

Resource Guide

Poverty and Limited English Proficiency (LEP) Plans



NEBRASKA

DEPARTMENT OF

EDUCATION

Revised July 2012

POVERTY AND LEP PLANS FACT SHEET

Overview

Pursuant to Nebraska statutes 79-1007.06 and 79-1007.08, each school district must notify the Department of Education its decision to either participate or decline to participate in the poverty and/or limited English proficiency (LEP) allowance. A school district that elects to participate in the poverty and/or LEP allowance will enter an estimated expenditure amount (allowance greater than zero dollars) on the corresponding section of the grant management system (GMS) application. A school district is required to complete a plan if the district enters an amount greater than zero dollars on the estimated expenditures. A school district that chooses to decline participation in the poverty and/or LEP allowance must enter an estimated expenditure of zero dollars in the GMS application (allowance of zero dollars), and the school district is not required to complete a plan.

How are the Poverty and LEP Plans used?

The Poverty and LEP Plan allowances are considered in the calculation of state aid. The current plan is an estimate of the expenditures for the upcoming school year. The plans are meant to address specifically the needs of students qualifying for free or reduced-price lunch (poverty), and/or limited English proficiency (LEP) students.

What are the requirements of each plan?

Districts are required to address each area of the plan in their responses, except for the questions in the section "Other."

There are 25 questions in the Poverty Plan which address student mobility, parent involvement, instructional services, specialized services, professional development, and plan evaluation for students qualifying for free- or reduced-price lunch. The information in the right-hand column provides examples, suggestions, and resources for districts.

The 13 questions in the LEP plan are related to the identification of limited English proficiency students, instructional approaches used in the district, assessment of LEP students in mastering English, and the evaluation of the effectiveness of the LEP program. [Rule 15, Regulations and Procedures for the Education of Students with Limited English Proficiency in Public Schools](#) was signed into law effective June 23, 2012. The information provided in the right-hand column has been aligned to meet the provisions set forth in Rule 15. Information in italics is meant to provide clarification or additional recommendations for districts. The LEP plan addresses many, but not all, of the provisions included in Rule 15. Districts must ensure that all provisions of Rule 15 are met, whether or not the district submits a LEP plan.

The Resource Guide is available through links on the application in the GMS on the Nebraska Department of Education website. The guide provides examples and resources to support districts in completion of the poverty and/or LEP plans.

How are the plans submitted?

The plans are submitted using the GMS on the Nebraska Department of Education website. Text responses are limited to 2500 characters, so districts have the option to upload additional information. GMS questions can be answered through the Help Desk (888-285-0556 or helpdesk@nebraska.gov).

Related Statutes

Revised Statutes » Chapter 79 » 79-1013

Poverty plan; submission required; when; review; approval; elements
79-1013 Poverty plan; submission required; when; review; approval; elements required; appeal. (1) On or before October 15 of each year, each school district designating a maximum poverty allowance greater than zero dollars shall submit a poverty plan for the next school fiscal year to the department and to the learning community coordinating council of any learning community of which the school district is a member. On or before the immediately following December 1, (a) the department shall approve or disapprove such plan for school

districts that are not members of a learning community based on the inclusion of the elements required pursuant to this section and (b) the learning community coordinating council and, as to the applicable portions thereof, each achievement subcouncil, shall approve or disapprove such plan for school districts that are members of such learning community based on the inclusion of such elements. On or before the immediately following December 5, each learning community coordinating council shall certify to the department the approval or disapproval of the poverty plan for each member school district.

(2) In order to be approved pursuant to this section, a poverty plan shall include an explanation of how the school district will address the following issues for such school fiscal year:

(a) Attendance, including absence follow-up and transportation for students qualifying for free or reduced-price lunches who reside more than one mile from the attendance center;

(b) Student mobility, including transportation to allow a student to continue attendance at the same school if the student moves to another attendance area within the same school district or within the same learning community;

(c) Parental involvement at the school-building level with a focus on the involvement of parents in poverty and from other diverse backgrounds;

(d) Parental involvement at the school-district level with a focus on the involvement of parents in poverty and from other diverse backgrounds;

(e) Class size reduction or maintenance of small class sizes in elementary grades;

(f) Scheduled teaching time on a weekly basis that will be free from interruptions;

(g) Access to early childhood education programs for children in poverty;

(h) Student access to social workers;

(i) Access to summer school, extended-school-day programs, or extended-school-year programs;

(j) Mentoring for new and newly reassigned teachers;

(k) Professional development for teachers and administrators, focused on addressing the educational needs of students in poverty and students from other diverse backgrounds;

(l) Coordination with elementary learning centers if the school district is a member of a learning community; and

(m) An evaluation to determine the effectiveness of the elements of the poverty plan.

(3) The state board shall establish a procedure for appeal of decisions of the department and of learning community coordinating councils to the state board for a final determination.

Source

1. Laws 2007, LB641, § 23;
2. Laws 2008, LB988, § 36;
3. Laws 2010, LB 1071, § 17.

Revised Statutes » Chapter 79 » 79-1014

Limited English proficiency plan; submission required; when; review; approval; elements required; appeal.

79-1014 Limited English proficiency plan; submission required; when; review; approval; elements required; appeal. (1) On or before October 15 of each year, each school district designating a maximum limited English proficiency allowance greater than zero dollars shall submit a limited English proficiency plan for the next school fiscal year to the department and to the learning community coordinating council of any learning community of which the school district is a member. On or before the immediately following December 1, (a) the department shall approve or disapprove such plans for school districts that are not members of a learning community, based on the inclusion of the elements required pursuant to this section and (b) the learning community coordinating council, and, as to the applicable portions thereof, each achievement subcouncil, shall approve or disapprove such plan for school districts that are members of such learning community, based on the inclusion of such elements. On or before the immediately following December 5, each learning community coordinating council shall certify to the department the approval or disapproval of the limited English proficiency plan for each member school district.

(2) In order to be approved pursuant to this section, a limited English proficiency plan must include an explanation of how the school district will address the following issues for such school fiscal year:

(a) Identification of students with limited English proficiency;

(b) Instructional approaches;

(c) Assessment of such students' progress toward mastering the English language; and

(d) An evaluation to determine the effectiveness of the elements of the limited English proficiency plan.

(3) The state board shall establish a procedure for appeal of decisions of the department and of learning community coordinating councils to the state board for a final determination.

Source:

1. Laws 2007, LB641, § 24;
2. Laws 2008, LB988, § 37;
3. Laws 2009, LB549, § 33;
4. Laws 2010, LB 1071, §18.

TABLE OF CONTENTS

POVERTY PLAN RESOURCE GUIDE

There are 25 questions in the Poverty Plan which address student mobility, parent involvement, instructional services, specialized services, professional development, and plan evaluation for students qualifying for free- or reduced-price lunch. The information in the right-hand column provides examples, suggestions, and resources for districts.

Attendance and Mobility	1
Parental Involvement	2
Instructional Services	3
Specialized Services	5
Professional Development	7
Evaluation	8
Other (optional)	9

LIMITED ENGLISH PROFICIENCY (LEP) PLAN RESOURCE GUIDE

There are 13 questions in the LEP Plan which address identification of limited English proficiency (LEP) students, instructional approaches used in the district, assessment of LEP students, and an evaluation of the LEP program. The information provided in the right-hand column has been aligned to meet the provisions set forth in [Rule 15, Regulations and Procedures for the Education of Students with Limited English Proficiency in Public Schools](#). Information in italics is meant to provide clarification or additional recommendations for districts. The LEP Plan addresses many, but not all, of the provisions included in Rule 15. Districts must ensure that all provisions of Rule 15 are met, whether or not the district submits a LEP Plan.

Identification	10
Instructional Approaches	12
Assessment of Students' Progress Towards Mastering the English Language	13
Evaluation to Determine Effectiveness of the LEP Plan Elements	15
Other (optional)	17

Poverty Plan Resource Guide

There are 25 questions in the Poverty Plan which address student mobility, parent involvement, instructional services, specialized services, professional development, and plan evaluation for students qualifying for free- or reduced-price lunch. The information in the right-hand column provides examples, suggestions, and resources for districts.

ATTENDANCE AND MOBILITY

Guiding Questions	Examples/Resources
(1) Describe the district attendance policies, procedures, or practices.	<ul style="list-style-type: none"> • Positive recognition, reinforcement, or incentives for regular attendance • Phone calls home, home visits, referrals to county attorney or social workers • Professional development to work with students and families in poverty and from diverse backgrounds
(2) Describe the transportation options for students qualifying for free or reduced lunch who live more than one mile from the attendance center.	<ul style="list-style-type: none"> • District provided transportation services • Contracted transportation services • Mileage reimbursement • McKinney-Vento Act qualification (homeless assistance)
(3) Describe the policies, procedures, or practices that allow students who move within the same school district or learning community to continue at original attendance area, including transportation options.	<ul style="list-style-type: none"> • Intra- and inter-district information systems • Transcript and information from former school • Orientation sessions • Data tracking within and outside the district
(4) Describe any additional services, supports, or resources available for students who miss instruction due to absence or mobility.	<ul style="list-style-type: none"> • Guidance counseling/social service opportunities • Programs available for students who missed instruction: before and after school tutoring, credit recovery programs, extended-day program, online learning, homework club, Saturday school, mentoring programs • Cooperative agreements (Memorandum of Understanding, contracts, etc.) with community organizations, Health and Human Services, or other agencies that assist with providing services addressing poor attendance

PARENTAL INVOLVEMENT

Guiding Questions	Examples/Resources
<p>(5) Describe parent/family engagement opportunities at the school-building level that are tailored for parents in poverty and from diverse backgrounds.</p> <p>(6) Describe parent/family engagement opportunities at the school-district level that are tailored for parents in poverty and from diverse backgrounds.</p> <p>(7) Describe methods used to secure input and participation by parents of poverty and other diverse backgrounds.</p> <p>(8) Describe any additional services, supports or resources to promote parent/family engagement of parents in poverty and other diverse backgrounds.</p>	<p><u>Environment</u></p> <ul style="list-style-type: none"> • Welcoming, diversity celebrated • Orientation for families <p><u>Communication</u></p> <ul style="list-style-type: none"> • Personal contacts, phone, newsletters, home visits, website automated messenger services, media resources, home/school liaisons • Surveys and focus groups to secure input • Grievance policy <p><u>Meetings</u></p> <ul style="list-style-type: none"> • Translation services, child care, child-centered programming, food, educational resource giveaways, home visits • Committees (school improvement, Title I, PTA/PTO, strategic planning) <p><u>Parent Education</u></p> <ul style="list-style-type: none"> • Tailored to parent needs and interests (college planning, parenting, English as a second language, navigating the school, links to community resources) • Volunteer opportunities

INSTRUCTIONAL SERVICES

Guiding Questions	Examples/Resources
<p>(9) Describe the policies, procedures, or practices to reduce or maintain small class sizes in the elementary grades.</p>	<ul style="list-style-type: none"> • Policies, procedures, and/or practices that recognize poverty as a factor in determining class size • Adjustments to the deployment of staff and/or employment of additional staff to reduce class size during core curricular instructional time and/or during non-core curricular instructional time • Policies, procedures, and/or practices that recognize the characteristics of the student population (i.e., mobility, attendance patterns, transfer patterns, etc.) and guide the determination of class size within available or anticipated resources • Modified and/or added facilities that assist with providing additional instructional space
<p>(10) Describe the policies, procedures, or practices for designating uninterrupted teaching time on a weekly basis.</p>	<ul style="list-style-type: none"> • Schedules with blocks of time allotted for reading and math • Scheduling of specials that allows for large blocks of instructional time • Assemblies/Activities are limited and scheduled around core instructional times • Schedules allow flexibility for additional instructional time
<p>(11) Describe the policies, procedures, or practices the district implements to limit school day interruptions.</p>	<ul style="list-style-type: none"> • Announcements and messages are limited to only specific times during the school day • School facilities and classroom locations are designed to limit interruptions • Building-wide discipline plans are consistent and developed to limit interruptions in instructional time • Plans and procedures are in place for visitors to the building • Extra-curricular activities are scheduled outside of the instructional day as much as possible • Classes are scheduled to insure consistent teacher/student contact time • Schedules allow flexibility for additional instructional time • Recruiting/counseling activities are scheduled with limited instructional interruptions

<p>(12) <i>If the school district is a member of a learning community, describe the services provided by the achievement subcouncil as part of the elementary learning center and district coordination with the center.</i></p> <p>(13) <i>If the district is a member of a learning community, describe the coordination activities between the school district, individual attendance centers, and the elementary learning centers.</i></p>	<ul style="list-style-type: none"> • If the school district is in more than one achievement subcouncil and the services are different the district should describe the services in each subcouncil. • Description of services provided by the achievement subcouncil as part of the Elementary Center for each area of the plan. • Are all policies, procedures, and practices addressed in the plan implemented and available in all schools within the district? If not explain the differences. • Description of coordination activities between school districts, individual attendance centers, and the elementary learning centers.
---	---

SPECIALIZED SERVICES

Guiding Questions	Examples/Resources
<p>(14) Describe the early childhood programs in the district.</p>	<ul style="list-style-type: none"> • Description of the elements that make a quality early childhood program i.e., Rule 11, NAEYC, etc. • Preschool services for students with disabilities, Title I, limited English proficiency, migrant, etc. • Description of any cooperative arrangement with community agencies that provide early childhood education, e.g. Head Start • Description of programs to help parents be their child’s first teacher • Description of efforts to work with childcare providers in the community to assure quality experiences for young children • Description of programs that provide home-based services to children and their families in poverty • Collaborative programs from multiple funding streams, i.e. state, federal
<p>(15) Describe how children in poverty are provided access to early childhood programs.</p>	<ul style="list-style-type: none"> • Description of programs to inform parents of early childhood opportunities available within the community • First come-first-served, those in greatest need, children in specific geographic areas, etc. • Considerations for transportation if the lack of transportation interferes with regular attendance
<p>(16) Describe how children in poverty are provided access to social workers.</p>	<ul style="list-style-type: none"> • Policies and procedures for staff • Guidance counselors • Direct access to district employed social workers • Social workers in working alternative schools • Migrant Programs • Interpreters and/or bilingual staff • Student and family liaison staff • School Resource Officers • Utilize county sources for social workers • Attendance at committee meetings with county agencies such as the Child Abuse and Neglect Monthly Meetings (Nebraska Statue 28-729) • Community counseling programs • Community action partners • Child protective services

<p>(17) Describe summer school programs for students in poverty.</p> <p>(18) Describe extended-school-day programs for students in poverty.</p> <p>(19) Describe extended-school-year programs for students in poverty.</p> <p>(20) Describe other specialized services, supports, or resources for children in poverty.</p>	<ul style="list-style-type: none"> • School-community resources • Tutoring, before- and after-school programs, summer school, jump start programs, Saturday school (credit recovery), mentoring, online credit opportunities, alternative education programs, etc. • Notification, home language services, • Transportation, summer nutrition programs, Child Find, clerical assistance with paperwork, recruiter/liaison personnel involvement, etc.
--	---

PROFESSIONAL DEVELOPMENT

Guiding Questions	Examples/Resources
<p>(21) Describe the district policies, procedures, or practices for mentoring new or newly assigned teachers.</p>	<ul style="list-style-type: none"> • Providing building and/or district level mentors, formal induction program, staff development requirements, Professional Learning Communities/Teams • Grade level or building mentors. Support for teachers to become highly qualified, curriculum orientation as needed
<p>(22) Describe the staff development that provides teachers and administrators the knowledge and skills required to address the educational needs of students in poverty and students from diverse backgrounds.</p>	<ul style="list-style-type: none"> • Process for determining the needs of teachers and administrators in meeting the educational needs of students in poverty and students from diverse backgrounds • Staff development plan which includes specific information, training, and/or developmental opportunities for teachers and/or administrators that are designed to improve the learning of students in poverty and students from diverse backgrounds • Staff development opportunities designed to provide skills needed to develop partnership with families • Methods used to evaluate or assess the degree to which the implemented staff development plan provided teachers and/or administrators with an improved ability to address the educational needs of students in poverty and students from diverse backgrounds
<p>(23) Describe other specialized services, supports, or resources for teachers and administrators to address the educational needs of students in poverty and from diverse backgrounds.</p>	

EVALUATION

Guiding Questions	Examples/Resources
<p>(24) Describe how the district determines the effectiveness of the elements of the poverty plan?</p>	<ul style="list-style-type: none"> • Data used to determine student achievement: <ul style="list-style-type: none"> ○ Norm referenced and criterion reference tests ○ Common assessments ○ SAT team information ○ Graduation rates ○ Drop-out rates ○ State-wide assessments ○ IEP Goals ○ ACT/SAT scores ○ LAS/ELDA SCORES ○ Progress model (longitudinal growth rather than achievement model) • Data disaggregation results used to effect change for subgroups <ul style="list-style-type: none"> ○ Programs and interventions implemented ○ Curriculum changes ○ SAT process ○ Reallocation of staff ○ Etc. • Data review team <ul style="list-style-type: none"> ○ General Education/Special Education teachers ○ Specialists/SAT Teams ○ Building/District Administrators ○ Instructional Facilitators ○ School Board ○ Parent/Stakeholders • Evaluation conducted on a regular basis <ul style="list-style-type: none"> ○ Data Retreats ○ Collaboration ○ Instructional Conferences ○ Evaluation schedule and process • Professional development for accessing and analyzing data is on-going • All components of the poverty plan are evaluated • Ongoing checks and balances are in place to insure that the spending requirements are met • Activities and instruction are modified and differentiated to meet the needs of subgroups

OTHER (OPTIONAL)

Guiding Questions	Examples/Resources
<p>(25) Provide any other information or plans the school district wants to address or explain that are not previously included.</p>	<ul style="list-style-type: none">• How the implemented plan differs from previous plan• Preventative measures or practices that have been implemented• Challenges the school district has experienced• Plans under consideration or development for the district's poverty plan 3 to 5 years into the future• How the poverty plan has impacted student achievement• How the poverty plan is consistent with the district or building school improvement plan• How the poverty plan has impacted Human Resources and district budgeting• Other interventions that help address the needs of students from poverty

Limited English Proficiency Plan (LEP) Resource Guide

The information provided in the right-hand column has been aligned to meet the provisions set forth in [Rule 15, Regulations and Procedures for the Education of Students with Limited English Proficiency in Public Schools](#). Information in italics is meant to provide clarification or additional recommendations for districts. The LEP plan addresses many, but not all, of the provisions included in Rule 15. Districts must ensure that all provisions of Rule 15 are met, whether or not the district submits a LEP plan.

IDENTIFICATION OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Plan Questions	Rule 15 Requirements
<p>1. Explain the district policies or procedures to identify LEP students.</p>	<p>A home language survey (HLS) is part of the admission process for:</p> <ul style="list-style-type: none"> • All incoming kindergarten students • All students new to the district (unless transferring from another Nebraska district) <p>The HLS survey includes the following questions:</p> <ul style="list-style-type: none"> • What language did the student first learn to speak? • What language is spoken most often by the student? • What language does the student most frequently use at home? <p><i>A district may include additional questions in the HLS, but may not include questions related to immigration status.</i></p>
<p>2. What language proficiency assessments are used to identify LEP students?</p>	<p>If the HLS indicates that the student speaks a language other than English, districts must use a language proficiency assessment to determine if the student qualifies as a LEP student</p> <ul style="list-style-type: none"> • If the student is currently identified as LEP in a Nebraska district, the district does not have to administer a language proficiency assessment and must obtain documentation of LEP status within 30 days. <p>The language proficiency assessment must:</p> <ul style="list-style-type: none"> • assess English proficiency in listening, speaking, reading, and writing • be determined by the district to be valid and reliable in measuring English-language acquisition • yield composite scores or levels that indicate whether a student is proficient in English <p><i>Examples of language proficiency assessments for initial identification include Language Assessment Scales (LAS),</i></p>

	<p><i>MAC II, IDEA Proficiency Test (IPT), Woodcock-Muñoz, Language Proficiency Test Series (LPTS), Bilingual Verbal Abilities Test (BVAT).</i></p>
<p>3. Describe the specific criteria the district uses in determining which students qualify as LEP.</p>	<p>The student will be identified as LEP if <u>both</u> of these indicators are met:</p> <ul style="list-style-type: none"> • The HLS indicates the student has a home language other than English <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • The student composite scores and levels on the language proficiency assessment indicate the student is not proficient in English

INSTRUCTIONAL APPROACHES

Plan Questions	Rule 15 Requirements
<p>4. Describe the district instructional approaches for LEP children to acquire English (for both social language and academic purposes).</p>	<p>The language instruction educational program (LIEP) is designed to support the LEP student in English-language acquisition.</p> <p>The language instruction educational program (LIEP) must be:</p> <ul style="list-style-type: none"> • a systematic approach to teaching English, • a research-based approach that is supported by experts in the field of second-language acquisition, and • an approach that has the effect of developing the English proficiency of LEP students, enabling them to meet academic standards using the English language. <p>LEP students are taught by teachers with a valid Nebraska teaching certificate.</p> <ul style="list-style-type: none"> • Teachers assigned to teach ESL have an ESL or provisional endorsement OR receive annual professional development in the district program model. • General classroom teachers responsible for English-language instruction have an ESL endorsement OR receive annual professional development to learn skills to meet the language and academic needs of LEP students.
<p>5. How are the instructional models and approaches recognized as best practice by experts in the field?</p>	<p>Districts may implement one or a combination of the following program models. These program models are research-based and supported by experts in the field:</p> <ul style="list-style-type: none"> • Newcomer Programs • Structured Immersion or Sheltered Instruction • ESL Pull-out/ESL Push-In • Dual Language Program • Transitional Bilingual <p>Detailed program model descriptions can be found in Rule 15: A Guide for Implementation.</p>

ASSESSMENT OF STUDENTS' PROGRESS TOWARD MASTERING THE ENGLISH LANGUAGE

Plan Questions	Rule 15 Requirements
<p>6. Describe the specific criteria and plan the district has established to determine when the LEP student has mastered English.</p>	<p><u>To exit a Kindergarten – 2nd grade student, the student must:</u></p> <ul style="list-style-type: none"> • have a composite score of proficient on the English-language proficiency assessment, AND • have a teacher’s recommendation <p><u>To exit a 3rd grade – 12th grade student, the student must:</u></p> <ul style="list-style-type: none"> • have a composite score of proficient on the English-language proficiency assessment, OR • have a score that meets or exceeds the standards on the Nebraska State Accountability Reading (NeSA-R) assessment <p>The academic progress of students who have met the exit criteria must be monitored for a period of two years. A student who has met the exit requirements is no longer identified as “LEP eligible” and is entered as “redesignated as English fluent” on NSSRS.</p> <p><i>NOTE: A district may not require all LEP students to meet both of the criteria in order to exit the language instruction educational program. However, districts may choose which assessment to use for exit criteria based on a review of the individual student’s performance on the assessments.</i></p>
<p>7. What objective language measures does the district use to assess listening, speaking, reading, and writing?</p>	<p>Rule 15 contains specific exit criteria for LEP students in Grades K-2 and Grades 3-12. (See the exit criteria outlined in Number 6 above).</p> <p><i>However, as part of the LEP Program Review, districts may use a variety of objective language measures to assess student progress toward mastering the English language.</i></p> <p><i>This may include:</i></p> <ul style="list-style-type: none"> ○ <i>the district’s chosen language proficiency assessment (used for identification)</i> ○ <i>the state’s annual English-language proficiency assessment</i>

<p>8. What objective measures does the district use to assess student progress toward meeting content standards?</p>	<p>Rule 15 contains specific exit criteria for LEP students in Grades K-2 and Grades 3-12. (See the exit criteria outlined in Number 6 above).</p> <p><i>However, as part of the LEP Program Review, districts may use a variety of objective language measures to assess student progress toward meeting content standards.</i></p> <p><i>This may include:</i></p> <ul style="list-style-type: none"> ○ <i>district content assessments</i> ○ <i>formative assessments</i> ○ <i>writing assessments</i> ○ <i>norm-referenced assessments</i> ○ <i>state assessments</i>
<p>9. What subjective measures does the district include?</p>	<p>Rule 15 contains specific exit criteria for LEP students in Grades K-2 and Grades 3-12. (See the exit criteria outlined in Number 6 above).</p> <p><i>However, districts may include subjective measures as part of the LEP Program Review.</i></p>

EVALUATION TO DETERMINE THE EFFECTIVENESS OF THE LEP PLAN ELEMENTS

Plan Questions	Rule 15 Requirements
<p>10. Describe the approach that will be used to evaluate the effectiveness of the program.</p>	<p>The school district must designate a team of staff members to conduct an annual written review.</p> <p>The written review must include an examination of program implementation practices, including</p> <ul style="list-style-type: none"> • the process for identifying LEP students • how the district implements language instruction educational programs (LIEP) • how the program is staffed • assessment and accommodations of LEP students on state assessments • the requirements to exit the program <p>In addition, the annual review must be</p> <ul style="list-style-type: none"> • submitted to the district superintendent • kept on file to be available to the public • free of any personally identifiable student information • retained pursuant to the district’s records retention schedule <p style="text-align: center;"><i>See Appendix B in Rule 15: A Guide for Implementation for LEP Program Review Template</i></p>
<p>11. List the types of data (both formative and summative) that will be collected as part of the evaluation.</p>	<p>The annual review must include an analysis of LEP student performance on</p> <ul style="list-style-type: none"> • the annual state English-language proficiency assessment • the state content assessments • other relevant assessments and data <p>The annual review must compare the academic performance of former LEP students to the performance of non-LEP students</p> <p><i>LEP and former LEP data that may be included:</i></p> <ul style="list-style-type: none"> ○ attendance data ○ graduation, drop out, promotion, retention rates ○ college attendance rates ○ inclusion in gifted and talented programs ○ inclusion in special education ○ performance on assessments: state, district, college entrance ○ classroom performance

	<ul style="list-style-type: none"> ○ <i>credits completed</i> ○ <i>participation in extra-curricular activities</i> ○ <i>awards and honor for secondary students</i> ○ <i>school climate survey results</i> ○ <i>parent/family attendance and involvement</i>
<p>12. How will the data be used as part of an ongoing evaluation process?</p>	<p>The school district must</p> <ul style="list-style-type: none"> • make modifications to the language instruction educational program based on the results of data analysis and review of the program implementation practices • design modifications to assist students in overcoming any language barriers that may prevent them from participating meaningfully in the core curriculum program • District uses ELL assessment data in planning for district and school improvement

OTHER (OPTIONAL)

Plan Questions	Rule 15 Requirements
13a. Include information that may not be included in previous sections.	<i>This section may be used to address elements that are not included in the other sections of the LEP plan.</i>
13b. Are there unexpected events or unforeseen obstacles that have occurred during the implementation of any previous plans that have affected this plan?	<i>Describe any events that the district did not anticipate that may have previously occurred but may be relevant to this plan.</i>
13c. Have there been any significant changes in the LEP population since the previous plan?	<i>Describe any major increases or decreases in the LEP population that have occurred and may be relevant to this plan.</i> <i>Include unique needs associated with any new or growing populations.</i>
13d. Use of interpreters/translators	
13e. Describe community services or resources that support the district's LEP plan, students, and/or families.	