



# School District of New London

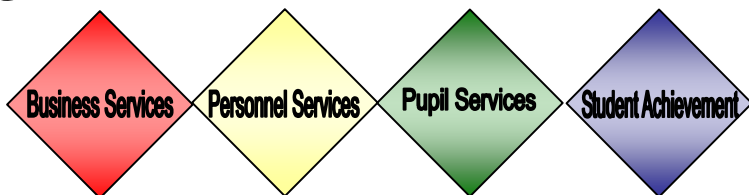
**DIVISION**

## MONTHLY UPDATE

By: Ann Christopherson

Division: Pupil Services

Date: December 2010



### Other districts look to our programs!



We're becoming more and more recognized as a school district with great programs and good things to share. We are having visitors in to see our programs in action, with regularity.

In mid November, Little Chute's Teachers of cognitively disabled students were here to observe our high

school Cognitive Disabilities-Severe (CD-S) program, specifically to see how we incorporate functional academic skills with preparedness for post high school goals.

On December 2, 2010, a team of administrators from Appleton schools came to visit the PATHS program, ask questions, and review both the enrollment process for the program and the project-based opportunities within the program. While here, they also visited our Special Ed Suite which houses the CD-S, Functional Skills room (FSR), and Early Childhood: Special Education (EC: SE) programs to see how they work with one another. They were especially interested in the workings of the EC: SE program within our high school.

We are in the process of finalizing dates for another visit to the CD-S and FSR. The Howard-Suamico Schools will be sending a team in early January to scope out our processes. Through former contacts, I connected Dani Kamba and Jill Spencer with CD-S teachers there. Through e-mail correspondence and sharing of best practices, they too want to make a visit to see how we operate.

December 3<sup>rd</sup> brought an emergency licensed ELL teacher from Luxemburg-Casco to watch how our Transitional Bilingual program runs. Our programs are often recommended as a site to visit for a model program with bilingual students. Later on December 17<sup>th</sup>, bilingual teachers from Algoma schools visited our programs, as well.

Brenna Franzmeier, a New London High School graduate, is also coming to visit the program. Always interested in languages and International Studies, Brenna is coming for part of the day on December 21<sup>st</sup> to see a bilingual classroom in action first hand and to see if that may be a new direction for her.

On January 17, 2011, I will be presenting to ELL Coordinators in Southwest Wisconsin on meeting the needs of small numbers of children speaking languages other than English. The folks at CESA 3 sought me out after a recommendation from DPI. I will be working to help support them in the development of best practices when working with small pockets of their school populations, moving children forward with English-speaking skills.

### AMAOs & ACCESS Testing

Annual Measurable Achievement Objectives (AMAO) were established through the Elementary and Secondary Education Act, Title III requires each district serving English Language in Learners to demonstrate progress in three areas. The three specific AMAOs have been established under the law:

#### AMAO Progressing in English language acquisition

**1:** annual increases in the number or percentage of students making progress in learning English

#### AMAO Exiting or reaching English language proficiency

**2:** annual increases in the number or percentage of students attaining English language proficiency by the end of each school year

#### AMAO ELL-Adequate Yearly Progress (AYP)

**3:** AYP for the ELL subgroup (under Title I) in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics

WKCE testing was just shipped to be scored and the ACCESS materials arrived that very same day. The assessment window for ACCESS for ELLs began on December 1, 2010 and continues to February 11, 2011.

ACCESS testing measures English Language Acquisition of all students within the district who may speak a language other than English in the home. The assessment must be given to ALL English Language Learners (ELLs), even those whose families chose not to participate in Bilingual or ESL programming provided by the district.

ACCESS measures a child's English language acquisition through Reading, Writing, Listening, and Speaking subtests. The student's goal is to attain a level of 6.0 or English Language Proficient (ELP). Students' progress is measured on a scale:

| Level     | Performance Descriptor |
|-----------|------------------------|
| 1.0 - 1.9 | Entering               |
| 2.0 - 2.9 | Beginning              |
| 3.0 - 3.9 | Developing             |
| 4.0 - 4.9 | Expanding              |
| 5.0 - 5.9 | Bridging               |
| 6.0       | Proficient             |

Similar to WKCE test results, the ACCESS is reported to DPI and certain levels of annual adequate yearly progress and students who exit at a 6.0 is an expectation determined through ACCESS scores.

From the ACCESS, our teachers will develop Student Record Plans for the 2011-2012 school years to address the English Language Acquisition standards appropriate for each child in his/her content areas.