Research Watch
DATA AND ACCOUNTABILITY DEPARTMENT

D&A Report No. 14.05 **March 2015**

Limited English Proficient Students: Progress of Kindergarten Cohorts

Authors: Amy Huebeler (Contractor) and Nancy Baenen

Abstract

We examined the progress of kindergarteners who entered the Wake County Public School System (WCPSS) in 2008-09 and in 2010-11 who were identified as limited in English proficiency (LEP). For the 2008-09 cohort, English proficiency increased steadily over time. Few were able to exit LEP status in their first three years in WCPSS (10.5%); this jumped to 44.5% after four years. Retention rates were higher than for other subgroups, but declined from kindergarten to grade 3. Proficiency on the grade 3 Reading End of Grade (EOG) exam for the full LEP cohort was below that of WCPSS (50.4% vs. 69.6%). Those who exited LEP status before grade 3 had *higher* proficiency than the district on the EOG, and those exiting in grade 3 came close to district proficiency percentages. Patterns were similar for the 2010-11 cohort. A qualitative comparison of schools with the most and least success in improving literacy between kindergarten and second grade revealed the more successful schools served fewer LEP students, had fewer ESL teachers, and had traditional or modified calendars. They tended to provide more time for ESL instruction to newcomers and transitional students, had greater collaboration between ESL and classroom teachers, promoted community involvement more proactively, and exposed LEP students to more grade level materials (higher expectations).

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Research Design	Conclusions that Can be Drawn
☐ Experimental	Program caused the changes identified.
☐ Quasi-Experimental	Program is correlated with changes found (but it is possible that other uncontrolled factors influenced the results).
☑ Descriptive ☑ Quantitative ☑ Qualitative	Provides outcome data for the program, but differences cannot be attributed directly to the program because there is no control of other influences. Describes trends which may be actionable and/or lead to changes which can be tested with future research studies.

Acknowledgement: *We extend our thanks to D&A staff members who helped with this report. In particular, we thank Dina Bulgakov-Cooke who conducted interviews, summarized results, and helped finalize this report, and Juliana Muli, who edited and completed the final review.*

5625 Dillard Drive, Crossroads I, Cary, NC 27518
http://www.wcpss.net

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Executive Summary

The ESL program teaches English to LEP students so they may succeed in mainstream classes, exit LEP status, and graduate from high school. LEP students are expected to master English and content simultaneously, and additional support is provided to reach that goal. LEP subgroup results tend to be reported as snapshots in time, and less is known about LEP student progress over time. This study examined the progress of kindergarten limited English proficient (LEP) students in acquiring English proficiency and reaching achievement standards over time. In addition, we examined whether school characteristics or practices could be identified that were associated with greater progress in helping LEP students meet elementary school literacy standards.

2008-09 Kindergarten LEP Cohort: Key Questions and Findings

How many students entered kindergarten in WCPSS as LEP in 2008-09 and 2010-11?

The primary focus of this report is on students who entered kindergarten in 2008-09 and were identified as LEP. This includes 1,405 students with a home language other than English who took the initial language assessment test and were identified as LEP; most (74.9%) had Spanish as their home language. This group is referred to as the "2008-09 kindergarten LEP cohort" throughout this report. A secondary focus is the 2010-11 cohort of WCPSS kindergarten LEP students because they were the first to be subject to the state's Read to Achieve legislation. The 2010-11 cohort included 1,178 students; 82.4% had Spanish as their home language.

What resources are devoted to language instruction for LEP students?

LEP students receive their primary instruction from their regular classroom teachers. Some have been trained in Sheltered Instruction Observation Protocol (SIOP) techniques. In addition, each WCPSS elementary school has an ESL teacher to provide language development instruction, from part-time up to three full time staff (by formula). All LEP students are eligible for ESL services and receive services based on need and availability. Those with the most limited English proficiency receive the most ESL specific instruction directly from the ESL teacher (daily if possible), those with more English receive moderate support from the ESL teacher, while those who are most proficient are supported by other services as appropriate. Classroom teachers and other staff collaborate with ESL teachers to varying degrees.

Grants or local funding provide additional ESL specific language supports as budgets permit. For the 2008-09 cohort, ESL after school and summer school programs were available.

Beyond regular instruction and ESL services, what other supports are available to LEP students? Did LEP students participate?

Supports available to all students who qualify include special education, intervention services, after-school and track-out programs, and free-or-reduced-price lunch for low-income families. Some individual schools have additional tutoring programs or other supports.

ESL students are considered for all other services for which they qualify, and school staff decides which services are in the best interest of the students. For example, school staff may decide to avoid multiple services that pull the student from the regular classroom each day, and therefore provide them on alternating days. ESL teachers are expected to work closely with others to make informed choices for ESL instruction that connect with grade level experiences.

Beyond ESL, LEP students most often received intervention services; the percentage of the LEP cohorts supported by Title I targeted or school-wide services ranged from 12% to 24% per year through 2011-12. Support outside the school day was also common, with after-school/track out reaching 6-23% of cohort students each year and summer school reaching 4-15%. Special education supported roughly 6-11% of the two cohorts.

6. To what extent did the 2008-09 kindergarten LEP students master English over time?

The 2008-09 LEP kindergarten cohort made steady progress in learning English each year. Few became proficient enough to exit LEP status after three years of instruction in WCPSS (10.5%). This percentage jumped to 44.5% after four years in WCPSS (when students promoted each year would be completing grade 3).

How did English proficiency relate to reading performance in grade 3?

Former LEP students who exited before grade 3 scored well above the district overall on the grade 3 reading EOG (94% vs. 75% proficient), those exiting LEP in grade 3 scored just below the district average (65% vs. 70%), while those who remained LEP beyond 2011-12 scored far below (with 24% proficient). This suggests strong progress in literacy achievement once students reach English proficiency.

The LEP kindergarten cohort of 2010-11 was the first cohort subject to the new state Read to Achieve standard of proficiency in reading by the end of third grade. This standard is based on the new more rigorous test and curriculum. Few students had a good cause exemption since they had been in US schools for more than two years. In 2013-14, 43.8% of the 2010-11 cohort scored at grade level in grade 3 and therefore met the Read to Achieve standard. When disaggregated by English proficiency in grade 3, patterns were similar to those of the 2008-09 cohort. Those exiting before or at the end of grade 3 were more likely to score proficient than those who remained LEP at the end of grade 3.

Are differences evident between schools with a large increase in literacy proficiency from kindergarten entry to the end of second grade and those with a large decrease?

Changes in the percentage of LEP students meeting literacy benchmarks in kindergarten versus grade 2 varied widely by school. Compared to those with the least success, schools with the most success in improving literacy between kindergarten and second grade had fewer LEP students, fewer ESL teachers, and traditional calendars. The most successful schools generally provided more time for ESL instruction (especially for newcomers and transitional students); reported greater collaboration between ESL, intervention, and/or classroom teacher; promoted parent and community involvement more proactively; and exposed LEP students to more on-grade level materials.

Recommendations

New state legislation specifies the goal that all students read at grade level by the end of grade 3. Reading ability is an important predictor of school success, and over half of the LEP 2010-11 cohort tested in grade 3 did not reach the Read to Achieve cutoffs this year. The implication is that LEP students need stronger language instruction throughout the day to facilitate English acquisition. To accomplish this, WCPSS should strive to become more efficient and effective with existing resources as well as expanding supports. School staff interviews suggest stronger collaboration within schools and with community groups and volunteers may help. Also suggested were increased ESL staff to support newcomers and students with higher levels of English proficiency who are transitioning away from receiving direct ESL services, expanded preschool experiences and support outside the school day, as well as more resources such as books, technology, and training for teachers. See the Recommendations section at the end of this report for further details.

Introduction

Students with limited English proficiency (LEP students) in Wake County Public School System (WCPSS) traditionally show lower achievement on various measures than most other subgroups. These students are expected to master English and content simultaneously, and additional support is provided to support that goal. Eventually it is hoped that their achievement will improve and will mirror that of other students. However, it is difficult to see whether this has occurred based on current reporting methods. This led the WCPSS Data and Accountability Department to conduct three studies about the extent to which LEP students are able to exit LEP status within four years and their achievement.

- The first study found that, among three groups of students, those entering WCPSS as LEP in grades 6 or 7 in 2008-09 were most likely to exit LEP status after four years (54%), followed by those entering in kindergarten (39%), and finally those entering in grade 9 (27%). Additionally, students who scored higher on the initial LEP placement test were more likely to have exited LEP status within four years. (Baenen 2013a).
- The second study found that 46% of the LEP students who entered WCPSS at grade 9 and stayed in the district graduated within four and a half years. In addition, former LEP students who remained in WCPSS through high school did in fact graduate at the same rate, 83%, as other students (Baenen, 2013b).

Kindergarten LEP Cohorts

In this third study, the primary focus is on the students from the first study who entered kindergarten in 2008-09. This study focuses on their growth in English proficiency and achievement over four years as well as the services that were available to them. In addition, this study focused on data from six elementary schools which served students from this cohort to look deeper into characteristics of the LEP population and school, instructional practices, and parent/community supports.

The cohort of LEP students who started in WCPSS in kindergarten of 2010-11 is also included for some additional analyses. This cohort was the first to be subject to the requirements of Read to Achieve legislation.

Methods

The key evaluation questions addressed in this report were established in collaboration with program staff and are listed in the Executive Summary at the front of this report. The report is also organized by these key questions. This mixed methods study employed both quantitative and qualitative methods, which are described in the context of each data source. Most analyses were descriptive. Therefore, the report describes trends which may be actionable and/or lead to changes which can be tested with future studies. Specific details regarding methodology are included with the results as appropriate.

In order to track progress of the kindergarten cohort students over time, data elements were combined from several sources. These sources include data files downloaded from NCWise and Federal Data Collection (FDC), program participation rosters from individual schools, program documentation from the ESL office, and interviews with both school and central staff members. See Appendix A for more detail on methods, the key questions addressed, the data sources, and an indication of the question numbers each data source addresses.

LEP Student Cohorts

How many students entered kindergarten in WCPSS as LEP in 2008-09 and 2010-11?

As shown in Table 1, 1,595 LEP students were in kindergarten in WCPSS in 2008-09, and 1,540 in 2010-11. These numbers include both new students and those who are repeating a grade level. The number of LEP students in kindergarten has fluctuated from a low of 1,379 in 2009-10 (13.0% of all kindergartners) to a high of 1,799 in 2013-14 (14.7% of kindergartners); the general trend has been an increase in the number of LEP students over time. The percent of LEP students at each grade level decreases noticeably after grade 3, reflecting students who either exit LEP or leave WCPSS after four years.

Table 1

Percent of WCPSS Enrollment That Was LEP by Grade Level, 2008-09 through 2013-14

School Year:	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14*	
Grade Level	#	%	#	%	#	%	#	%	#	%	#	%
K	1,595	13.7	1,379	13.0	1,540	13.3	1,716	14.3	1,706	14.2	1,799	14.7
1	2,064	17.6	1,689	14.2	1,351	12.3	1,608	13.5	1,686	13.8	1,692	13.4
2	1,771	15.3	2,037	17.5	1,623	13.6	1,384	12.4	1,635	13.7	1,732	13.9
3	1,272	11.4	1,764	15.2	1,879	16.1	1,573	13.1	1,388	12.3	1,642	13.7
4	934	8.6	988	8.9	1,076	9.2	1,059	9.1	978	8.1	829	7.2
5	805	7.6	799	7.3	725	6.4	796	6.7	795	6.8	699	5.7
Total	*8,441*	12.5	*8,656*	12.8	*8,194*	11.9	*8,136*	11.5	*8,188*	11.5	*8,393*	*11.5*

Sources: FDC files (LEP) and WCPSS Demographics website (overall enrollment). Percentages represent LEP #/total enrolled in grade. Interpretive Example: In 2008-09, the 1,595 LEP kindergarten students in WCPSS reflected 13.7% of the overall kindergarten enrollment of 11,642 (total enrolled not shown).

WCPSS uses two World-class Instructional Design and Assessment (WIDA) tests: WIDA-ACCESS Placement Test (W-APT™) and Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®, or ACCESS). The W-APT screens incoming students to determine whether they are to be classified as limited-English proficient (LEP). Students are given the W-APT if a language other than English is indicated on the Home Language Survey given to all students at enrollment. The ACCESS for ELLs is used to test LEP students each year to determine LEP status for the following school year (Baenen, 2013a). The kindergarten cohort of 1,405 students being studied is 88% of the total number of kindergarten LEP in that year; the remainder of the 1,595 was either repeating

kindergarten or did not have W-APT scores available for some other reason. All students assessed with the W-APT and identified as LEP in 2008-09 are also shown. More than half of the students who entered WCPSS as new LEP students in 2008-09 were entering kindergarten that year, and the vast majority, nearly 81%, were in elementary school (Table 2).

Table 2
LEP Students New to WCPSS in 2008-09

2008-09 Grade Level	Students Taking W-APT	
	Number	Percent of Total
K	1,405	53.9%
1	161	6.2%
2	182	7.0%
3	103	4.0%
4	139	5.3%
5	117	4.5%
All Elementary	**2,107**	**80.9%**
All Middle	**264**	**10.1%**
All High	**235**	**9.0%**
Total	***2,606***	***100.0%***

School and central office ESL staff have indicated that the LEP population can be very transient, coming and going from schools, sometimes returning to the same or a different WCPSS school. By the end of the 2012-13 school year, when much of the 2008-09 kindergarten cohort would be entering fourth grade, about 81% of this group remained in or had returned to WCPSS schools. (See Table 3.)

Only 4.5% of the kindergarten cohort were able to exit LEP status at the end of one year (2008-09) in WCPSS. This percentage increased slightly after two and three years of instruction in WCPSS, with the biggest increase after four years in WCPSS as LEP, when 44.5% were able to exit LEP status.

Table 3
Percent of Active 2008-09 Kindergarten Cohort Students who Exited Each Year

Number of Years LEP	Percent of Active Cohort Students who Exited within this Number of Years (cumulative)
1	4.5%
2	6.2%
3	10.5%
4	44.5%

Notes: Percentages are calculated using cohort students remaining active in the following school year, which decreased slightly each year as students left WCPSS.
Total students in cohort = 1,405; 227 had left WCPSS by the end of four years.

Goals and Services

What are the expected outcomes of the ESL program?

The ESL program promotes a school wide effort to provide effective core instruction that engages LEP students meaningfully and continually promotes language development. In addition, ESL teachers provide opportunities for LEP students to accelerate language learning and learn skills so they may succeed in mainstream classes, exit LEP status, and graduate from high school. There are several milestones that must be met along the path to graduation, including but not limited to promotion to the next grade level. In elementary school, students take their first state end-of-grade (EOG) exams in grade 3.

Title III of the No Child Left Behind Act of 2001 (NCLB) requires states to establish three annual measurable achievement objectives (AMAOs) for LEP students. The North Carolina State Board of Education's AMAOs are to be met at the district level. They address:

1. Progress in mastery of English measured using the ACCESS test,
2. The percentage of LEP students achieving English proficiency and exiting LEP status, and
3. The attainment of annual measurable achievement objectives by the LEP subgroup.

AMAO achievement is not specific to our kindergarten cohorts, but results are included in Appendix B for context. WCPSS has tended to meet the first two English proficiency objectives but not the third related to academic achievement.

A new requirement was added beginning in 2013-14 that every student be proficient in reading at the end of third grade. The Excellent Public Schools Act became law in July of 2012 (see http://www.ncleg.net/Sessions/2011/Bills/House/PDF/H950v7.pdf, pages 38-45). The 2010-11 kindergarten LEP cohort was the first to be subject to this requirement, so we examined this cohort in achievement charts in the results section of this report.

Students who did not demonstrate third grade reading proficiency based on a number of criteria and "good cause exemptions" were invited to attend a summer reading camp. Those who demonstrated proficiency at the end of camp could be promoted, while those who did not might be retained or placed in one of two special third/fourth grade classes for focused reading help. Students with "good cause exemptions" included LEP students who have had less than two years of ESL services, those who qualified for alternative assessments, those who demonstrated proficiency through a student reading portfolio, and certain students who have been previously retained. (See Public Schools of North Carolina, n.d.). Those LEP students who had been in WCPSS in 2010-11 and received ESL services since kindergarten did not qualify for the ESL good cause exemption and were expected to meet the same reading proficiency standards as non-LEP students.

What resources are devoted to language instruction for LEP students?

Language instruction services are provided to all LEP students, and the type and frequency of services delivered to a student depends on the individual's needs. WCPSS guidance to schools follows state guidelines, as shown in Appendix C for the Language Instruction Educational Program (LIEP). In 2013-14, the LIEP listed criteria for categorizing students as needing comprehensive, moderate, or transitional ESL services based on their W-APT or ACCESS scores, amount of time enrolled in US schools, and the students' ability to participate meaningfully in classes. It also listed appropriate minimum services to students in each category. All LEP students were to receive content from the standard WCPSS curriculum in daily lessons from the regular teacher. In addition, the ESL teachers were to work closely with the regular teachers to provide additional instruction and monitor progress. Schools were encouraged to exceed the following minimums for direct service from the ESL teacher.

- Comprehensive service included direct service from the ESL teacher at least three times per week for 20-30 minutes per session.
- Moderate service provided a minimum of direct ESL service of once a week for 20-30 minutes for kindergarten and 30-45 minutes for grades 1-5.
- Transitional service was to be based on individual student needs and supports available; at a minimum it required periodic meetings of the ESL and regular teacher to set goals and monitor performance with follow-up as needed. Examples of support could be a writing or reading club or after-school or intersession/summer help.

Based on school staff interviews, most ESL services for comprehensive and moderate students were delivered using pull-out groups of approximately 30 minutes three to five days per week over the last few years. The frequency of pull-outs depended on each student's proficiency level and abilities. Transitional students were sometimes pulled out as needed based on collaboration between the classroom teacher and ESL teacher; some received another service.

Regular classroom teachers and ESL teachers at each school provided the primary instruction (Tier 1) for LEP students. The number of ESL teachers varied, depending on the projected number of LEP students at each school in each year. Table 4 shows that the number of LEP students required for a school to receive one full-time ESL teacher position decreased from 74 in 2010-11 to 41 in 2011-12; the number of required students has increased since then but is still lower than it was in 2010-11 (see Figure 1). Consequently, the 2008-09 kindergarten cohort may have had more limited access to services in grades 1 and 2 due to the higher student to teacher ratios those years than kindergarten LEP students entering WCPSS in 2011-12 or later.

Table 4

Number of Projected LEP Students Required for ESL Teacher Positions, 2009-10 through 2013-14*

	Minimum Projected LEP Students				
Number of Positions	**2009-10***	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Central Office Support Only			0**		
< 0.5***		0	20	0	0
0.5	1	26	30	25	19
1.0	74	74	41	44	56
1.5	123	123			93
2.0	172	172	122	131	130
2.5	221	221			167
3.0	270	269	203	218	204
3.5	319				241
4.0			284	305	

***Source**: Documentation from WCPSS ESL office*

***Notes**: Positions were allocated only as one-half or full positions in 2011-12 and 2012-13.*

**2009-10 is the first year for which the ESL office was able to provide records of ESL teacher formulas.*

***In 2011-12, schools with 0-19 projected LEP students received central office support only.*

****Schools with less than half a position were allotted 2-3 months of employment for ESL teachers.*

Figure 1

Number of Projected LEP Students Required for ESL Teacher Positions, 2010-11 and 2013-14

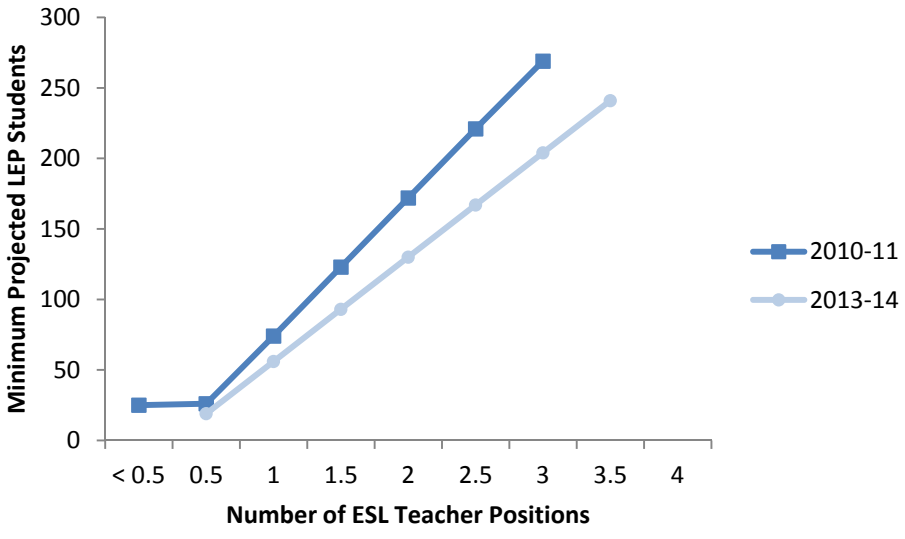


Table 5 shows the actual number of schools that were allotted each number of ESL teacher positions. From 2010-11 to 2011-12, when the required number of LEP students to receive a full-time teaching position decreased from 74 to 41 (Table 4), the number of schools with a full

position nearly doubled, from 35 to 67. Consequently, the number of schools with a part-time position has decreased, from 43% of elementary schools in 2010-11 to 20% in 2011-12 and 18% in 2012-13. With the formula requiring slightly more LEP students for a full-time position in 2013-14, this percentage most likely has gone down, and one school interviewed for this study was impacted by this formula change, with their ESL teacher decreased from full-time to half-time in 2013-14. (The number of ESL teacher positions for 2013-14 was not available at the time of this report writing.)

Table 5

Schools by Number of ESL Teacher Positions by Year, 2008-09 through 2012-13

Number of ESL Teacher Positions	Number and Percent of Elementary Schools with Indicated Number of Positions									
	2008-09		2009-10		2010-11		2011-12		2012-13	
	#	%	#	%	#	%	#	%	#	%
0	5	5%	6	6%		0%	6	6%		0%
< 0.5		0%		0%	7	7%	5	5%	10	10%
0.5	28	28%	40	39%	37	36%	9	9%	8	8%
1	37	37%	32	31%	35	34%	67	65%	71	69%
1.5	16	16%	16	16%	19	18%		0%		0%
2	10	10%	6	6%	3	3%	15	15%	13	13%
2.5	3	3%	1	1%	1	1%		0%		0%
3		0%	1	1%	1	1%	1	1%	1	1%
Number of Elementary Schools	*99*		*102*		*103*		*103*		*103*	

The ESL office also funded supplemental supports through summer school in 2010 and 2011 and after-school or track-out programs in 2010-11 and 2011-12 at several schools. Most programs focused on students with lower proficiency levels, while ESL summer school was open to all LEP students beginning in 2010, with an emphasis on continued support in reading and writing. The program was modified in 2012 to serve primarily newcomer students and others with low scores on the ACCESS Reading subtest. Services provided are meant to build academic vocabulary and improve writing skills across disciplines.

Beyond ESL services, what other supports are available to LEP students?

In addition to primary instruction offered by classroom and ESL teachers, students may also receive academic support (Tier II) through intervention specialists funded through Title I or other sources (for literacy and mathematics), special education, Y Learning (after school), or other efforts. Title I services included students selected for services at targeted-assistance and schoolwide service schools. Low-income students may also participate in the free-or-reduced-price lunch program.

Ready-to-Learn Centers (http://www.projectenlightenment.wcpss.net/ready-to-learn_centers/) provide services to families of preschool-aged children at six regional sites across the district. They aim to serve the highest-needs families in order to help prepare children and parents for kindergarten. Parents are offered classes to learn about child development and how they can help their children at home as well as learn about other resources available in the community. They also offer kindergarten readiness camps to help children practice skills that will be expected when they enter kindergarten. Their brochures and curriculum for parents are offered in Spanish.

The Office of Translation and Interpretation Services provides services districtwide upon request when schools need assistance communicating with parents who speak languages other than English. Schools can request assistance with services such as translating critical documents to be sent home or interpreting during presentations and parent conferences. Bilingual staff members available in some schools assist with translations and interpretations of basic communications, but they are not always available, qualified for assisting with critical documents, or able to speak the required language.

The Communications department offers parent academies at several sites across Wake County (http://www.wcpss.net/parent-academy/). Workshops are offered at three district sites and nine community sites. Central Communications staff determines the schedule and topics to be presented at the district workshops, while each community center chooses what they would prefer for their location. Additional services are available to parents of LEP students, and schools may request parent academies in different languages to be held at the school site. The languages offered as of 2014-15 are English, Spanish, Korean, Chinese, and Arabic. The communications department offers tutoring for children while their parents attend the workshops, so this eases the childcare burden on the parents. Topics addressed include:

- Preparation for kindergarten
- Transition to the next level (middle school, high school, college)
- How to support literacy/learning at home
- Understanding and interpreting test results
- How to communicate with the school
- Parenting topics

Did LEP students participate in support programs beyond ESL during the school day?

We examined records of intervention service provided through Title I, SWD, summer school, and after-school and track-out programs that were available for the two LEP kindergarten cohorts. All Title I schools became schoolwide in 2012-13, but in the time period studied, most schools offered targeted assistance to individual students based on achievement needs. The pattern of service varied somewhat for the 2008-09 and 2010-11 kindergarten cohorts.

- Of the 2008-09 kindergarten LEP cohort, 19.5% received Title I support in kindergarten and decreased to 12.6% in the following year (when most students were in grade 1). The percentage of 2010-11 cohort students receiving Title I support increased from 11.9% in kindergarten to 23.9% the following year, see Table 6.
- The highest participation in these programs occurred in the 2011-12 after-school/track-out program, with 23.3% of the 2008-09 cohort and 15.9% of the 2010-11 cohort participating.
- The 2010-11 cohort had a higher percentage of students participating in 2011 summer school, with 15.2% compared to 5.7% of the 2008-09 cohort; this is likely due to the increased proficiency of the 2008-09 cohort by the summer of 2011.

Table 6

2008-09 and 2010-11 Kindergarten Cohort Program Participation by Year

2008-09 Kindergarten LEP Cohort								
	2008-09		2009-10		2010-11		2011-12	
Active Cohort Students	1,391		1,293		1,220		1,178	
Title I	274	19.5%	163	12.6%	215	17.6%	270	22.9%
SWD	88	6.3%	121	9.4%	130	10.7%	127	10.8%
Summer School (2010 & 2011)	N/A		N/A		53	4.3%	67	5.7%
After-School/Track-Out	N/A		N/A		91	7.5%	275	23.3%
2010-11 Kindergarten LEP Cohort								
	2008-09		2009-10		2010-11		2011-12	
Active Cohort Students	N/A		N/A		1,170		1,110	
Title I	N/A		N/A		139	11.9%	265	23.9%
SWD	N/A		N/A		81	6.9%	82	7.4%
Summer School (2010 & 2011)	N/A		N/A		N/A	N/A	169	15.2%
After-School/Track-Out	N/A		N/A		67	5.7%	177	15.9%

***Note**: The number of active students in each cohort is the number who was still active in WCPSS at the end of the indicated school year according to end-of-year student locator files. All percentages are calculated using active students in the denominator, regardless of LEP status at the time. N/A means not applicable.*

Use of resources such as translation and interpretation services and parent resources varies, and many of the schools interviewed for this study used those resources. School staff members did not seem to be as familiar with the services offered by the Ready-to-Learn centers, even though the centers each serve multiple schools.

Results

Did LEP students show progress over time in terms of: English proficiency, exit from LEP status, achievement, and retention in grade?

Kindergarten LEP students gained steadily in their English proficiency with each year in school for both the 2008-09 and 2010-11 kindergarten LEP cohorts (see Table 7). Initial English ability varied considerably among those qualifying as LEP in kindergarten; those with stronger English were able to exit LEP status more quickly (Baenen, 2013a).

When the 2008-09 and 2010-11 cohorts first entered WCPSS in kindergarten, they were identified as LEP based on a W-APT score of less than 27 in Listening and Speaking. ACCESS scores are on a different scale of 1-6, with a composite score of 4.8 or more needed for students to exit LEP status. Each year, the average score for those tested increased, with the numbers exiting LEP jumping substantially from year 3 to year 4.

Table 7

W-APT and ACCESS Comparison of 2008-09 and 2010-11 Kindergarten LEP Cohorts

	2008-09 Kindergarten Cohort		2010-11 Kindergarten Cohort	
Group Represented	**N**	**Average Score**	**N**	**Average Score**
All Cohort Students' W-APT (Year 1)	1,405	16.47	1,178	15.89
Year 1	**2008-09**		**2010-11**	
All Cohort Students' ACCESS Scores	**1,362**	**2.27**	**1,149**	**2.34**
Cohort Students Exiting LEP	59	5.32	51	5.47
Cohort Students Remaining LEP	1,303	2.13	1,098	2.19
Year 2	**2009-10**		**2011-12**	
All Cohort Students' ACCESS Scores	**1,240**	**3.53**	**1,070**	**3.59**
Cohort Students Exiting LEP	24	5.55	21	5.12
Cohort Students Remaining LEP	1,216	3.49	1,049	3.56
Year 3	**2010-11**		**2012-13**	
All Cohort Students' ACCESS Scores	**1,152**	**4.09**	**1,005**	**3.88**
Cohort Students Exiting LEP	55	5.40	8	5.45
Cohort Students Remaining LEP	1,097	4.02	997	3.87
Year 4	**2011-12**		**2013-14**	
All Cohort Students' ACCESS Scores	**1,056**	**4.50**	**962**	**4.57**
Cohort Students Exiting LEP	409	5.17	420	5.19
Cohort Students Remaining LEP	647	4.07	542	4.08

***Notes**:*

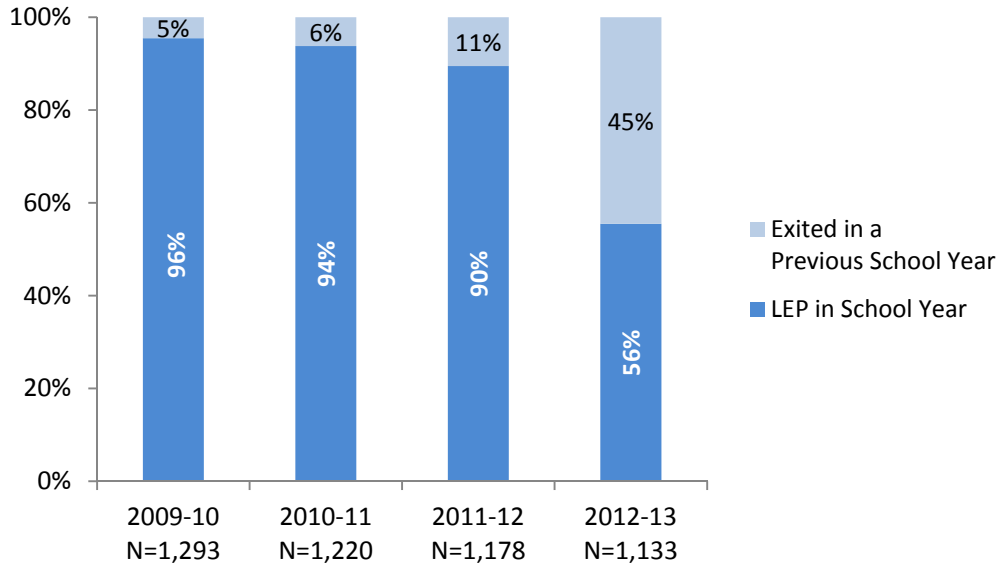
- *Years 1-4 represent the years when each cohort was in WCPSS. Grade level is not represented in this table, so retentions are not taken into consideration Therefore, a student who was never retained would be in grade 3 in year 4, while a student who was retained once would be in grade 2.*
- *W-APT score is the sum of raw listening and raw speaking scores, as this is the score used to determine LEP status for students entering kindergarten. ACCESS score used is the composite/overall ACCESS score, with a score of 4.8 needed to exit LEP status (out of a possible score of 6).*

2008-09 Cohort Results: LEP Exit Rates

Few LEP students who entered WCPSS kindergarten in 2008-09 were able to master English sufficiently to exit LEP status in their first years in school. As shown in Figure 2, by 2011-12, when students promoted annually would have been in grade 3, just 10.5% of the cohort students who remained in WCPSS had exited LEP status. In 2012-13, when most would have been in grade 4, this jumped to 44.5% (although over half were still LEP). This is consistent with national research, which indicate LEP students normally exit LEP status within 3-8 years if they enter at ages 5-7 (Collier, 1987).

Figure 2

Annual LEP Status of 2008-09 LEP Kindergarten Cohort Students Remaining in WCPSS



***Note**: Exit rates reported here are different from those reported in Baenen (2013a) because the methodology used was different. In this report, the percentage calculation for each year includes only students active at the end of each year. In the prior report, student exits from LEP status were counted even if they subsequently left WCPSS.*

***Interpretive Example:** In 2009-10, when most of the 2008-09 kindergarten cohort would have been in grade 1, only 5% of the students who remained in WCPSS had exited LEP status.*

Promotion and Retention in Grade

LEP retention rates are considerably higher than the overall WCPSS retention rates (Paeplow, 2013). Table 8 shows that retentions were highest at grades K and 1 for both cohorts, with higher overall retention rates for the 2008-09 cohort compared to the 2010-11 cohort.

- For the 2008-09 kindergarten LEP cohort, 92.9% were promoted and 7.1% were retained in grade in 2008-09 (their kindergarten year) and 6.7% were retained in 2009-10 (when nearly all were in grade 1). Retention rates dropped in subsequent years, to 2.8% and 2.4%. The total number of retentions for 2008-09 and 2009-10 was 186 compared to 62 in 2010-11 and 2011-12.
- For the 2010-11 LEP cohort, retention rates were lower in kindergarten and first grade than for the 2008-09 cohort, at 5.5% and 5.0%. The downward trend reflects district trends in retention. The total number of retentions over the two years was 119.

Table 8

2008-09 and 2010-11 Kindergarten Cohort Promotion/Retention by Year

2008-09 Kindergarten LEP Cohort								
	2008-09		2009-10		2010-11		2011-12	
Active Cohort Students	1,391		1,293		1,220		1,178	
Promotions	1,291	92.8%	1,203	93.0%	1,178	96.6%	1,147	97.4%
Retentions	100	7.2%	90	7.0%	38	3.1%	29	2.5%
Summer Promotions	*1*	*0.1%*	*3*	*0.2%*	*4*	*0.3%*	*1*	*0.1%*
Promotions, including summer	*1,292*	*92.9%*	*1,206*	*93.3%*	*1,182*	*96.9%*	*1,148*	*97.5%*
Retentions, including summer	*99*	*7.1%*	*87*	*6.7%*	*34*	*2.8%*	*28*	*2.4%*
2010-11 Kindergarten LEP Cohort								
	2008-09		**2009-10**		**2010-11**		**2011-12**	
Active Cohort Students	N/A		N/A		1,170		1,110	
Promotions	N/A		N/A		1,105	94.4%	1,051	94.7%
Retentions	N/A		N/A		65	5.6%	58	5.2%
Summer Promotions	*N/A*		*N/A*		*1*	*0.1%*	*3*	*0.3%*
Promotions, including summer	*N/A*		*N/A*		*1,106*	*94.5%*	*1,054*	*95.0%*
Retentions, including summer	*N/A*		*N/A*		*64*	*5.5%*	*55*	*5.0%*

***Note**: The number of active students in each cohort is the number who was still active in WCPSS at the end of the indicated school year according to end-of-year student locator files. All percentages are calculated using active students in the denominator, regardless of LEP status at the time.*

KIA and K-2 Book Level

Only 35-36% of students in each of the two LEP cohorts scored as orally proficient on the oral language checklist on the KIA (Table 9). (The standard was a score of 3 or 4 on two or more of the four items on the checklist.) This is less than half the rate of all incoming kindergarten students tested in those years (89% in 2008-09 and 78% in 2010-11). Gaps were wide, at 54.4 and 42.1 percentage points respectively.

On grade 2 reading measures (Book Level for the 2008-09 cohort and the Reading Curriculum-Based Measurement for the 2010-11 cohort), gaps were smaller but still considerable between the percentages of low risk students among cohort students versus WCPSS overall. The gap for the 2008-09 cohort at 37 percentage points was larger than that of the 2010-11 cohort at 30 percentage points.

Table 9

KIA and Book Level Results for 2008-09 and 2010-11 Kindergarten Cohorts

	2008-09 Cohort		2010-11 Cohort	
Kindergarten Results	**2008-09 KIA**		**2010-11 KIA**	
LEP Cohort	1,405		1,178	
Students with Scores Available	1,295	92.2%	1,061	90.1%
Students with 3 or 4 Oral	451	34.8%	381	35.9%
All WCPSS KIA Scores Available	11,325		11,135	
All WCPSS KIA with 3 or 4 Oral	10,098	89.2%	8,684	78.0%
Grade 2 Results	**2010-11 Book Level**		**2012-13 Spring R-CBM***	
LEP Cohort	1,220		1,178	
Students with Scores Available	1,218	99.8%	1,006	85.4%
Students Proficient / Low Risk	569	46.7%	525	44.6%
WCPSS All Students	7,977		7,950	
Meeting Standard (Low Risk)	6,695	83.9%	5,980	75.2%

**R-CBM = Reading Curriculum-Based Measurement*

Cut-off values for risk categories of "at risk," "some risk," and "low risk" for R-CBM are defined in "DIBELS 6th Edition Benchmark Goals" (The University of Oregon Center on Teaching and Learning,2012).

EOG Results

2008-09 Cohort

Most students in the 2008-09 kindergarten LEP cohort would have been in grade 3 in school year 2011-12. Grade 3 students take a North Carolina End-of-Grade test in reading at the end of the school year. Within the kindergarten LEP cohort, 50.4% scored proficient in reading in 2011-12. While the group still scored below the district (50.4% versus 69.6%), the gap is considerably smaller than what is officially reported for LEP versus overall rates (where LEP rates include only the cohort students who were still LEP at the time of testing). Of course, an estimated 162 students had been retained and were not able to take the grade 3 test. If those students were included as not proficient, the proficiency percentage would be lower.

The LEP exit status of the cohort was related to their EOG performance status at grade 3. Of those LEP students able to exit LEP status before grade 3 (in K-2), 93.2% were able to show performance at grade level, well above the district overall. Those exiting at the end of grade 3 scored just below the district average, while those who were to remain LEP beyond grade 3 scored far below the district average. (See Table 10 and Figure 3.)

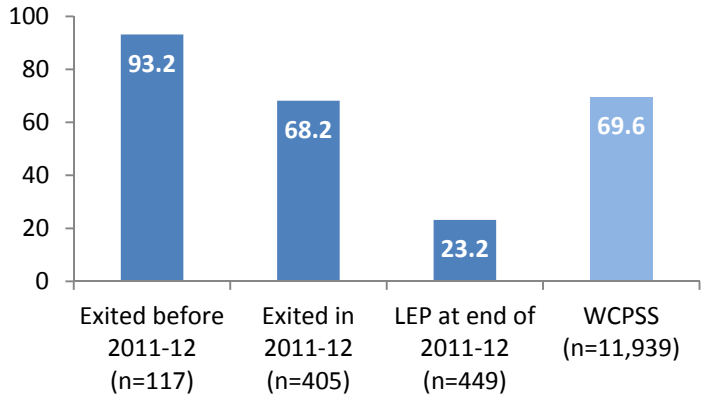
Table 10

2011-12 EOG Grade 3 Results Comparisons: K 2008-09 LEP Cohort and WCPSS

Group	LEP Status	2011-12 Reading EOG Results: Number Students with Scores	Mean Achievement Level	Percent Proficient
2008-09 Kindergarten Cohort Students	Exited before 2011-12	117	3.33	93.2
	Exited at end of 2011-12	405	2.70	68.2
	LEP at end of 2011-12	449	1.81	23.2
	Total	*971*	*2.36*	*50.4*
All Grade 3 Students Taking EOG in 2011-12	LEP	1,508	2.05	34.0
	Non-LEP	10,431	2.99	74.8
	Total	*11,939*	*2.87*	*69.6*

Figure 3

2011-12 EOG for 2008-09 Kindergarten LEP Cohort by LEP Status: Grade 3, Percent Proficient



Note: 2008-09 Kindergarten LEP cohort with 2010-11 Reading EOG scores available, N = 971.

We examined immigrant status, home language background, and initial W-APT scores for each of these cohort subgroups to determine if they may have played a part in these results (Table 11). Proportion significance tests and pairwise t-tests were run to determine if there were differences at the .05 level or greater between the three groups.

Overall, 14.5% of the cohort students were immigrants, and 74.4% were Spanish speakers. In terms of patterns of differences in characteristics across groups:

- Those who exited LEP status before 2011-12, the smallest group (about 12% of the total), were significantly *more* likely to be born outside of the US (were immigrants) than the third group, but were not than the second group. They had significantly higher initial scores on the W-APT upon entry to WCPSS. Finally, this group had a *significantly* larger proportion of non-Spanish speaking students than the other two groups.

- LEP students who remained in the program at the end of 2011-12 had a significantly lower average W-APT as well as the highest proportion of Spanish-speaking students among the three groups (significantly higher than the second group).

Table 11

2008-09 LEP Student Characteristics by Exit Status: 2008-09 W-APT, Immigrant Status, and Language

Group Exit Status	Number of Students with 2011-12 EOG Scores	Average W-APT	Percent Immigrant	Language Group					
				Spanish	Asian	Hindi	European	Arabic	Other
1. Exited LEP before 2011-12	117	22*	24 (20.5%)	38 (32.5%)	29	6	4	3	37
2. Exited LEP at end of 2011-12	405	19*	56 (13.8%)	303 (74.8%)*	31	8	16	15	32
3. Remained LEP at end of 2011-12	449	16*	58 (12.9%*)	381 (84.9%)*	18	6	15	10	19
Total	971		138 (14.2%)	722 (74.4%)					

Notes: *WAPT from 2008-09; students who score below 27 are LEP.*

** Indicates t-test or proportion comparisons by group were significant at $p < 0.05$.*

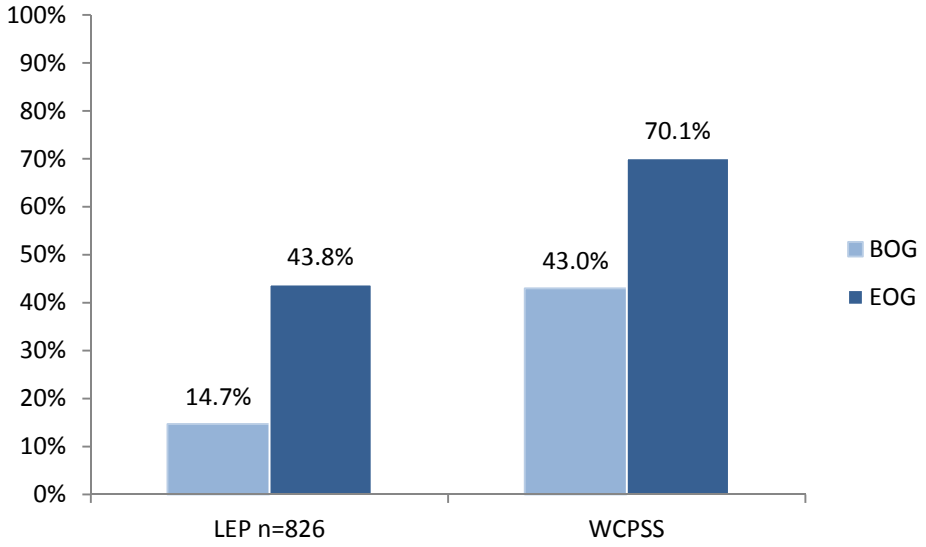
******* Asian group includes Chinese, Japanese, Vietnamese, and Korean.*

2010-11 Kindergarten Cohort

Unless retained, the 2010-11 cohort of students was in grade 3 in 2013-14 and subject to the requirement to show mastery of third grade reading on the EOG test. This was a formidable standard given that only 11.5% of the 2008-09 cohort was proficient in English by grade 3, and both the curriculum and state assessment became more rigorous in 2012-13 with North Carolina's adoption of the common core. As Figure 4 shows, few LEP students in the cohort (14.7%) scored at grade level when they entered grade 3; 43.8% scored at grade level to meet the new requirement at the end of grade 3. Thus, while 29% were able to improve their status from fall to spring, more than half were still eligible for summer school (unless they demonstrated mastery in another way). Progress from fall to spring was similar to that of WCPSS students overall (29 vs. 27 percentage point increases), although a considerably higher percentage of WCPSS students scored proficient in both fall and spring. Cohort students scored as high in the spring as WCPSS students scored in the fall.

Figure 4

Percentage of LEP 2010-11 Cohort Third Graders Scoring Proficient in Reading on the BOG and EOG in 2013-14



Note: BOG=Beginning of Grade Reading test. EOG=End of Grade Reading test.

Table 12 shows the 2010-11 LEP cohort students based on whether they had exited LEP status prior to the end of 2013-14 (Table 12). Less than half of the cohort (48%) had exited LEP status by the end of four years. This is slightly higher than the percentage from the 2008-09 cohort that had exited in the same amount of time, when 44.5% had exited by the end of four years.

Table 12

Exit Status of 2010-11 Kindergarten LEP Cohort at End of 2013-14

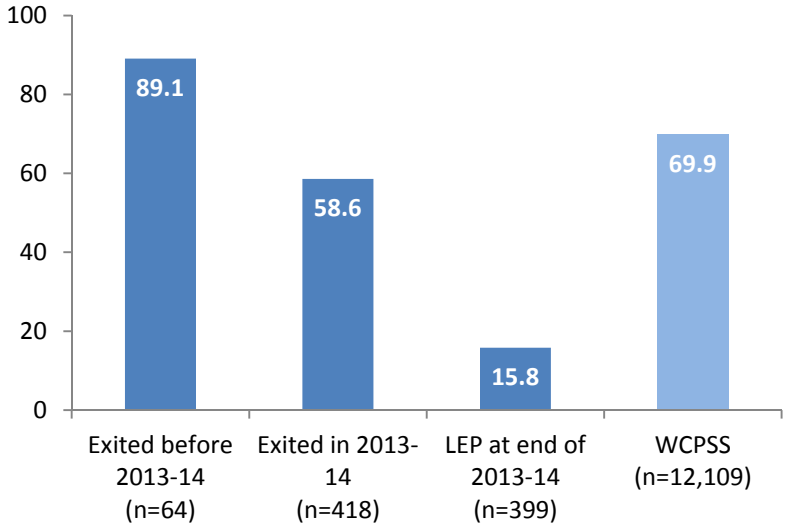
Status	Number of Students	Percent of Total
Exited before 2013-14 (<= 3 years LEP)	81	7.7%
Exited in 2013-14 (4 years LEP)	422	40.3%
Remained LEP at end of 2013-14 (>4 years LEP)	543	51.9%
Total	**1,046**	

***Note**: Excludes students from the cohort who were retained or left WCPSS.*

These groups scored differently from each other and from the district, on average, on the grade 3 reading EOG in 2013-14. As shown in Figure 5, those who exited before 2013-14 scored the highest with 89.1% proficient, while those who remained LEP at the end of 2013-14 scored the lowest with 15.8% proficient. Those who had just passed the ACCESS test in 2013-14 scored about 11 percentage points below the district at 58.6% proficient versus 69.9%, respectively. While the pattern is the same, these proficiency rates are lower than for the 2008-09 LEP cohort, reflecting the higher standards applied.

Figure 5

2013-14 Reading EOG for 2010-11 Kindergarten LEP Cohort by LEP Status: Grade 3, Percent Proficient



Note: N=881

These results led us to examine the characteristics of each group. Table 13 on the next page shows that the characteristics of those who exited LEP status before 2013-14 were different than those who either exited in 2013-14 or remained LEP at the end of that year. Based on independent sample t-tests:

- The smallest group, those who exited LEP prior to 2013-14, had significantly higher W-APT scores upon entry than the students who were exiting in 2013-14 or remained LEP at the end of the year. This group also had a significantly lower percentage of Spanish-speaking students than the other two groups and a higher percentage of immigrant students than the third group.

- The second and the third group, those who exited in 2013-14 and those who remained LEP after 2013-14, were similar to each other in terms of the percent of immigrants. However, the second group was significantly less likely to be Spanish-speaking than the third group.

Table 13
2010-11 LEP Cohort Characteristics: W-APT, Immigrant Status, and Language

LEP Exit Status	Number Students with 2013-14 EOG Scores	Average 2010-11 W-APT	Percent Non-Immigrant	Language					
				Spanish	Asian**	Hindi	European	Arabic	Other
1. Exited LEP before 2013-14	64	20*	79.7%	31 (48.4%)*	8	3	4	4	14
2. Exited LEP in 2013-14	418	18*	88.3%	341 (81.6%)*	19	4	9	16	29
3. Remained LEP at end of 2013-14	399	15*	91.7%*	358 (89.7%)*	15	1	3	8	14

Notes: *W-APT from 2010-11; students who score below 27 are LEP.*
** Marks a statistically significant difference (.05) based on proportions or t tests.*
***Asian includes Chinese, Japanese, Vietnamese, and Korean.*

Are differences evident between schools with a large increase in literacy proficiency from kindergarten entry to the end of second grade and those with a large decrease?

Case Study School Interview Results

To better understand the factors that can affect performance of LEP students in elementary schools, structured interviews were conducted at six schools. Interviews focused on two key questions:

- How were LEP students supported, and what challenges did schools face in providing that support?
- Did differences exist in LEP student support in schools with more and less success in helping students meet kindergarten and grade 2 literacy benchmarks?

At each school, four to five staff members (an administrator, an ESL Teacher, a kindergarten teacher, and a fifth grade teacher) participated in the interviews. A contractor and two Data and Accountability professional staff carried out the interviews during one school day at each school Responses from each school were analyzed holistically by school and by question for each group of schools. A brief summary of methods for case studies is provided here, with more detail and interview questions provided in Appendix A.

Sample

To be in the case study sample, schools first had to have had at least 10 LEP students in the 2008-09 kindergarten LEP cohort. We then rank-ordered schools based on the percentage change in LEP student proficiency between the oral language checklist section of the Kindergarten

Initial Assessment and the instructional book level standards at the end of grade 2. To provide contrast, we restricted our possible matches to the top and bottom 15 schools in this rank order. We selected two sets of three schools matched on family income, languages (Spanish, Asian, and other), and number of LEP students.

We tried to represent school calendar types in each group, but this turned out not to be feasible. Among the 13 schools with the highest positive change, 12 had a traditional or modified calendar; among the schools with the highest negative change, only one had a traditional or modified calendar (the rest had year-round calendars).

Differences were evident in both characteristics and practices as described in the next sections.

Characteristics

In all of the schools chosen, at least 50% of the LEP students were Spanish speakers, but other language groups were represented. All schools noted that many parents did not speak English. Two schools in each group had a high percentage of students who receive free-or-reduced-price lunch (FRL), an indicator used to indicate the level of affluence at a school. (See Table 14.)

Table 14
Number of Cases and Group of Case Study Schools

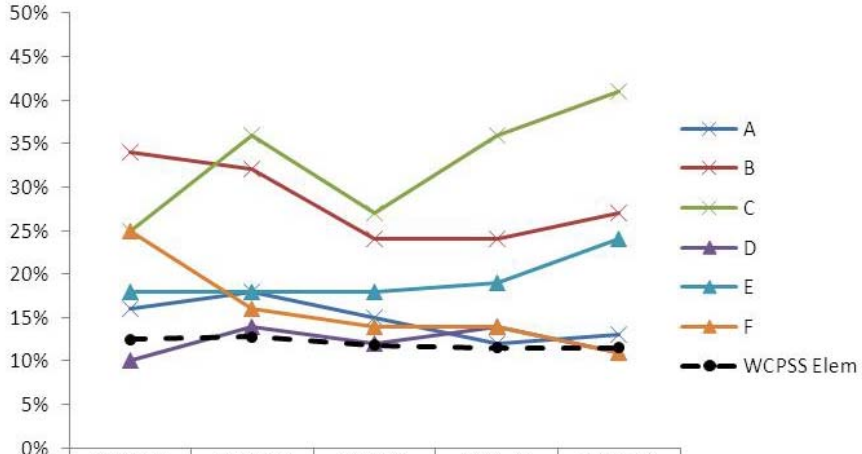
School	Cohort Students	Cohort Home Language(s)	2008-09 FRL Range	Interviewees
Low Group of Schools*				
A	17	Spanish & Asian	Mid	4
B	26	Spanish & Asian	High	5
C	49	Spanish & Other	High	4
High Group of Schools*				
D	16	Spanish, Asian, & Other	Mid	4
E	13	Spanish & Other	High	5
F	16	Spanish	High	4

*Group is based on progress in reaching literacy benchmarks between K entry and grade 2. The Low Group had the largest percentage point decreases between the KIA oral language checklist and grade 2 book level, while the High Group had the largest increases.

As Figure 6 shows, five of the six schools had a higher percentage of LEP students than the district overall, with School D close to the district average. The two schools (B and C) with the highest percentages of LEP students in most years were in the low group.

Figure 6

Percent LEP at Case Study Elementary Schools, 2008-09 through 2012-13



	2008-09	2009-10	2010-11	2011-12	2012-13
A	16%	18%	15%	12%	13%
B	34%	32%	24%	24%	27%
C	25%	36%	27%	36%	41%
D	10%	14%	12%	14%	11%
E	18%	18%	18%	19%	24%
F	25%	16%	14%	14%	11%
WCPSS Elem	13%	13%	12%	12%	12%

Note: Schools A, B, C = Low Group Schools D, E, F = High Group

As mentioned earlier, we used a positive change from Oral Proficiency on the KIA to Book Level at grade 2 to find high and low groups of schools. The high group had a *lower* percentage of students scoring proficient initially based on the KIA, but they made more progress over time (Table 15). While this instrument has been utilized for years in WCPSS to determine students' initial English language ability, it does not have norms and it involves some subjectivity in ratings.

We therefore checked to determine if the same progress patterns would be evident based on the W-APT kindergarten language screener, which is a normed measure of listening and speaking used only with students with a home language other than English. The same pattern of improvement was evident between grades K and 2 on both measures. The fact that the differences over time were smaller based on the W-APT than the KIA oral proficiency measure should be considered when interpreting results. It is interesting that the W-APT resulted in higher proficiency ratings for the high group of schools, and only school D was among the three lowest schools based on both measures.

Table 15
Test Scores for Case Study Schools

Group	Students in 08-09 K Cohort	Home Language			FRL	W-APT Groups				2008-09 KIA	Gr 2 Bk Level	Book Level-KIA (Change)	Book Level - W-APT Gp 3-4 (Change)
		% Spanish	% Asian	% Other	% 2008-09	% in Group 1	% in Group 2	% Gp 1 or 2	% Gp 3 or 4	% Oral Proficient	% Proficient		
Low	17	65	35	0	24	59	6	65	*35*	47	*12*	*-35*	*-23*
Low	26	85	15	0	56	19	42	61	39	42	*8*	*-35*	*-31*
Low	49	96	0	4	60	43	24	67	*33*	51	*22*	*-29*	*-11*
High	16	50	19	31	24	44	25	69	*31*	*6*	50	44	19
High	13	92	0	8	68	8	23	31	69	*15*	69	54	0
High	16	100	0	0	58	25	19	44	56	*6*	69	63	13

Notes:

- *Italic font and shading* shows the lowest three schools within key test result columns.
- For W-APT, Group 1 students have the least proficiency in English; group 4 has the most.

Two differences in characteristics are notable.

1. The high group of schools had fewer students in the kindergarten cohort (45) than the low group (92). This is largely due to one school with a high number of LEP students. While the low group also had more ESL staff to address student needs, the concentration of ESL students in regular classrooms may have played a part in a lower percentage of students meeting book level standards in grade 2.
2. The high group of schools all had traditional or modified calendars while the low group all had year-round calendars. This difference may be primarily explained by other differences in the schools. However, further exploration is warranted in terms of the level and types of collaboration and student support possible during and outside of normal school hours.

Practices

Based on responses to our interview questions, all case study schools seemed genuinely concerned about helping LEP students learn. All provided primarily pull-out ESL services. However, staff members in the high group of schools were more likely than the low group to:

- Set high standards for the students and hold high expectations.
- Expose the students to grade level material and use technology resources.

- Collaborate across school staff more fully to support ESL students.
- Be more proactive in seeking help from the community and parents to support their LEP students.

Standards and Expectations: Setting high standards and holding high expectations with appropriate support is consistent with research that has shown students whose teachers expect them to do well actually do perform better in school (Rosenthal and Jacobson, 1968a, 1968b). The high group of schools was more likely to mention exposing LEP students to grade-level materials and supporting students in reaching them. In a previous WCPSS study of schools which showed more positive achievement trends for elementary students with multiple-risk factors (being low income, LEP, and/or SWD), we also found high expectations was key (Baenen, Ives, Lynn, Warren, Gilewicz, & Yaman, K., 2006). Students with teachers who have a growth mindset and are focused on how students can grow are held to higher standards than those with teachers who have a fixed mindset and are focused on what students can already do. Growth-minded teachers set high standards, believe students will achieve those standards, and give them the tools to do so (Dweck, 2006). Overall, staff interviewed in the high group of case study schools reflected a growth mindset for students more often than those in the low group. They focused on the abilities of the students as well as challenging the students with grade level or more difficult materials to keep them moving forward, while the low group focused on working to meet the students at their level and bringing them up from there. The high group of schools also mentioned exposing LEP students to grade-level material more often. The low group mentioned student-related factors contributing to success over twice as often as the high group. This finding raises the question of whether these staff were more likely to see students as having a more fixed potential based on their past experiences, which could impact their expectations (Dweck, 2006). Further study would be needed to explore this possibility.

Instruction and Collaboration Within the Schools

ESL Instruction: ESL teachers in both groups most commonly pulled LEP students from classrooms to provide instruction, which teachers saw as the only setting feasible to schedule all students if schools had only one ESL teacher. Push-in services were more common in the low group schools, perhaps because they had more teachers. The fact that a 30-minute pull-out could become as little as 20 minutes of direct instruction due to travel time to and from the regular classroom was mentioned as a challenge. Transitional and exited LEP students were more likely to be supported directly by the ESL teacher in two of the three high group schools. (See Tables 16A and B for more information by school.)

Staff in both groups expressed concern that transitional and exited students still struggle in the regular classrooms, making it difficult to reach academic benchmarks. However, top schools were more likely to have found some ways to give more support (2 of 3) which often involved collaboration across teachers.

- In one school, the principal indicated everyone pitched in to support LEP students, and every teacher was considered an ESL teacher. The ESL teacher had Letterland and SIOP

training and helped train other teachers on select SIOP topics. Fifth grade teachers also team-taught subjects, which made it easier to differentiate instruction for all students.
- Another high group school found ways to provide push-in support at the upper grades and allowed transitional and exited students to come to the small groups when they were struggling.

In contrast, low group schools more likely just recognized the issue without a solution. One teacher mentioned that a Book Club was available for low achievers in the upper grade levels, but it met only once a week, and available slots were prioritized based on level of need. The ESL teacher at the school indicated that once the students exited she helped with the transition and then had little involvement with them.

Regular Classroom Instruction: Regular classroom teachers in both groups mentioned several techniques fairly commonly:

- Incorporating SIOP techniques into their lessons (such as visual aids or manipulatives) to provide LEP students with extra support to understand lesson content. However, many had not been formally trained.
- Assigning a more proficient student to assist a low proficient student.
- Utilizing Letterland, which was viewed as being especially engaging and helpful for LEP students. (Letterland uses characters, actions, and sounds to help children learn phonics and other literacy skills.)
- Differentiating instruction for students of different levels, and
- Learning some Spanish in order to help them better communicate with Spanish-speaking students as they learn English.

The high group schools mentioned using high-interest materials, web-sites, computer programs, reading grade-level materials to those below grade level for exposure, and conducting one-on-one reading conferences to discuss materials and strategies more often than the low group. This could be because the high group of schools had fewer teachers and therefore relied more heavily on resources the students could use more independently. One teacher in a low group school indicated that common core was a stumbling block. While she saw the goals as the same for all students and felt CMAPP was a great resource, she indicated that CMAPP suggestions did not always fit her students' needs.

Support Outside the School Day: Both groups offered some support outside of the school day, but the high group tended to provide more weeks of support than the low group.

Collaboration: All schools mentioned some collaboration across teachers around the needs of LEP students. Both groups mentioned collaborating in PLTs with regular teachers and sometimes with intervention teachers. Collaboration was more extensive within the high group, utilizing both formal and informal mechanisms. For example, one school mentioned spreading PLT times across the week so the ESL teachers could attend groups as appropriate (as well as

through email and informally). Weekly progress monitoring with the team was an example from another high group school.

Table 16A

LEP School Supports and Collaboration—High Group Case Study Schools

School:	D	E	F
ESL Teachers	1	2.5	0.5
LEP Students	Mid-range (9-16%). Half Spanish; half Asian and Other.	High (over 16%). Over 75% Spanish.	High in 2008-09 (over 16%); mid-range in 2013-14 (9-16%). Over 75% Spanish.
Collaboration between ESL, Intervention, and classroom teachers	Formal and informal. Works with the literacy teacher on Letterland. Works to build SIOP skills of teachers by topic; provides materials to teachers of students who have no English at all; also PLT collaboration.	Mostly informal. ESL teacher offers resources to other teachers; ESL PLT is separate, but other PLTS invite ESL teacher for LEP student discussions. Tier II and intervention also collaborate. ESL teachers review status of their students' quarterly.	Formal and informal. ESL teacher is full time -- half ESL and half Intervention; big support with home communication, collaborates with classroom teachers, gives ideas; sends books home in English and Spanish. Meets with PLTs.
ESL Teacher Resources Used (Tier I)	Beyond Avenues and WIDA, teacher generates own materials a lot, heavy use of Reading A to Z.	Teachers' approaches vary. One uses Avenues more; other uses technology heavily - Reading A to Z, Raz-Kids to use at home.	ESL teacher uses CMAPP as a guide; does not have working computers or iPads available.
ESL Setting and Frequency	Pull-out–all students get at least 3x a week for 30 minutes by grade level; newcomers get more.	Pull-out 30 minutes 3x a week, limited push-in, includes transitional students.	Mostly pull-out (push-in for K or transitional). Comprehensive: 4-5 days a week, 20-40 min. Moderate: 2-3 days a week Transitional: as needed
Other Supports (Tier II)	After school four days per week, many are LEP or former LEP. Teachers and volunteer tutors once a week. Summer school at nearby church.	ESL after-school, about 20 kids for 10-12 weeks in the spring. Community volunteers once a week.	Paid after-school program available for all students.

Table 16B

LEP School Supports from Low Group Case Study Schools

School:	A	B	C
Number of ESL Teachers	Low (1)	High (3)	High (3.5)
LEP Students	Mid-range (9-16%). Over half Spanish.	High (over 16%). Over half Spanish.	High (over 16%). Over half Spanish.
Collaboration between ESL, Intervention, and classroom teachers	ESL teacher collaborates with regular teachers quarterly.	Beginning in 2013-14, interventionists, special education teacher, and ESL teacher meet with grade levels every three weeks on a rotation	Four ESL teachers, graduation coach, collaboration with interventionists, literacy services, SIOP trained
ESL Teacher Resources Used (Tier I)	Avenues mostly. Does 2 mini-lessons. Limited use of technology. Incorporates Letterland on limited basis; regular teacher takes lead.	Reading A to Z at all grade levels, Raz-Kids club after school (mentioned but not emphasized)	Resources: Imagine Learning (very helpful), Language for Learning, RAZ Kids (ESL), Mickey Math, Success Maker, Letterland.
ESL Setting and Frequency	Pull-out with one teacher. Time does not allow for push-in. After transition, students move to literacy group if they qualify.	Mostly pull-out, some push-in based on individual needs.	Mostly pull-out; push-in services at K-1 and fifth grade writing.
Other Supports (Tier II)	Immigrant/LEP Track-out program in 2011-12, students would attend if it was offered again; good attendance. Track-out program for grades 3-4-5; EOG focus.	Track-out academy, a week of math & reading intervention on each break for those who need it most, usually LEP.	This year, one week track-out camp for lowest LEP students.K-5 program was previously funded, but this year K-2 only. Read to Achieve camp in third grade; internally funded for 3-5.

Parent and Community Support: The high and low group of schools had some similarities:

- While parent involvement was encouraged, it was a challenge, because many parents were limited in their ability to help because of their own level of English proficiency. Some staff in both groups mentioned sharing information about free English classes at Wake Technical College, but they indicated interest was limited for a variety of reasons.
- Parents of LEP children want their children to succeed.
- Providing materials and resources to parents in Spanish as feasible was viewed as helpful.

Several schools also mentioned Parent Academy sessions from the Communications Department as very useful to help parents understand how they can help their child (e.g., read in their language together, listen, ask key questions, check on whether homework is completed). Sessions held in home areas led to higher turnouts.

Two of the three low schools mentioned distance and transportation as issues, with one mentioning that students lived quite a distance from the school. One of the two schools had started holding parent meetings in the students' neighborhood.

One difference between the groups was that the high group of schools seemed to not depend on parent involvement quite as much, with more community involvement utilized to compensate. Two of the three high group schools seemed to be more proactive in finding ways to compensate for these limitations in order to facilitate student growth. The low group focused more on finding ways to increase parents' understanding and involvement. A previous WCPSS study of students with multiple risks found students who succeeded tended to have strong support at school as well as *either* strong parental support or community support (Baenen, Paeplow, Ives, & Reichstetter, 2007). See Table 17 for a summary by school within each group.

Table 17

Parent and Community Supports

High Group Case Study Schools			
School:	**D**	**E**	**F**
Communication	Hard; easier with refugee families that have sponsors	Communication is tough, but good with Spanish	Manage with extensive school and help from central staff.
Translations/Interpreters	Some--Important documents; use interpreter phone support. Bilingual staff not mentioned.	Extensive use—two Spanish teachers, central staff for full week of staggered entry	Bilingual receptionist is very helpful. Extensive use--Spanish for materials, conferences, and presentations
Technology at home	Most, suggest websites	Most, suggest websites	Some
Community Support	Extensive—Y Learning, church, volunteers	Moderate—Project Enlightenment, church	None. Do have Ready to Learn Center.
Low Group Case Study Schools			
School:	**A**	**B**	**C**
Communication	Parent workshops—most through Communications staff, some in neighborhood with interpreter.	Regularly communicates with parents; encourages participation in activities and volunteering.	Some meet weekly, others come once for parent conference or event.
Translations/Interpreters	Interpreters for parent meetings and conferences. Translate a lot to Spanish. Secretary and two staff speak Spanish.	Use interpreters extensively. Receptionist and other staff are Spanish-speaking.	Spanish conference nights, but struggle to have enough interpreters even with bilingual staff helping. Bilingual receptionist.
Technology at home	Most	Limited	Some
Community Support	Parent and high school student network tutor one day per week. Nearby church provides volunteers to assist with summer camp	Nearby church provides meeting space and coordination for parent events	Church provides volunteer interpreters; fewer than before. Some donations and lunch visits. Reached out with little success.

Factors Which Support LEP Student Success

Staff in both sets of schools cited similar factors as supporting LEP student success. Background characteristics cited as most helpful were preschool experiences, first language literacy, parental support of education, and older siblings who had exposure to English. Low schools mentioned these factors twice as often.

Ideas for Improvement

Ideas for improvement were similar from both groups of schools. Both groups most commonly mentioned providing more ESL support, followed by offering LEP preschool programs (to help children have a greater command of English when they started school, as well as more familiarity with learning routines and stronger social skills). See Table 18 for all suggestions from two or more staff.

Table 18
If you could add a support at your school for LEP students, what would it be?

Service Ideas	Total Comments
-More ESL Support--stretched too thin -Direct services for *all* LEP and exited LEP students--more time for lower levels (45 minutes per session), more push in, more support for transitional and exited students. Assistant for ESL--especially for newcomers at upper grades.	7
Preschool for LEP students	3
Newcomer programs	2
Bilingual program--first language reading and writing	2
Class for parents to learn English--provide child care	2
Teach parents how reading in Spanish is important to their child's education. Requires more communication and training for them.	3
Translator – Assigned to schools with lots of LEP students or newcomers or few bilingual staff	2
Track out camps	2

Conclusions

Among kindergarteners who had limited English proficiency (LEP) when they entered WCPSS in 2008-09, English proficiency increased steadily over time. The percentage of student able to exit LEP status jumped from 11% in 2011-12 to 45% by the end of 2012-13 in WCPSS. On the third grade EOG, achievement was higher than the district for those exiting LEP status before third grade, but those still LEP had much lower proficiency results. On the other hand, the 2010-11 cohort faced higher standards on the EOG test and higher expectations based on the Excellent Public Schools Act legislation; fewer showed proficiency on the third grade EOG in reading than the earlier cohort. Great variability exists in school staffs' ability to improve LEP students' status on literacy benchmarks between kindergarten and grade 2.

The regular classroom teacher and ESL teacher are to provide LEP students with their basic instruction (Tier 1). However, even "comprehensive" service directly from ESL teachers is limited in scope. It is hoped that students with the least English proficiency will receive support

daily directly with English as a Second Language (ESL) teachers, but the state requirement is only 20-30 minutes three times a week. Those LEP students who score high enough on the annual ACCESS test are considered transitional, and often receive only occasional consultation or support through other services. After-school and summer programs are available, but each reaches less than one fourth of the LEP students each year and coverage by school is uneven.

Schools with the most success in improving literacy between kindergarten and second grade had fewer LEP students and ESL teachers and a traditional or modified calendar. They tended to provide more time for ESL instruction for newcomers and transitional students, had greater collaboration between ESL and classroom teachers, promoted parent or community involvement more proactively, and exposed LEP students to more grade level materials (higher expectations). Community support, in particular, seemed to be more personal and academic in the stronger schools.

Recommendations

Overall, finding ways to improve *collaboration, services, and resources* can all make a positive difference for ESL students in WCPSS. This can be accomplished with a combination of existing resources, new resources, and increased expectations of LEP students as reflected in instructional practices in schools.

1. **Collaborate more effectively and efficiently with existing resources.** The ESL teacher only works with LEP students for a portion of the school day. Every teacher who works with LEP students is, in reality, an ESL teacher. Every teacher needs to be equipped with tools to address LEP student needs, and all teachers that touch the children must have shared ownership of their success. Schools must build capacity to provide language supports in all facets of core instruction to maximize learning opportunities and avoid creating academic gaps. Strengthening the collaboration between regular teachers, other interventionists, and regular classroom teachers around individual students' needs through professional learning teams and informally could also help. This could be accomplished in part through fairly frequent formal collaboration with PLTs. Putting a priority on providing daily service to newcomers is advised.

   The high-group schools tended to emphasize vocabulary development and exposure to grade-level materials somewhat more than the low schools. Increasing opportunities for LEP students to purposefully use and practice academic language would be helpful. While teachers mentioned differentiating instruction, all are not skilled at providing rigorous, connected ESL instruction and modifying/scaffolding core instruction appropriately. SIOP can also be helpful in this regard, which has evidence of increasing LEP student proficiency in WCPSS at the elementary level (Paeplow, 2011). Given the limited number of SIOP coaches, training ESL teachers on some key strategies and providing short training modules for regular teachers could speed the sharing of these strategies across the district. Schoolwide sharing of essential vocabulary words by subject (in at least English and Spanish) can

provide a consistent schoolwide framework to help students make a connection between learning of language and subject material.

In terms of resources, Letterland was viewed as very helpful to LEP students, and it is used with nearly all K-2 students. Staff suggested making sure all ESL teachers have at least essential Letterland training as well as materials such as Letterland for ESL. More books in Spanish as well as technology resources could also help build literacy skills. Staff indicated students find the use of websites or programs such as Raz-Kids appealing and engaging,but research on effectiveness is not readily available.

Utilizing centrally coordinated WCPSS resources to communicate with parents more extensively is encouraged. The Communications Department might be able to help with coordinated communications of what is available.

- The parent academies for LEP parents offered through Communications were cited by school staff as helping LEP parents understand how they can support and advocate for their child even if their English skills are not strong.
- The Office of Translation and Interpretation Services offers support in a wide variety of languages which can greatly enhance key conversations with LEP parents.
- Project Enlightenment provides a variety of workshops and services for parents and children ages 0-5. Feedback has been very positive from parents (Rhea, Baenen, and Paeplow, 2012).
- The Ready to Learn centers and existing preschool programs also provide opportunities for additional learning prior to kindergarten.

2. **Seek additional services and resources to support LEP students.** Staff at both the high and low group schools indicated that ESL staffing and support is spread too thin. Increased service to newcomers and transitional students (as appropriate) is recommended. LEP preschool opportunities and newcomer programs could both help support new LEP students' efficiency of acquiring English as well as help students grow academically, socially, and emotionally in preparation for kindergarten. Other ways to stretch resources are to use technology resources (software and hardware) more extensively within classrooms to differentiate core instruction. Piloting a couple of approaches in an experimental way could provide fairly quick answers on which are most effective. Grant or foundation opportunities could be sought to stretch these opportunities. Two schools indicated attendance was strong for after-school and summer/track-out activities as long as transportation was provided.

   Some schools could be more proactive in seeking out additional community connections for tutoring,mentoring, and other support. The faith community, parents, and other organizations could read with the students or help with homework as well as meet other needs (e.g., transportation, information on ESL classes for parents, location of libraries, etc.). Another source of academic support is older students in the same or neighboring schools—especially schools that require service hours.

3. **Set high expectations for both students and teachers.** National and local research supports the power of high expectations (Dweck, 2006; Baenen, Paeplow, Ives, and Reichstetter, 2007). LEP students appeared to be challenged more and exposed to more grade level material in the high group of schools than the low. The expectations of classroom teachers with regards to LEP students may need to increase in some schools. In addition, classroom teachers must be better prepared to engage LEP students in meaningful ways to support learning and to avoid creating academic gaps. For those who are struggling with how to accomplish this challenging task, some videos and materials are already available through SIOP and CMAPP; targeted communication about these resources and additional training videos modeling best practices are encouraged.

   Unless improvements are made to help LEP students access core instruction more easily while they learn English, it will be difficult for WCPSS to meet AMAOs for performance and the new requirement that students be proficient in reading by the end of grade 3. High expectations, along with the strategies mentioned in Recommendations 1 and 2, could make a positive difference.

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Appendices

Appendix A: Methods, data sources, and questions

Appendix B: North Carolina AMAOs for LEP Students under NCLB Title III, 2008-09 through 2012-13

Appendix C: Full WCPSS LIEP 2013-14

Appendix D: Case Study Interview Results

Appendix A
Evaluation Questions, Data sources, and Methods

Key Evaluation Questions

1: How many students entered kindergarten in WCPSS as LEP in 2008-09 and 2010-11?

2: What are the expected outcomes of the ESL program?

3: What resources are devoted to language instruction for LEP students?

4: Beyond ESL services, what other supports are available to LEP students?

5: Did LEP students participate in support programs beyond ESL during the school day?

6: Did LEP students show appropriate progress over time in terms of: English proficiency, exit from LEP status, achievement, and retention in grade?

7: Are differences evident between schools with a large increase in literacy proficiency from kindergarten entry to the end of second grade and those with a large decrease?

Question numbers related to each data source are listed in the next table.

Kindergarten LEP Study Data Sources

Data Source	Description	Question #
Federal Data Collection (FDC) files	Files obtained from the ESL office were downloaded from the official state FDC database of all LEP students for each school year.	1
Student locator files	WCPSS student roster files were downloaded from NCWise at the end of each school year, and they were used to obtain point-in-time data such as status, school, grade, and name spelling.	1
Case study Interviews with school staff	Four staff members at each of six schools were interviewed as case studies. The interview was structured, with draft questions created by D&A and the contractor and input sought from central ESL staff.	7
Interviews with central office staff	Staff in the ESL office were interviewed and consulted as needed.	1- 5
Program documentation	ESL office staff have provided documentation of AMAOs, LIEP continuum, ESL teacher months of employment (MOE) formulas and allocations, and participation in ESL programs outside the school day.	2,5
Kindergarten Initial Assessment (KIA) results	Oral language checklist results from the locally developed kindergarten initial assessment, the test given to all kindergarten students at the beginning of the school year, were used to determine oral language proficiency when entering kindergarten. The oral language checklist section assesses students' ability to engage in conversation, share thoughts and ideas, communicate wants and needs, and speak in sentences. Each of four items is given a value of 1 through 4. Students were considered to have achieved oral proficiency if they received at least two scores of 3 or 4 on these items for this study.	6
World-Class Instructional Design and Assessment (WIDA) test results for LEP students: W-APT™ and ACCESS	* WIDA-ACCESS Placement Test (W-APT™, or W-APT) is used to screen all incoming students who have a language other than English on their Home Language Survey to determine whether they are to be classified as limited-English proficient (LEP). * Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®, or ACCESS) is given to LEP students each year to measure progress and determine LEP status for the following school year. Students who had a score in the 2008-09 or 2010-11 files are included in the cohort.	6
Instructional Book level	Students' running record book level scores from 2010-11 were used to obtain proficiency for each student based on the grade level at the time of testing.	6
Reading End-of-Grade (EOG) test results	Students have proficiency level scores from state end-of-grade reading test given in grades 3-8.	6
Retention records	Student data for those who were retained in each school year, 2008-09 through 2011-12, were downloaded from NCWise, the data management system used through 2011-12.	6

Methods

We utilized a mix of quantitative and qualitative analysis methods in this study. Descriptive statistics were utilized as well as paired-t tests and proportion significance tests as appropriate for the quantitative analyses. Analysis notes are provided with the results as appropriate. Methods for the qualitative case study interviews bear fuller explanation and are described in the next section.

School Case Study Interviews

To select the sample of schools, we first eliminated any schools with fewer than 10 kindergarten LEP students in 2008-09. We then identified the schools that had the largest changes in proficiency percentages between kindergarten oral proficiency on the KIA and grade 2 book level standards in 2010-11. We then considered other criteria to get the best matches possible.

The percentage of Spanish speakers—in all six schools, at least half of the cohort students had a home language of Spanish. All but one had other language groups represented, categorized as Spanish, Asian, and Other.
Income, based on free-or-reduced-price lunch (FRL) participants in 2008-09—two of the three schools in each of the high and low group schools had a high percentage of students who received FRL in 2008-09. The third school in each group had a low percentage. (High, medium, and low FRL percentages are the upper third, middle third, and bottom third, respectively, of all school FRL percentages in 2008-09.)

We tried to represent school calendar types in each group, but this turned out not to be feasible. Among the 13 schools with the highest positive change, 12 had a traditional or modified calendar; among the schools with the highest negative change, only one had a traditional or modified calendar (the rest had year-round calendars). Reasons for the difference based on school calendar require more study.

The contractor and two Data and Accountability professional staff carried out structured interviews during one school day at each school (with a follow-up necessary at one school). The contractor was present for all interviews. The team took turns asking questions and recording, with back-up recordings to verify understanding. Four staff members (an administrator, an ESL Teacher, a kindergarten teacher, and a fifth grade teacher) from each school were asked to participate. At two schools, an additional staff member participated, for a total of 26 interviewees. The full set of the questions and sampling for each is shown at the end of this appendix.

Responses from each school were analyzed holistically for patterns of responses regarding the population of the school, the strategies utilized, the supports in place from various sources, and staff attitudes. Responses were also analyzed by item utilizing Qualitative Data Analysis (QDA) software for differences in frequencies of responses from the two groups. Differences in staff comment counts in categories of items were examined to look for differences by group of schools. Individual comments were then examined to discern qualitative differences.

Number of Interviewees by Question

Question	Number of Interviewees	Question	Number of Interviewees
1A, B	13	2J	26
2	26	2K	26
2A	7	3A, B	20
2B	13	4	13
2C	20	5	26
2D	13	6A,B	7
2E	26		
2F, G	26		
2H	13		
2I	26		

Structured Protocol Questions	Administrator	ESL Teacher	Kindergarten Teacher	5th Grade Teacher
1. When helping students with different levels of English proficiency, A. What characteristics do you feel an LEP student may have prior to entering kindergarten that would contribute to their success in school? Prompts (if not mentioned): o Preschool experience? o Home environment where reading in the native language occurs? o Family resources (such as income, time, computer)? o Family involvement and push for education? o Someone in home with strong English? o Family education? o Personal traits? (related to resilience) B. What characteristics or circumstances do you feel an LEP student may have when entering kindergarten that would present challenges to their success in school?		X	X	
2. Thinking back over the past five or six years, what supports have been available to LEP students in your school? Which do you still have?	X	X	X	X
A. What services do you provide directly to students? Do you provide any other indirect services?		X		
B. How are ESL services delivered? Has this changed over the past five years?	X	X		
C. During what part of the day are ESL services scheduled? What part of the instructional day was missed? Are services pull-out or push-in?		X	X	X
D. How do you support LEP students in your classroom? Do you use SIOP techniques for LEP students at your school? How do you implement them?			X	X
E. Beyond English proficiency, what else is important to consider when determining which programs and strategies to provide a new LEP student entering kindergarten?		X	X	
F. To what extent do you provide resources to parents or ask them to help at home? To what extent are parents involved in their child's education either at home or at school? G. Do you have community support that can help meet LEP students' needs for support in succeeding in school? H. Do you offer any support or materials for use over track-out or summer break?	X	X	X	X
3. Thinking about how you use data to make decisions. A. How do you use W-APT/ACCESS test results (aside from determining LEP status)? What other data do you find to be helpful? (prompt: mClass) B. How do you adjust strategies for students with low versus high English proficiency?		X	X	X
4. What do you find is the biggest stumbling block for LEP students who enter kindergarten without a strong command of English? (Prompt with courses if not mentioned.)		X	X	
5. If you could add a support at your school for LEP students, what would it be?	X	X	X	X

Appendix B

North Carolina AMAOs for LEP Students under NCLB Title III, 2008-09 through 2012-13

While the 2008-09 cohort of kindergartners is not followed specifically in the AMAOs, it is helpful context to examine the status of all LEP students on the annual AMAOs set by the state since 2008-09. Table A-1 shows these objectives. In the years since the 2008-09 cohort entered school, the first two objectives were met related to English proficiency, but all four sub-targets were not met for the third achievement objective. (See Table below.) LEP students made steady and sufficient progress to meet the district's AMAOs for English proficiency, so AMAO goals 1 and 2 seem reasonable. However, less than half became proficient enough to exit by that time, and students who exited were taken out of the analyses for proficiency. The EOG/EOC targets have not been met for any of the last five years, either based on participation or performance. Therefore, the AMAO 3 subgroup targets do not seem attainable or reasonable unless they are revised to include former LEP (exited) students. See Table A-2 for details.

AMAOs for LEP Students

While the 2008-09 cohort of kindergartners is not followed specifically in the AMAOs, it is helpful context to examine the status of all LEP students on the annual AMAOs set by the state since 2008-09. In the years since the 2008-09 cohort entered school, the first two objectives were met related to English proficiency, but all four sub-targets were not met for the third achievement objective. (See Table below.) LEP students made steady and sufficient progress to meet the district's AMAOs for English proficiency, so AMAO goals 1 and 2 seem reasonable. However, less than half became proficient enough to exit by that time, and students who exited were taken out of the analyses for proficiency. The EOG/EOC targets have not been met for any of the last five years, either based on participation or performance. Therefore, the AMAO goal 3 subgroup targets do not seem attainable or reasonable unless they are revised to include former LEP (exited) students.

Table B-1
AMAOs for LEP Students in NC

<table>
<tr><th></th><th>NCLB Title III Requirement</th><th>NC State Board Policy</th></tr>
<tr><td>AMAO 1: Progress</td><td>Annual increase in the number or percentage of children making progress in learning English</td><td>Students identified as limited English proficient shall demonstrate progress by achieving one or more of the following in terms of the overall composite proficiency score on the annual English language proficiency test:
1. increase to the next English language proficiency level
2. increase the previous score by 0.5
3. reach the Comprehensive Objective Composite (COC).

<table><tr><th>School Year</th><th>State Goal: Percentage of LEP Students Making Progress</th></tr><tr><td>2008-09</td><td>65.0%</td></tr><tr><td>2009-10</td><td>70.0%</td></tr><tr><td>2010-11</td><td>55.1%</td></tr><tr><td>2011-12</td><td>56.1%</td></tr><tr><td>2012-13</td><td>57.1%</td></tr></table>
Note: The WCPSS ESL office indicated the criteria to meet AMAO 1 became more stringent in 2010-11. Previously, students had to move up one of six proficiency levels in one of four domains. Beginning in 2010-11, progress was measured based on the overall proficiency score, which is more difficult, so the target was lowered in 2010-11 and has been gradually increasing since.</td></tr>
<tr><td>AMAO 2: Proficiency</td><td>Annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency</td><td>There must be an annual increase in the percentage of students identified as limited English proficient who attain English language proficiency on the required state identified English language proficiency test. Students must meet the Comprehensive Objective Composite (COC) as set by the state in the 2008-09 school year; COC defines this as the attainment of English language proficiency by the student reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest on the state’s annual English language proficiency test for kindergarten and Tiers B and C in grades 1-12.

<table><tr><th>School Year</th><th>State Goal: Percent of all LEP Students Attaining English Language Proficiency</th></tr><tr><td>2008-09</td><td>14.7%</td></tr><tr><td>2009-10</td><td>11.8%</td></tr><tr><td>2010-11</td><td>12.4%</td></tr><tr><td>2011-12</td><td>12.9%</td></tr><tr><td>2012-13</td><td>13.5%</td></tr></table></td></tr>
<tr><td>AMAO 3: Annual measurable objectives (AMOs) for the LEP subgroup</td><td>Making adequate yearly progress for limited English proficient children</td><td>The LEP subgroup must annually meet Title I AMO targets in English language arts and mathematics on the NC EOG/EOC tests (participation and academic proficiency) for four sub-targets:
1. Reading, grades 3-8
2. Reading, high school
3. Math, grades 3-8
4. Math, high school</td></tr>
</table>

Sources*: (1) North Carolina State Board of Education Policy Manual; (2) State Board of Education, State of NC Consolidated State Application Accountability Workbook; (3) NCLB Title III Section 3122: Achievement Objectives and Accountability*

Table B-2
Attainment of LEP AMAOs Met by Year, 2008-09 through 2012-13

School Year	AMAO 1: Progress towards English Proficiency	AMAO 2: Proficient in English	AMAO 3: LEP subgroup participation and performance on EOG and EOC in reading and math
2008-09	Met	Met	Not met (high school reading proficiency)
2009-10	Met	Met	Not met (high school math participation)
2010-11	Met	Met	Not met (3-8 math and reading proficiency; high school math participation and proficiency; high school reading proficiency)
2011-12	Met	Met	Not met (high school math participation)
2012-13	Met	Met	Not met (high school math participation)

Appendix C
LIEP State Guidelines for ESL Services

Comprehensive ESL	Moderate ESL	Transitional ESL
W-APT for Kindergarten and 1st semester 1st grade: (lowest English proficiency) • 1st semester K: L/S score 0-8 • 2nd semester K and 1st semester 1st grade: L/S score 0-8, Reading score 0-4, or Writing score 1-5 W-APT/ACCESS for 2nd semester 1st grade through grade 12: • Overall Composite score: 1-2 • Reading and/or Writing: 1-2 • Speaking and /or Listening: 1-3 • May be new to U.S. schools • Not proficient on state assessments • Cannot participate in learning activities without extensive language scaffolding • Shows evidence that lack of English language proficiency is the primary source of the areas of concern from universal screenings	W-APT for Kindergarten and 1st semester 1st grade: • 1st semester K: L/S score 9-17 • 2nd semester K and 1st semester 1st grade: L/S score 9-17, Reading score 5-9, or Writing score 6-11 W-APT/ACCESS for 2nd semester 1st grade through grade 12: • Overall Composite score: 2-4 • Reading and/or Writing: 2-3.5 • Speaking and/or Listening: 2-4 • May be below proficient on EOGs/EOCs • Struggles to manage classroom content at times • Shows evidence that lack of English language proficiency is the source of some areas of concern from universal screenings and/or collaborative feedback	W-APT for Kindergarten and 1st semester 1st grade: • 1st semester K: L/S score 18-26 • 2nd semester K and 1st semester 1st grade: L/S score 18-26, Reading score 10-13, or Writing score 12-16 W-APT/ACCESS for 2nd semester 1st grade through grade 12: • Overall Composite score: 4-4.8 • Reading and/or Writing: 3.5-6 • Speaking and/or Listening: 4-6 • In most cases, are scoring proficient or near proficient on EOGs/EOCs • Manages classroom content well • Shows evidence that lack of English language proficiency is not a source of concern
These criteria should guide placement of each LEP student into the most appropriate category for LIEP services.		

LIEP Services Provided for ALL LEP Students

- ESL teachers are expected to infuse content language from C-MAPP (our local electronic curriculum warehouse that includes CCSS standards) into their daily lessons. These lessons incorporate the domains of language from our Essential Standards, the WIDA standards.
- Some ESL teachers serve more than one school. ESL teachers at our low incidence schools may be at that school only 1 or 2 days per week.
- ESL teachers work closely with other teachers who provide LIEP services and collaborate on a regular basis to monitor progress and ensure that these students succeed.
- Placement decisions can be modified during the year as determined by the ESL teacher and the LEP Team. LEP students should be strategically placed and/or scheduled to allow consistent and appropriate LIEP services.
- Many classroom teachers have been trained in SIOP and/or best practices for LEP students.
- Intervention support (Tier II Interventionists – Not ESL) may be provided to students in any category of service.
- ESL support will be provided to students identified as both EC and LEP as determined by the IEP and LEP Teams.

Comprehensive Services	Moderate Services	Transitional Services
K-5 students are grouped by grade level and/or proficiency level when possible. **Kindergarten:** minimum of 3 times per week for 20-30 minutes. Text: *Avenues*, level A, differentiated for beginning / intermediate ELP levels **Grades 1-2:** minimum of 3 times per week for 30-45 minutes per class. Text: *Avenues*, level B,C, differentiated for beginning/intermediate ELP levels **Grades 3-5:** minimum of 3 times a week for 30-45 minutes per class. Text: *Avenues*, levels D,E, differentiated for beginning /intermediate ELP levels **Grades 6-8:** Leveled classes (ESL I, II, and/or Guided Study) daily for 45-90 minutes. Text: *Inside*, levels A, B, C **Grades 9-12:** Leveled classes (ESL I or II), 45-90 minutes per day for elective credit (Most high schools are on block scheduling and have 90-minute classes). Text: *Edge*, Fundamentals and Level A *All K-12 LEP students at this level should be hand-scheduled into classes that best meet their needs.	K-5 students are grouped by grade level and/or proficiency level when possible. **Kindergarten:** minimum of 1 time per week for 20-30 minutes. Text: *Avenues*, level A, differentiated for intermediate/advanced ELP levels **Grades 1-2:** minimum of 1 time per week for 30-45 minutes per class. Text: *Avenues*, levels B,C, differentiated for intermediate/advanced ELP levels **Grades 3-5 students:** minimum of 1 time per week for 30-45 minutes per class. Text: *Avenues*, levels D,E, differentiated for intermediate/advanced ELP levels **Grades 6-8:** Leveled classes (ESL III and/or Guided Study) daily for 45-90 minutes. Text: *Inside*, levels C, D, E **Grades 9-12 students** are served in leveled classes (ESL III, IV, or Resource Tutoring), 45-90 minutes per day for elective credit (most high schools are on block scheduling and have 90-minute classes). Text: *Edge*, Levels B and C *All K-12 LEP students at this level should be hand-scheduled into classes that best meet their needs.	Students at this level may receive one or more of the following services: ☐ **Guided Study** (middle school) **or Resource Tutoring** (high school) ☐ **Saturday sessions or ACCESS Support class or session** (e.g. explaining the purpose of ACCESS test and celebrating success when students exit) ☐ **Assistance during Smart lunch** ☐ **ELL leadership activities** (e.g. student focus group identifying strategies and extending assistance to their peers) ☐ **Strategic hand-scheduling** into courses best suited for LEP students at this level (i.e. Honors classes, AP classes, ICR, etc.) ☐ **Review of performance:** The ESL teacher periodically reviews student's current performance and follows up with student and teachers as needed. ☐ **Individual goal meeting** between ELL student and ESL teacher with follow up by ESL teacher ☐ **Documented Collaboration** between teachers to meet language needs ☐ **Remediation/enrichment classes** (flexible grouping within those classes) ☐ **After-school club** ☐ **Writing club** or writing elective class ☐ **Other _____**

NOTE: This document has been revised for 2014-15 by ESL staff in WCPSS to be clearer about the role of the regular classroom teachers.

Appendix D: Case Study Interview Results

Trends by School

Each school in the high group had similarities but also unique strengths. Key characteristics of the three sites are summarized below.

- School D had the most comprehensive and collaborative support for LEP students, including the principal, ESL teacher, classroom teachers, volunteer tutors and sponsors, and after-school and summer school staff from the community. All ESL students received some direct support from the ESL teacher, and it was more frequent than required. Leadership was strong. All teachers were considered ESL teachers, recognizing that the ESL teacher only had the students for a limited time each week, and many staff pitched in. While parent involvement was sought and valued, the fact that parents had language and other limitations in helping their children was recognized, and school staff reached out proactively to the community for added supports (during school, after-school, and during the summer).

- School E has had a large increase in Spanish-speaking LEP students over the last few years. Staff has been watchful for issues and resourceful in finding solutions. Classroom and intervention teachers "own" LEP student success. Teachers were seeing regression in learning among transitional students and therefore started serving them more often in a push in or pull out setting. Translations and interpreters were used extensively, with a Spanish interpreter present for the full week during kindergarten staggered entry and parents invited to stay for a while with their children. Parent workshops were frequent, and parents were active in the school. Community support was also extensive for tutoring. Vocabulary, computer programs, books, and visuals are emphasized. All students are exposed to grade level materials (high expectations).

- School F had strong leadership in the school; an encouraging, positive, can-do approach to teaching (rather than an emphasis on challenges); and high expectations for students. The school focused on academic vocabulary for all students and ESL students. Collaboration across regular and ESL staff was also a positive factor, with teachers discussing progress and providing tips on how to best meet LEP student needs. The bilingual receptionist and the ESL teacher helped maintain communication with parents and provided parent education on ways to support their children.

On the other hand, in the low group of schools, the sense was that the resources available were not enough to meet the challenges faced. They were trying, but staff seemed less proactive in reaching out beyond what was provided for support from centrally coordinated program. Community outreach was more limited in scope, and was less likely to focus on tutoring. For

example, at one school a church provided space for parent workshops, but no direct support to students. Other factors also played a role, such as leadership and staff turnover, distance of LEP students from the school, and pockets of LEP students who were living in extreme poverty with little access to computers at home or outside the home.

The following tables summarize results by school.

	TOP Schools:	D	E	F
School and Staff	**Enrolled**	About 800	About 600	About 450
	Calendar Type	Traditional or modified	Traditional or modified	Traditional or modified
	Percent FRL	26-50% (mid-range)	Over 50% (high)	Over 50% (high)
	Number of ESL Teachers	Low (1)	High (2.5)	Low (.5)
	Other staff notes	Bilingual staff not mentioned, low staff turnover	Two Spanish teachers	Bilingual receptionist very helpful with communication
LEP Students	**Percent LEP**	Mid-range (9-16%)	High (over 16%)	High in 2008-09 (over 16%) Mid-range 2013-14 (9-16%)
	Languages	Half Spanish; half Asian and Other	Over three-fourths Spanish, some Other	Over three-fourths Spanish
	W-APT Groups **Group 1 is lowest 25%**	Group 1 high Group 2 mid-range	Group 1 low Group 2 mid-range	Group 1 mid-range Group 2 low
	Parent Involvement	Some	Extensive	Limited
Staff Collaboration		Formal and informal	Mostly Informal	Formal and informal
School Support and Resources	**ESL resources to regular teachers**	ESL teacher works with the literacy teacher on Letterland. Works to build SIOP skills of teachers by topic; provides materials to teachers of students who have no English at all; also PLT collaboration.	ESL teacher offers resources to other teachers, such as Reading A to Z and organizers; ESL PLT is separate, but other PLTS are to invite when ESL student is discussed. Tier II and intervention support as well.	ESL teacher is full time -- half ESL and half intervention; big support with home communication, collaborates with classroom teachers, gives ideas; sends books home in English and Spanish. Meets with PLTs.
	ESL teacher resources	Beyond Avenues and WIDA, teacher generates own materials a lot, heavy use of Reading A to Z	Teachers' approaches vary. One uses Avenues more; other uses technology heavily - Reading A to Z, Raz-Kids to use at home.	ESL teacher uses CMAPP as a guide; does not have working computers or iPads available.
	Setting for ESL services	Pull-out –all get at least 3x a week for 30 minutes by grade level; newcomers get more. Used to do 5x a week for all.	Pull-out 30 minutes 3x a week, limited push-in, include transitional students.	Mostly pull-out (push-in for K or transitional). Comprehensive : 4-5 days a week, 20-40 min. Moderate: 2-3 days a week Transitional: as needed
	After-school programs	Y-Learning four days per week, many are LEP or former LEP; teachers and volunteers also tutor once a week.	ESL after-school, about 20 kids for 10-12 weeks in the spring; community volunteers once a week	Paid after-school program available for all students.
	Summer or track-out programs	Yes at nearby church	Yes	Not mentioned; send home assignments/resources
	Staff attitude/climate	Positive, collaborative, resourceful	Positive, resourceful	Positive, collaborative, focus on early years

	Low Progress Schools:	A	B	C
School and Staff	**Enrollment**	About 700	About 750	About 600
	Calendar Type	Year-round	Year-round	Year-round
	Percent FRL	Mid-range	High	High
	Number of ESL Teachers	Low (1)	High (3)	High(3.5)
	Other staff Notes	High staff turnover; Secretary and 2 Spanish speaking staff.	Bilingual receptionist and other bilingual staff	Bilingual receptionist
LEP Students	**Percent LEP**	Mid-range (9-16%)	High (over 16%)	High (over 16%)
	Languages	Over half Spanish	Over half Spanish	Over half Spanish
	W-APT Groups	Group 1 high Group 2 low	Group 1 mid-range Group 2 high	Group 1 high Group 2 mid-range
	Parent Involvement	Some; distance an issue	Limited; transportation and computer access are issues	Very limited; transportation is an issue.
Staff Collaboration		Formal and informal	Formal and informal	Formal and informal
School Support and Resources	**ESL resources to regular teachers**	ESL teacher collaborates with regular teachers quarterly.	Beginning in 2013-14, Title I, special education, and ESL teacher meet with grade levels every three weeks on a rotation	Four ESL teachers, graduation coach, collaboration with Title I, literacy services, SIOP trained
	ESL teacher resources	Avenues mostly. Does 2 mini-lessons. Limited use of technology. Incorporates Letterland on limited basis; regular teacher takes lead.	Reading A to Z at all grade levels, Raz-Kids club after school (mentioned but not emphasized)	Resources: Imagine Learning (very helpful), Language for Learning, RAZ Kids (ESL), Mickey Math, Success Maker, Letterland.
	Setting for ESL services	Pull-out with one teacher. Time does not allow for push-in. After transition, students move to literacy group if they qualify.	Mostly pull-out, some push-in based on individual needs	Mostly pull-out; push-in services at K-1 and fifth grade writing
	After-school programs	After-school program year before last, was well-attended	Not mentioned	Not mentioned
	Summer or track-out programs	Immigrant/LEP Track-out program in 2011-12, students would attend if it was offered again; track-out program grades 3-4-5; EOG focus	Track-out academy, a week of math & reading intervention on each break for those who need it most, usually LEP	This year, one week track-out camp for lowest LEP students.K-5 program was previously funded, but this year K-2 only. Read to Achieve camp in third grade; internally funded for 3-5.
	Staff attitude	Caring, meet students where they are	Caring, trying to support	Caring, focused on challenges

Question Summaries

Experiences Prior to Kindergarten

Results by question provide further insights on how schools approach meeting LEP students' unique needs. Some results showed variations across groups and some did not.

Question 1: When helping students with different levels of English proficiency,

> *1A What characteristics do you feel a LEP student may have prior to entering kindergarten that would contribute to their success in school?*
> *1B. What characteristics or circumstances do you feel an LEP student may have when entering kindergarten that would present challenges to their success in school?*

The next table lists responses that were mentioned by two or more interviewees. Similar factors were mentioned by staff in both groups of schools as being helpful or challenging in promoting kindergarten LEP students' success.

- Experiences viewed as helpful were preschool experience, first language literacy, parental support of education, and older siblings who have exposure to English.
- Experiences viewed as causing challenges were parental lack of English, lack of exposure to the English language and to experiences, and being away from parents for the first time. The value of preschool was described as social, emotional, and academic. Exposure to a group beyond the family, to English, and to routines were all considered helpful.

The low group mentioned the factors contributing to success (strengths) over twice as often as the high group (14 vs. 6). First language literacy and richness were mentioned slightly more in the low group. It would be interesting to observe whether teachers treat students any differently based on their literacy backgrounds and whether their expectations vary.

Less difference was evident for the challenges (16 vs. 13) mentioned by staff in the high and low group schools. Parents with little formal education and students with limited exposure to English were mentioned slightly more often in the low group schools, and different cultures valuing education less was mentioned more often in the high group schools. Whether there were truly any differences in these factors would require further study.

Responses to Question 1: Strengths and Challenges

Strengths	High Group	Low Group	Total
Preschool experience	3	3	6
First language literacy	1	3	4
Parental support education, attend conferences, prioritize school	1	2	3
Older siblings with exposure to English	1	2	3
First language richness	0	2	2
Students have been read to by parents	0	2	2
Total	**6**	**14**	**20**

Challenges	High Group	Low Group	Total
Parents do not know English, cannot help with homework	2	2	4
Lack of exposure to English language; no English at home	2	4	6
Lack of exposure to experiences (zoo, beach, etc.)	1	2	3
First time away from parents; separation anxiety	1	2	3
No preschool experience	2	1	3
In some cultures, parents are less supportive of education	2	0	2
Language barrier – sharing needs, following routines	1	1	2
Parents do not understand U.S. schools	1	1	2
No interaction with other children, tough to make friends	1	1	2
Parents have little formal education	0	2	2
Total	**13**	**16**	**29**

Question 2 (ESL) Thinking back over the past five or six years, what supports have been available to LEP students in your school? Which do you still have?

2A. What services do you (ESL teacher) provide directly to students? Do you provide any other indirect services?

2B. How are ESL services delivered? Has this changed over the past five years?

All schools used predominantly pull-out services. In schools with only one ESL teacher, pull-out service was viewed as the only practical way to schedule support. A couple of ESL teachers mentioned pulling students by grade rather than by English proficiency to make scheduling easier. Push-in services were more common in the low group schools, perhaps because they had more teachers. The fact that a 30-minute pull-out could become as little as 20 minutes of direct instruction was mentioned as a challenge.

Transitional and exited LEP students were more likely to be supported directly by the ESL teacher in two of the three high group schools. While high group schools mentioned that transitional students were being served or that services for them were improving, low group schools mentioned that services for these students were not sufficient. Readers are reminded that the high group had fewer ESL students and therefore fewer ESL teachers.

Responses to Question 2: Services for LEP Students (N=26)

Support	High group	Low group	Total
Pull-out services	7	8	**15**
Push-in group	1	4	**5**
Services for transitional students*	4	2	**6**
Exited students served as needed	2	0	**2**
Tier 2 interventions, special education (CCR)	4	5	**9**
Total	**18**	**19**	**37**

ESL teachers all mentioned differentiating instruction for comprehensive, moderate, and transitional students. One high group school mentioned having a special class for newcomers, while a low school mentioned newcomers needing more intensive services but did not have a special class. (See table below.) (On another question, a low group staff member did say newcomers received additional time with the ESL teacher.)

Responses to Question 2B: How ESL Services are Delivered (N=13)

Services	High Group	Low Group	Total
ESL classes (30-40 minutes)	2	2	**4**
Integrate what they are doing in the classroom	1	3	**4**
Avenues	2	1	**3**
Newcomer class	1	1	**2**
Total	**6**	**7**	**13**

When asked what part of the day is missed for ESL pull-out services, the most common response was literacy block. Others mentioned that science or social studies may be missed, and one school mentioned that teachers decide in grade level meetings and that it can vary by grade level. Teachers did note that students do not miss mathematics instruction for ESL service, though a couple of interviewees mentioned providing push-in services for mathematics.

Question 2 (Regular Classrooms): Thinking back over the past five or six years, what supports have been available to LEP students in your school? Which do you still have?

2C. How do you support LEP students in your classroom? Do you use SIOP techniques for LEP students at your school? How do you implement them?
2F. What other supports are available to these students?
2G. *Which do you find to be most useful?*

Teachers gave a variety of answers when asked how they support LEP students in the regular classroom (see next table). Many said they use Sheltered Instruction Observation Protocol (SIOP) techniques. With SIOP, a teacher defines both content and language objectives for each lesson and uses supplemental materials such as visual aids or manipulatives to help improve

comprehension. Many teachers are using the techniques without having had formal training, while others who have been trained are not necessarily using it in an organized fashion, admittedly not always defining objectives. In addition to SIOP techniques, some teachers assign a more proficient student to assist a low proficient student. Several mentioned Letterland as being especially engaging and helpful for LEP students; Letterland is a program that uses characters, actions, and sounds to help children learn phonics and other literacy skills. Others mentioned using differentiated instruction for students of different levels, and a couple of teachers have learned some Spanish in order to help them better communicate with Spanish-speaking students as they learn English.

Supports for LEP Students

Supports	High Group	Low Group	Total
SIOP*	3	5	8
• Visuals (posters, pictures, etc.)	5	4	9
• Motion/movement	0	2	2
• Video clips	2	0	2
Assign buddies (more proficient student assigned to less proficient one)	2	1	3
Differentiated instruction	1	1	2
Letterland**	1	1	2
Teacher knows some Spanish	0	2	2
Total	**14**	**16**	**30**

**Some respondents mentioned SIOP techniques without mentioning the term SIOP in particular. Those included in the SIOP count are those who mentioned the term. **Letterland was also mentioned under other items.*

Other than the responses listed above, the high group schools mentioned using high-interest materials, reading grade-level materials to those below grade level for exposure, and conducting one-on-one reading conferences to discuss materials and strategies. The low group schools gave many more examples of SIOP strategies and mentioned using visuals in both English and Spanish, and one teacher mentioned showing goals using both words and pictures. One participant mentioned using the research-based activities from the Florida Center for Reading Research, which offers materials for download on its website (http://www.fcrr.org/).

Staff in both groups expressed concern that students who transition or exit still struggle in the regular classrooms, making it difficult to reach academic benchmarks. However, top schools were more likely to have found some ways to give more support (2 of 3). The high group of schools had somewhat stronger collaboration between the ESL and regular teachers. In the school that considered every teacher an ESL teacher, the ESL teacher had Letterland and SIOP training and helped train other teachers on select topics. Fifth grade teachers also team-taught subjects and were able to differentiate instruction for all students better in this way (including the LEP students). Another high group school found ways to provide push-in support at the upper grades and allowed transitional and exited students to come to the small groups when they were

struggling. In contrast, low group schools more likely just recognized the issue without a solution. One low group school teacher said all fifth grade team members were using student contracts which worked better for the strong students than those who were struggling. Those who were struggling received extra support from the teacher while others worked independently on their contracts. Therefore, struggling students got further behind. They did have a literacy club, but capacity was limited so some former LEP students could not participate. The club ran independent of the ESL teacher.

Another notable difference in instructional methods is that the high group mentioned more websites and computer programs while the low group mentioned more teacher-led programs (see next table). This could be because the high group of schools had fewer teachers and therefore relied more heavily on resources the students could use more independently. Teachers in both groups mentioned using Raz-Kids, which is likely due to the ESL office paying for a certain number of students per school to participate. Both groups also mentioned using Avenues as well as using CMAPP as a guide in addition to collaborating with classroom teachers in order to integrate what they are doing in the classroom into ESL instruction.

Responses to Question 2: Resources Mentioned

High Group (websites)	Low Group (programs)
• Fun4theBrain, popcorn sight words (http://www.fun4thebrain.com/English/popcornWords.html) • Between the Lions, blending words (http://pbskids.org/lions/games/blending.html) • Starfall (http://www.starfall.com/)	• Language for Learning • Imagine Learning • Success Maker • Math Talk
Both Groups	
• Learning A-Z, Raz-Kids (http://www.raz-kids.com/) • Avenues • CMAPP combined with classroom teacher collaboration • Letterland • SIOP	

In addition to initial English proficiency, teachers also must consider additional factors when determining how a new LEP student would be best served. Some of those mentioned by teachers are test results such as the kindergarten initial assessment (KIA), whether a student has a learning disability, transience and whether a student enters the school in kindergarten or in a later grade level, and whether a student has literacy support at home. Question 2F asked for additional supports, and teachers mentioned the following:

- Summer and track-out camp, after-school program
- Letterland
- Programs: Reading A to Z and Raz-Kids, Earobics, Tumblebooks, In Math, Successmaker, Learn Zillion (for math), ABC Kids software, Imagine Learning, Discovery Ed, Education City
- Title I and other Interventionist teachers
- Tier II intervention
- Interpreters and translators
- Parent nights or parent workshops, translated into Spanish, childcare provided at some schools
- Spanish conference nights

One interviewee also mentioned assigning reading buddies, or pairing a student from a higher grade level with one from a lower grade level. The respondent stated one benefit is that this helps reduce bullying by building relationships between the older and younger student, and this could be a possible solution to a lack of assistance from parents or older siblings at home.

When asked what support is the most useful, the high group schools mentioned twice as many items as the low group.

The high group of schools most often mentioned exposure to reading and vocabulary. The low group of schools most often mentioned teacher strategies and collaboration.

Responses to Question 2G: Most Useful Supports

Support	High Group	Low Group	Total
Exposure to vocabulary; practice reading; someone reading to students to model fluency	4	1	**5**
Teacher strategies such as differentiated and targeted instruction or additional training to work with LEP students	2	2	**4**
After-school, track-out, or summer programs	2	1	**3**
Collaboration between classroom and ESL teachers	1	2	**3**
Software (Reading A to Z, Raz-Kids)	2	0	**2**
Making a home connection, parent nights	2	0	**2**
Total	**13**	**6**	**19**

2I. To what extent do you provide resources to parents or ask them to help at home? To what extent are parents involved in their child's education either at home or at school?

Both groups talked about parent involvement as a challenge. One low school had more LEP students that lived further from school than others, and another mentioned transportation as an issue. Both groups mentioned providing materials and resources to parents and providing translations as feasible. While both groups promoted parent involvement, the high group of schools seemed to not depend on it quite as much (with more community involvement to compensate for many parents lack of strong English skills.

High Group Schools

One high group school mentioned having a Spanish interpreter the entire week of kindergarten staggered entry, and inviting parents to stay for a while. Another mentioned that the culture the students came from reflected more and less value placed on education, and Spanish speakers were most involved. One ESL teacher indicated that they could get a volunteer to work with nearly every LEP student (which therefore meant the child would get support whether the parent could help or not). One high group school seemed to translate a lot more than the others.

Low Group Schools

Staff comments stressed that successful students have parents that are engaged. Some of the ways they encouraged parents to be involved included reading logs, homework calendars, behavior charts, cultural activities, and volunteer opportunities. Staff used various ways to communicate with LEP parents--conferences, phone calls, e-mail notifications, weekly phone

messages, and parent workshops. Staff indicated that the LEP students work hard and are well behaved. Some issues and possible solutions that arose are summarized in the table below.

Responses to Item 2i: Parent Involvement Challenges and Strategies

Issue	Strategies at high group schools	Strategies at low group schools
• Parents are appreciative and willing to help but not very involved because they do not know English or have limited education • Parents want the best for their children and want them to succeed but do not know how to help • Parents have a lot of respect for what we are doing, and lack of parent involvement is not due to them not wanting to help • Most parents want their children to do better than they have done in life	• Provide materials to parents to train them to help their own child • Parent workshops share information they can use at home to help with parenting and academic skills • Send home tips at the beginning of the year • Kids with computers or iPads at home can download Raz-Kids application and access other websites as well • Send home books	• At kindergarten orientation, give resources and strategies on how parents can help at home • Parent conference at beginning of the year – ask them to read in any language to develop comprehension 20 minutes/night • FACE parent academies • Give parents resources and materials at conferences (e.g., library, computer, and website) to practice skills • Title I teachers have parent workshops and provide how-to activities and strategies • Latino family nights
• Communication can be challenging • Some parents have trouble reading their own language due to limited educational background • Struggle to have enough interpreters for big events like parent conferences	• Provide interpreters for conferences, parent nights, kindergarten entry week • Translate monthly newsletters and other materials sent home • Translations are a challenge for languages other than Spanish • Spanish-speaking receptionist • Print e-mail messages, help parents weed out what is most important in all the papers going home • Support home connection through ESL teacher	• Permission forms, monthly newsletter translated • Spanish conferences organized by ESL teacher – never enough translators • Translate parent newsletters • Communicate face-to-face or make a phone call • Bilingual receptionist
• Transportation, carpooling, and child care can be an issue when parents try to attend conferences and other events • Issues with citizenship • Parents do not know about the library or cannot get there.	• Y sends bus to neighborhoods to pick up parents for events. • Teachers drop off some students after school or take them to events sometimes.	• Meet with parents at a school closer to home for LEP parents who live far away; bring a translator. Attendance was excellent in this case. • Read to Achieve meetings also held closer to their neighborhoods
• Many do not have computers or internet access to get to suggested websites	• Use computers/iPads at school. • Use Smart phone—numbers are on the increase who own one.	• Get refurbished computers through program in Durham free. School staff picked up for families this year.

Community Involvement

All three schools in the low group had minimal community support involving churches, and limited parent and student tutoring or mentoring.

Two of the three schools in the high group leaned on the community and support outside the school considerably more. One school actively requested Y Learning for academic support, had parent and church volunteers working as mentors and tutors, and partnered with a neighborhood church in offering ESL summer classes. Another school utilized Project Enlightenment support extensively in addition to church volunteers. One of the schools in this group had more limited community support, with some parent volunteers and a Ready to Learn Center at the school.

After school help--perhaps church--read 30 minutes, homework help		2	2
Other—1 each: more vocabulary exposure to things around them consistent support across schools--varies too much now rethinking value of retention for LEP students (reduce use) Change formula for allotting ESL staff to consider LEP students	2	2	4
Resources:			
Books to send home--expectation is 30 minutes per night—in English and Spanish	1	2	3
ESL Letterland, more leveled materials	1	1	2
More technology exposure inside and outside of school, more fantastic software; technology equipment (iPads perhaps) (emphasize language development, vocabulary; also interactive software to develop stamina and motivation)	3	2	5
Other: one each. A guide for teachers to use--translation of key words; transportation for parents; more training: Letterland for ESL teachers, Thinking Maps 21st century classroom ideas, push in model.	1	2	3