parameters in addition to program: 1) the student's CELDT level and 2) the number of years in the program (for CELDT). The evaluation questions related to student outcomes are keyed to these tables and to expectations for achievement set out in the state's Title I Adequate Yearly Progress (AYP) and

Analyses of language and achievement data will always group students by appropriate language classification: Ever-ELLs (ELLs + RFEPs) and Never-ELLs (EOs + IFEPs).

Figure 6.1: Evaluation Goals and Questions (continued)

Goal	Evaluation Questions
<p>5. Biliteracy</p> <p>Students enrolled in Bilingual Alternative and Dual Language Immersion programs will master language skills in Spanish as well as English</p>	<p>5.1 What percentage of all students (ELLs, IFEPs, RFEPs, EOs) participating in these programs score at/above the 50th percentile in reading and mathematics on Aprenda 3?</p>
<p>6. Parent Engagement</p> <p>Parents of ELLs and RFEPs participate meaningfully in their children's education.</p>	<p>6.1 Are parents of ELLs and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)?</p> <p>6.2 Is the rate of parent engagement increasing?</p>
<p>7. Multicultural Proficiency</p> <p>ELLs will develop Multicultural proficiency.</p>	<p>7.1 Are school sites implementing the Equity Action plan by reviewing data in terms of: ELL sub group, RFEP, and other sub groups.</p> <p>7.2 Are school staff taking part in culturally relevant pedagogy?</p> <p>7.3 Student benchmarks and procedures will be developed during 2006-07 to be implemented the following year.</p>

Monitoring Program Implementation and Effectiveness

Goal 1: Program Implementation as Described in the Master Plan for English Language Learners

The district is in the process of developing a program monitoring and accountability system. A Resolution Agreement between Hayward Unified and the Office of Civil Rights provides a framework for evaluation of program implementation. This resolution provides specific objectives and action steps for implementation of this Master Plan.

Monitoring of ELL Master Plan Implementation (Goal 1)

District and site staff will periodically monitor implementation of all ELL programs. The primary goal of the monitoring is to ensure that every school in the district has optimally effective and compliant programs for ELLs. This monitoring will consist of three major aspects:

1. Document Reviews. All schools will conduct annual monitoring by means of review of key files and documents. District-level ELL Specialists (Teachers on Special Assignment (TSAs)), from the Department of ELL Programs and Services, will assist site EL Coordinators with these reviews. The district has developed a Document Review Calendar and Checklist for the annual cycle of document reviews.

Document reviews will be scheduled in all schools each year on a calendar to be announced by August 15 of each year.

2. In depth reviews (district-facilitated self-reviews) will be conducted on a four-year rotating cycle. A chart identifying

Cohorts A, B and C has been is being developed. A third of all district schools will be reviewed each year. In the fourth year, selected schools from cohorts A, B, or C will be reviewed, based on needs identified in prior reviews. The reviews will include a documentation check, teacher and parent interviews, and visits to selected classrooms. They will be conducted by teams to include district staff (ELL Department of ELL Program Specialists in coordination with the Area Administrators), the principal and EL Coordinator from the site being reviewed, and a selected administrator and ELL Coordinator from another school). These in-depth reviews will result in status reports that will provide the basis for individual site improvement work, and for any required Consolidated Programs Monitoring (CPM, formerly CCR) reports to the California Department of Education.

A plan identifying cohorts of schools to participate in in-depth reviews each year is under development. The district will conduct collaborative reviews with approximately 10-12 schools each year.

3. Ongoing coaching and staff development support. District ELL Specialists will help organize site staff development and assist with classroom coaching for eight to nine sites each. They will assist with the document reviews and have lead responsibility for organizing in depth reviews and any needed follow-up. They will each have responsibility for no more than six sites enrolling more than 100 ELLs. They typically will visit each of their assigned schools at least twice monthly and will have weekly contact with schools found to have significant difficulties in implementing ELL programs.

Measures for Monitoring Goal 1:

1. Principal's Assurances Checklist (ELL Form 62)
2. Site monitoring checklists (ELD, SDAIE, etc.) (ELL Forms 63-66)
3. Document review checklist
4. Other checklists to be developed

Our monitoring process:

1. Establishes high expectations for all students and provides a framework for ensuring that student and organizational outcomes are achieved;
2. Promotes full involvement of all stakeholders (administrators, teachers, parents, students) in all phases of planning, implementation, and evaluation activities;
3. Provides for high levels of coordination between district-level and site-level improvement efforts;
4. Ensures that program evaluation is an integral part of school improvement initiatives and activities.

School Principals are responsible for the daily, site-level implementation of the Master Plan for English Language Learners. Throughout the academic school year, principals complete sections of the Principal's Assurances Checklist (Form ELL 62) for ELL Program Services and submit it to their Area Administrator and the Director of ELL Programs and Services according to

the timeline indicated on the checklist. This facilitates ongoing communication with the Area Administrator and the Office of ELL Programs and Services and assists in the monitoring of consistent implementation of this Master Plan throughout the school district. The Associate Superintendent reviews all Principal's Assurances checklists at the end of the academic year.

Goal 2: Steady progress toward and attainment of academic English language proficiency

Students are expected to gain one language proficiency level annually until they reach English proficient level and then maintain level until reclassified. (See also Chapter 3, Monitoring of Student Progress and Reclassification.)

AMA01 defines progress as follows:

- Students at Beginning, Early Intermediate, and Intermediate overall levels are expected to gain one level each year.
- Students at Early Advanced or Advanced level are expected to bring all sub-skills up to Intermediate level.
- Students at English Proficient level are expected to maintain that level (overall and all sub-skills).

Academic ELD progress will be supported and indicated during the year by:

- Report card handbook for "Sources of Evidence"
- In 2005-06, HUSD will be forming assessment committees to plan, develop, and identify district ELD assessments.



ELLs expected to reach the English proficient level (AMAO 2 cohort) includes the following (based on prior year CELDT scores):

- All Intermediate students
- Early Advanced & Advanced students who were not English proficient in prior year
- Beginning & Early Intermediate students who are in US schools for more than 4 years

- Credit is given for Beginning & Early Intermediate students in US schools less than 4 years who reach English proficiency

The CELDT is administered annually according to the state calendar. Results will be analyzed between February and April.

An analysis of academic ELD progress (AMAO1) and English language proficiency attainment (AMAO 2) will be conducted by district, school, language group and

program. District level analyses will help identify professional development priorities.

During the 2006-2007 school year, HUSD will review and measure growth on CELDT and CST. The analysis will focus on the following cohorts:

- Students in U.S. schools 1-3 years
- Students in U.S. schools 4-5 years
- Students in U.S. schools more than five years

Additionally, reports will be provided to each school indicating which ELLs have missed AMAO 1 (progress) and which ELLs from the AMAO 2 cohort did not attain English language proficiency. These will be used for site-level planning and instructional changes.

Goal 3: Steady academic progress toward and attainment of grade-level academic proficiency

Students in our district will make steady progress toward meeting grade-level standards in core academic subjects, as measured by the CST-ELA and CST-Math, as follows:

- Students at “Far Below Basic” will progress in 1 year to “Below Basic”
- Students at “Below Basic” will progress in 1 year to “Basic”
- Students at “Basic” will progress within 2 years to “Proficient”
- No student will drop in academic performance in progressing toward or maintaining “Proficient”

Academic progress will be supported and indicated during the year by:

- District standards-based benchmark assessments in English language arts and mathematics
- CST performance data in English Language Arts and Mathematics will be analyzed each fall. District summary reports will be prepared. In addition, school-level reports identifying students who have not made progress, along with such relevant additional data as time-in-district, and CELDT overall as well as sub skill levels, will be prepared for each school site. The analyses will include cross-sectional profiles of performance by CELDT level as well as disaggregations of data by school, grade level and language group.
- Standard strand analyses of CST data will be performed at the district level in order to identify district wide priority areas for professional development (e.g., strengthening students’ reading comprehension through instructional read-alouds & questioning strategies).
- Reclassification data are collected throughout the spring semester. District staff will review & analyze performance on criteria need for reclassification for all ELLs. In addition, staff will review and analyze academic achievement data for former ELLs. In both instances, data will be disaggregated by number of years in the district, program placement, initial CELDT level, and other relevant variables.

- CAHSEE scores will be analyzed each spring or fall by district personnel and an analysis made available to the schools.
- Data on the other indicators related to high school success will be collected by high school staff and reported to the district, using table formats that are standardized across schools. Analyses will be completed in the fall of each year.

Goal 4: Indicators of Risk for School Failure

School site personnel will compile the data on suspensions, expulsions, other disciplinary actions and retentions, and report it to the district by the end of the school year, using table formats that are standardized across schools.

A methodology for analyzing dropouts will be developed that will mirror the state's dropout reporting paradigm used for the No Child Left Behind reports. Dropout data are disaggregated by language classification, grade level, and other relevant factors.

Goal 5: Biliteracy for Students in Bilingual Alternative and Dual Language Immersion Programs

Analysis of ELL reading and mathematics scores on Aprenda 3, and of CST scores in English Language Arts and Mathematics, will be conducted in the fall of each year.

Goal 6: Parent Engagement

This goal area will require a specific effort to develop benchmarks and indicators. The Department of ELL Programs and Services will work with the DELAC and ELACs to develop specific benchmarks,

instruments, and a calendar of procedures during 2006-07. This will be reviewed and refined and submitted to the ELL Coordinating Council for approval and implementation the following school year.

Sites will report to the district on parent activities implemented during the year, as well as parent involvement in a set of activities to be defined in a standardized way across sites. A parent participation form will be completed each spring and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent involvement in the district as a whole.

Goal 7: Multicultural Proficiency

This goal area will require a specific effort to develop benchmarks and indicators. The Department of ELL Programs and Services will work with the Equity Task Force and others to develop specific benchmarks, instruments, and a calendar of procedures during 2006-07. This will be reviewed and refined and submitted to the ELL Coordinating Council for approval and implementation the following school year.

Using Program Effectiveness Information to Improve Implementation and Modify the Program

The evaluation data gathered and the analyses performed provide a rich source of information on program implementation and outcomes. The data will be used at two levels: the district and the site.

Site Level Use of Information

The self-review materials will assist sites to determine strengths and areas of need in their programs and make adjustments accordingly. Site level reports identifying missing progress and proficiency goals will be provided in order to assist school staff in identifying students in need of greater support. Individual teachers and grade level teams (departments at the secondary level) will use the ELD and SDAIE checklists (ELL Forms 64-66) to do self-assessments on program implementation. “Learning walks” conducted by administrators will provide an additional perspective on classroom implementation of recommended instructional practices. After gathering and discussing the checklist information, each site will develop an action plan for professional development that establishes needs, long-term goals and types of training experiences that are needed to improve instruction. The site plan for professional development should be clearly articulated with the district plan for professional development with prioritization and support. Annual improvement objectives and timelines will also be established. This

information will be included in the school’s Single Plan for Student Achievement.

The site will also be able to compare student outcomes at the site level to the district goals for ELL students, and use this information to plan for improved implementation of the ELL programs.

District Level Use of Information

At the district level, the annual analyses of student outcomes will determine the level of effectiveness of ELL programs. Putting outcome data together with the site self reviews will enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. This will provide a foundation for professional development planning and program improvement planning each year.

An annual evaluation report on English Language Learner Programs will be shared at a regular meeting of the Board of Education.

Figure 6.2: Expected Benchmarks For Structured English Immersion and Mainstream Programs

CELDT LEVELS	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassification
CELDT OVERALL SCORE	1	2	3	4	5	4 or 5
Timeline toward reclassification based on CELDT overall score at time of initial enrollment year*	1st year*	2nd year	3rd year	4th year	5th year	4th year
		1st year	2nd year	3rd year	4th year	3rd year
			1st year	2nd year	3rd year	2nd year
				1st year	2nd year	
					1st year	
APRENDA 3 Test ** Reading/Math	50th Percentile or above					
California Standards Test (CST) English Language Arts	Far Below Basic	Below Basic	Basic	Mid Basic	Proficient	Mid Basic
California Standards Test (CST) Math	Far Below Basic	Below Basic	Basic	Mid Basic	Proficient	Mid Basic
District Standards Based Benchmark Assessments (K-6) ELA	Intensive	Intensive	Strategic	Strategic/ Benchmark	Benchmark	
District Standards Based Benchmark Assessments (K-6) Math	Far Below Basic	Below Basic	Basic	Mid Basic	Proficient	

* 1st year refers to the first time student took the test. (Initial Assessment (IN) thereafter students are tested annually).

** Required for students 12mo. or less and students receiving primary language instruction.

Figure 6.3: Expected Benchmarks For Bilingual Alternative and Dual Language Immersion Programs

CELDT LEVELS	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassification
CELDT OVERALL SCORE	1	2	3	4	5	4 or 5
Timeline toward reclassification based on CELDT overall score at time of initial enrollment year*	1st year*	2nd year	3rd year	4th year	5th year	4th year
		1st year	2nd year	3rd year	4th year	3rd year
			1st year	2nd year	3rd year	2nd year
				1st year	2nd year	
					1st year	
APREND A 3 Test **	50th Percentile or above					
Reading/Math	50th Percentile or above					
California Standards Test (CST) English Language Arts	Far Below Basic	Below Basic	Basic	Mid Basic	Proficient	Mid Basic
California Standards Test (CST) Math	Far Below Basic	Below Basic	Basic	Mid Basic	Proficient	Mid Basic
District Standards Based Benchmark Assessments (K-6) in English and L1 ELA	Intensive + Benchmark in L1***	Intensive + Benchmark in L1	Strategic + Benchmark / Proficient in L1	Strategic/ Benchmark Proficient in L1	Benchmark Proficient in L1	
District Standards Based Benchmark Assessments (K-6) in English and L1 Math	Far Below Basic + Benchmark in L1	Below Basic + Benchmark in L1	Basic + Benchmark / Proficient in L1	Mid Basic + Proficient in L1	Proficient	

* 1st year refers to the first time student took the test. (Initial Assessment (IN) thereafter students are tested annually).

** Required for students 12mo. or less & students receiving primary language instruction.

*** Students instructed and tested in their primary language (L1) are expected to more quickly demonstrate benchmark and proficient levels in academic assessments.

Evaluation and Accountability: Roles and Responsibilities

Student

- Attends school daily and works for high achievement.
- Participates in school activities.
- Communicates regularly with parents, teachers, and support staff.

Parent

- Monitors/promotes ELL's progress in academics, homework, attendance, behavior.
- Supports ELL in activities to promote student achievement.
- Communicates regularly re: student progress with student, teachers and school.
- Attends parent conferences and school functions (e.g. Open House, conferences)
- Participates in school committees—ELAC, Site Council, etc.

Classroom Teacher

- Implements specific ELL programs as described in Master Plan for English Language Learners and provides instruction that meets state frameworks and district and state standards.
- Ensures delivery of appropriate English Language Development (ELD) instruction.

- Monitors ELLs' progress. Reviews school/classroom data. Uses data to modify instruction. Reviews content and ELD standards and assessment procedures.
- Determines/implements differentiated strategies for English Language Learners and R-FEP students.
- Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals.
- Attends Academic Support Team meetings and informs parents of progress and strategies to support students in meeting standards.

Counselor (Middle and High School)

- Assists with initial placements, using the Master Plan for ELLs as a guide.
- Monitors progress of ELLs toward meeting language, academic and multicultural benchmarks.
- Assists with interpretation of student assessments, and collaborates with teachers, the site ELL Coordinators and others in devising individual program modifications and interventions, as needed.
- Supports the implementation of the Master Plan for ELLs.

Paraeducator

- Provides support in the core subjects (English and/or primary language).
- Assists with student testing.

- Supports the implementation of the Master Plan for English Language Learners.

The District English Learner Advisory Committee (DELAC)

- Examines program evaluation findings on an annual basis and frame recommendations for program improvement for the following year as part of its advisory role.
- Reviews the Annual Language Census report

Director of English Language Learners Programs and Services

- Supports sites in implementing Master Plan; monitors implementation of Master Plan, Evaluation Plan, and Monitoring Plan; reviews district and site ELL data.
- Monitors, with Area Administrators and Associate Superintendent, the selection of materials used in the classroom for delivery of ELD and core curriculum to English Language Learners.
- Develops work plan for, supervises, and works closely with ELL Specialists.
- Meets with principals to review site plans for English Language Learners.
- Monitors compliance and ELL procedures at the site and district level.
- Works with Associate Superintendent, Assistant Superintendent of Human

Resources, and Director of Professional Development to provide ongoing training for ELL Site Coordinators, teachers, paraeducators, and support staff (e.g. Admin. Assistants; School Office Assistants).

- Works with Area Administrators, principals and Assistant Superintendent of Human



Resources to ensure timely recruitment, hiring and training of teachers for ELL assignments.

- Provides logistics and support to the ELL Coordinating Council.
- Works with Director, Assessment, Research and Evaluation to prepare the ELL annual evaluation report.

ELL Program Specialists (Teacher on Special Assignment), Department of ELL Programs and Services

- Under the supervision of the Director, develops a work plan to monitor, coach, and support the work of the EL site specialists and classroom teachers at all district sites.
- Works closely with Site administrators to support their ELL accountability work.



Site Administrator

- Monitors all aspects of staffing and instruction for ELL programs, according to the Master Plan.
- Is responsible for all procedures and legal requirements pertaining to ELLs at the school.

- Monitors placement of English Language Learners and oversees reclassification process.
- Reports periodically to district administrators on implementation of ELL programs (Principal's Assurances Checklist)

Area Administrator

- Assists the site administrator by providing support and guidance in all aspects of meeting the instructional and programmatic needs and compliance regulations for ELLs.
- Helps the site administrator in monitoring all aspects of staffing and instruction for ELL programs, according to the Master Plan.
- Helps ensure compliance with all procedures and legal requirements pertaining to ELLs at the school.
- Assists the site administrator in monitoring the placement of ELLs and oversees reclassification process.

English Language Learner Coordinating Council

- Meets at least once monthly
- Reviews and coordinates English Language Learner Programs and issues.
- Ensures that the district adheres to the standards and procedures in the Master Plan and that all offices and departments coordinate their efforts related to programs and services for ELLs.

- Serves as a clearinghouse for strategies, ideas, and suggestions for ELL programs as well as a focus group for collaborative problem-solving;
- Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district’s program(s) for ELLs;
- makes recommendations for reporting the performance of ELLs;
- contributes to the review of the Annual Evaluation Report;
- Ensures communication and integration for clarity, consistency, compliance, and continuing improvement to HUSD programs for ELLs.

Superintendent

- Evaluates district goals relative to our Strategic Plan, including implementation of the Master Plan for English Language Learners, student achievement, professional development, and evaluation and accountability.
- Chairs ELL Coordinating Council

Administrator, OCR Compliance / Student Information and Assessment Center

- Leads the district services for correct identification, classification and reporting of ELLs.
- Works with the Director of ELL Programs and Services to ensure implementation of the ELL master Plan.



- Has lead responsibility for monitoring implementation of the OCR Resolution Agreement re: programs for secondary ELLs.
- Monitors implementation of Master Plan for English Language Learners by classroom teacher.
- Monitors student records and site’s information system for data collection and retrieval.



- Organizes school plan for providing appropriate services to ELLs in Middle and High Schools.
- Prepares school plans for Board of Education approval.
- Works closely with the site English Learners Advisory Committee (ELAC). Informs parents of program results and resources to address student needs.
- Meets with school and district staff to determine program effectiveness.

Site ELL Specialist

- Supports site administrator by implementing and monitoring process and procedures for identifying, testing, placing, and documenting ELLs, including

primary language assessment and reclassification.

- Monitors the accuracy of ELs' data in the district computer system, including numbers of waivers' applied for and approved.
- Informs staff of progress of identified students toward reclassification.
- Serves as a resource for the Student Study Team and Academic Support Team.
- Provides input on staff development opportunities and needs for teachers of EL students.
- Assists with data collection and surveys.

Associate Superintendent, Educational Services

- Evaluates principals on accountability for implementation of the ELL Master Plan.
- Supervises Director of ELL Programs and Services
- Oversees compliance procedures relative to English Language Learners' programs.
- Evaluates district and school site data
- Provides overall support for ELL Programs issues
- Reviews a summary of Principal's Assurances Checklists with the

Area Administrators and Director of ELL Programs and Services.

- Meets with principals and directors to review plans, program modifications, timeline for implementation, and to support services for school sites.

Director, Federal & State Programs & Compliance

- In collaboration with Area Administrators and the Director of ELL Programs, monitors curriculum and fiscal compliance to ensure alignment with our Master Plan for English Language Learners.
- Monitors school plans and budgets regarding ELLs.
- Monitors grants and evaluations for ELLs.

Assistant Superintendent of Human Resources

- Recruits and monitors placement of ELL staff in collaboration with Area Administrators, principals and the Director of ELL Programs and Services.
- Arranges/publicizes CLAD/BCLAD training and other needed staff development to ensure implementation of Master Plan for English Language Learners in collaboration with the Director of ELL Programs and Services and the Director of Staff Development.
- Monitors credentials of all personnel working with English Language Learners.

Director of Assessment, Research and Evaluation

- Monitors assessments used for evaluation of ELL progress.
- Oversees data collection, provides analysis, writes reports, and prepares charts.
- Prepares Annual ELL Evaluation Report together with the Director of ELL Programs and Services
- Works with an ELL Accountability and Evaluation Work Group on annual program evaluation.
- Shares results of evaluation with all stakeholders, including DELAC.