

*Fresno Unified School District
Santiago V. Wood, Ed.D., Superintendent*

**Second Biennial Evaluation Report for
Project ACCESS**

**Academic Curriculum and
Collaboration for Educational Student Success**

2000-2001

*Research, Evaluation and Assessment
September, 2001*

EXECUTIVE SUMMARY

This report describes results of the second biennial evaluation of Project ACCESS (Academic Curriculum and Collaboration for Educational Student Success), a Title VII System-Wide grant. The purpose of the grant is to implement the systemic restructure of programs serving English Learners in Fresno Unified School District (FUSD). This evaluation reports on the following project initiatives:

- Improve professional development, curriculum, and instruction,
- Reform the articulation and collaboration between departments regarding bilingual issues,
- Upgrade direct instruction in academic language for all students, and
- Create a Spanish two-way bilingual immersion model program in FUSD.

Evaluation methods for Project ACCESS incorporated quantitative and qualitative data to capture project outcomes and identify contributing factors toward student achievement and second language acquisition. Academic achievement was measured with English and Spanish language norm referenced tests, and standards based assessments. Second language acquisition skills were determined by district-developed assessments and standardized language assessment surveys. Qualitative data included classroom observations; teacher interviews; focus group discussions; and teacher, student, and parent surveys. Findings are presented within the context of Project ACCESS goals.

Goal I. To improve curriculum, instruction, assessment and the use of technology for English Learner students.

A substantial increase in Hmong language instructional materials were made available district-wide. Project ACCESS staff translated into Hmong language over 165 reading books, lesson activities, and supplemental curricular materials. A district-wide survey indicated wide availability and effective use of curricular materials translated and developed by Project ACCESS staff. Project ACCESS-sponsored one-day conferences on the educational, cultural, and linguistic needs of language minority students increased cultural awareness of *student academic needs, cultural and linguistic differences, and effective instructional programs/practices*.

Institutes conducted by Dr. Maria Montano-Harmon on building student academic language resulted in the successful implementation of strategies and improved instructional practices.

A large percentage of students in the Khmer Emerging Educational Program (KEEP) scored at or above the 50th percentile on SAT-9 in language and mathematics in grades seven through 11. KEEP is a Khmer literacy program serving 330 students.

Site visits indicated teachers were very cognizant of theoretical and academic issues surrounding academic language, and instructional strategies were effectively incorporated into curricular content. English Learners successfully gained access to the core

curriculum through primary language support provided by paraprofessionals. There was clear articulation between ELD and mainstream content teachers.

Improvements were made in the enrollment of English Learners in instructional programs appropriate to language needs. A decreased percentage of students were in instructional programs without properly certificated teachers. An increased percentage of students received ELD and either SEI or SDAIE. Due to Proposition 227, a decreased percentage of students were enrolled in primary language classes. The percentage of students receiving primary language instruction was similar to the California rate (12%).

Goal II. To incorporate the needs of English Learners into the District's accountability and standards model.

The district-developed *Diagnostic Data Sheet* designed to regularly monitor the academic progress of English Learners and identify academic deficits has been revised to reflect a standards-based assessment system.

SABE/2 Test Results The large number of students tested on SABE/2 since 1998 (1998, 2571; 2001, 2274) suggests an increased response to the linguistic and cultural characteristics of English Learners relative to meeting district academic and performance standards. SABE/2 test scores increased among most grade levels in 2001 and students enrolled in primary language classes out-performed students in SEI.

SAT-9 Test Results English Learners in grades two through six made at least 2 mean NCE gains in language across all instructional programs. Students in primary language and mainstream programs made gains in mathematics. Among high school students, SEI students made achievement gains in mathematics and language.

Since 1998, a slight increase occurred in the participation of English Learners and redesignated students in GATE programs. A decreased percentage of English Learners were enrolled in Special Education programs in grades seven through 12 in 2001. English Learners were much less likely to be enrolled in alternative education programs. English only students experienced the highest dropout rates with both English Learners and non-English Learners likely to drop out in grades 10 through 12.

Although the achievement gap continued between English Learner and English only students, important gains were realized by English Learners. In reading, English Learners achieved gains in each grade category since 1998. Large achievement gains were made in mathematics among ELD I-III students in grades two through six, and grades nine through 11 (6 mean NCEs). The achievement gap continued to narrow in mathematics between ELD IV-V and English only students in grades two through six. SABE/2 test scores for Spanish language English Learners indicated an increased percentage of students scored at or above the 50th percentile at most grade levels in reading (8 grade levels), language (8 grade levels), and mathematics (5 grade levels).

English Learners acquired English at rates appropriate to their level of English Language Development. In grades kindergarten through six, more than half the students met district ELD benchmarks after two years. The percentage of English Learners achieving fluency

in English did not change from 2000 to 2001, however, the redesignation rate increased by 47% since 1998.

Students in the two-way bilingual immersion program had higher SABLE/2 and SAT-9 test scores than students in FUSD's transitional bilingual program. By grade three, two-way immersion students out-performed district students in reading, language and mathematics. Results of the Woodcock-Munoz Language Survey indicated a large percentage of students were capable of performing at grade level at least 90 percent of the time in reading/writing skills in Spanish (grade two, 85%; grade three, 93%) and English (grade two, 35%; grade three, 53%).

Goal III. To improve the linkages of health and human resources to English Learners' parent education activities.

The FUSD District English Learner Advisory Committee (DELAC) increased awareness among English Learner parents of community resources and services. Minutes of DELAC meetings indicate major topics discussed included the California English Language Development Test, crime prevention, daytime curfew, Project ACCESS services, parent involvement, instructional program options for English Learners, use of Title I funds, day care during parent volunteer efforts, availability of non-English speaking school office staff, promotion-retention policy including the parent appeal process, ELD standards, school site plans and school budgets.

FUSD opened the Parent Engagement Center (PEC) with a multilingual and multicultural staff. Project ACCESS staff were on the committee that established the PEC. A Parent Mobile Collaborative provides health services to students under the age of five; and case management services in the area of food, clothes, and employment.

Goal IV. To increase public support and awareness of English Learner student educational needs.

A district-wide parent survey suggests increased parent engagement in schools. Parents of students at ELD levels I-III were very likely to indicate *their language and culture are respected at the school*. More non-English Learner than English Learner parents indicated the *school provides information about community services/programs/agencies*. Parents of students at lower levels of English language proficiency were more likely to indicate they *can get help from the school, parents are involved in decisions made at this school, and if I need to communicate with someone at the school, I can do so easily*.

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Second Biennial Evaluation Report for Project ACCESS

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2000-2001

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Fresno, California
September, 2001



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INTRODUCTION

This evaluation report describes the second biennial results of Project ACCESS (Academic Curriculum and Collaboration for Educational Student Success), a Title VII System-Wide grant funded by the Improving America's Schools Act of 1994. The purpose of the grant is to promote the systemic restructure of programs serving English Learners in Fresno Unified School District (FUSD). Project ACCESS is designed to improve, reform, and upgrade the school district's program for over 25,000 English Learner students. In this report, English Learners are those otherwise known as Limited English Proficient students. This evaluation focuses on the following project initiatives:

- ◆ Improve professional development, curriculum, and instruction,
- ◆ Reform the articulation and collaboration between departments regarding bilingual issues,
- ◆ Upgrade direct instruction in academic language for all students, and
- ◆ Create a Spanish two-way bilingual immersion model program in FUSD.

Context

The FUSD instructional program for English Learners provides differentiated instruction appropriate to the English language proficiency level of students. Instructional programs available to meet the academic and language development needs of English Learners are Specially Designed Academic Instruction in English (SDAIE), Structured English Immersion (SEI), primary language instruction, and participation in the district's regular academic program. Students at lower levels of English language proficiency receive SEI while students at higher proficiency levels receive SDAIE. FUSD follows a transitional model of primary language instruction moving students to English language instruction as appropriate. All instructional and curricular programs are developed and implemented within the guidelines of the *Fresno Unified School District Master Plan for English Learners, 2000* (Fresno Unified School District, 2000).

FUSD is the fourth largest school district in California with approximately 80,000 students and has the fourth largest population of English Learners (24,634). It is located in the central San Joaquin Valley and has a student population that represents diverse cultural, ethnic/racial, and language minority students (See Table 1). The largest language groups are Spanish (52%), Hmong (31%), Lao (6%), and Khmer (6%).

Table 1
Demographic Profile of FUSD English Learner Students, 2001

Number of Students	Primary Languages	Instructional Programs	ELD Levels*	Special Education	Ethnicity			
24,634	Spanish	14,153	SEI	10,018	ELD I 2663	Resource	White	20%
	Hmong	7,073	Primary Language	2,813	ELD II 3331	Specialist	Hispanic	49%
	Khmer	1,293	SDAIE	10,514	ELD III 7218	Program	African Amer.	12%
	Lao	1,077	Two-Way Immersion		ELD IV 5848	1516	Asian	17%
	Vietnamese	176		286	ELD V 5517	Special	Native Amer.	.8%
	Other	862			FEP-R** 3981	Day	Filipino	.4%
						Classes	Pacific Isl.	.2%
						869		

*English Language Development Levels

** Fluent English Proficient-Redesignated

EVALUATION METHODS

Evaluation methods for the Project ACCESS biennial report incorporated both quantitative and qualitative data to better capture project outcomes and identify contributing factors toward student achievement and second language acquisition. Based on FUSD's multiple measures model, academic achievement was measured with English and Spanish language norm referenced tests, the California Standards Test in language arts and mathematics, and FUSD's standards-based assessment system. Second language acquisition skills were determined by district-developed assessments and standardized language assessment surveys such as the Language Assessment Scales (1990) and the Woodcock-Munoz Language Survey, (1993).

FUSD's Standards-Based Assessment

FUSD's standards-based assessment, Assessment of Baseline Curriculum (ABC), was field tested over two years and implemented to determine student proficiency on the district's mathematics and language arts standards. Teachers and school administrators have been inserviced annually to increase effectiveness and consistency in assessing the standards. The ABC was administered twice a year to measure academic gains in grades 3 through 8.

Norm Reference Tests

California requirements mandate the testing of all students in grades 2 through 11 with the English language *Stanford Achievement Test, Ninth Edition* (SAT-9, 1997) standardized norm reference test. Results in this evaluation are reported with careful attention to the English language proficiency levels of students. Spanish language students were tested when appropriate on the *Spanish Assessment of Basic Education* (SABE/2, 1994) standardized norm referenced test.

Qualitative Data

Quantitative data cannot adequately capture the complexities of classroom activities and effects of instructional practices (Gamoran and Berends, 1987). Therefore, evaluation results include such qualitative data as classroom observations; teacher interviews; focus group discussions; and teacher, student, and parent surveys. Survey instruments were used to determine implementation of program components and effects on participants. The report of findings is presented within the context of Project ACCESS goals.

Validity and Reliability of Assessment Instruments

A brief description is presented in Table 2 of major assessment instruments used in the *Project ACCESS* evaluation.

Table 2
VALIDITY AND RELIABILITY OF ASSESSMENT INSTRUMENTS

	SAT-9	SABE/2	Woodcock-Munoz	LAS
<i>Purpose</i>	To measure student achievement in reading, language, spelling, study skills, listening, mathematics, science, and social science.	To measure achievement in the basic skills for whom Spanish is the language of instruction.	To measure cognitive-academic language proficiencies.	To assess language proficiency in English and Spanish in speaking, listening, reading, and writing.
<i>Reliability</i>	Kuder-Richardson Formula 20 coefficients were in the range of mid .80s to .90s for most test and subtests of the multiple-choice battery. The inter-rater coefficients for the open-ended writing assessments had simple correlations that ranged from .50s to mid .80s.	The internal consistency reliability for the subtests at all grade levels was between .67 and .97 using the Kuder-Richardson formula 20.	According to the technical manual, estimates for reliability of the English language portion of the Woodcock-Munoz were in the .80 and .90 coefficient range.	According to the technical manual, reliabilities for each subscale on the oral LAS test had inter-item correlations that varied within the .2 to .7 range.
<i>Validity</i>	The items were reviewed for content, style, and appropriateness by a panel of experts, editors, measurement specialists, and teachers.	SABE/2 was developed from an extensive review of school curricula, Spanish basal textbooks, and Spanish language criterion reference tests.	Content validity was drawn from studies that correlated the survey to standardized tests and other surveys in the Woodcock-Johnson family of tests. The correlation in each of the English language clusters was high (.90s).	Cross-tabulations were conducted for differing versions of the test to determine agreement on student placements. Agreement in student placement was statistically significant in reading tests, and to a lesser extent in writing.
<i>Normed population</i>	Stratified random sample of 250,000 students from 1,000 school districts in the Spring of 1995 and 200,000 students in the fall. The sample consisted of non-English proficient (2%), ethnic/racial minority (37%), low income (29%), and special education (4%) students.	Spanish dominant sample of over 10,000 students in grades 1 through 12. Majority were Mexican American, Puerto Rican, and Central and South American students.	Stratified sample of 6,359 subjects 2 to 90 years of age, from over 100 geographically diverse U.S. communities. Demographical characteristics included gender, community size, race, occupational status, private and public college enrollment, parent educational level, and income	Approximately 3,600 students in grades 1 through 12 participated in the oral test and about 3,900 students for the reading/writing test. Students were from California, Texas, New York, Illinois, Wisconsin, Arizona, and Hawaii. Most students had a home language of English (33%), Spanish (61%), or Vietnamese (1%).

PROGRAM FINDINGS

Presentation of findings in this evaluation report are organized around *Project ACCESS Goals and Objectives* dated May 1, 2000 (enclosed). The matrix is a revision of Figure 7 found on page 22 of the original grant proposal.

◆ **Goal I: To improve curriculum, instruction, assessment and the use of technology for English Learner students.**

1. *Was there an increase in the availability of Spanish, Hmong, Lao, and Khmer language instructional materials?*

Evidence indicates a substantial increase in Hmong language instructional materials were made available district-wide. Project ACCESS staff translated into Hmong language over 165 reading books, lesson activities, and supplemental curricular materials from district-adopted Rigby and Macmillan-McGraw Hill published materials. Currently, 25 Hmong language grade 1 reading books are available for purchase by district schools. An additional 34 titles are in press. Curricular materials were catalogued and made available to teachers through the district's Instructional Media Service. By August 1, 2001, 13 elementary schools, 1 middle school, and 1 high school had purchased Spotlight reading/storybooks. The Migrant Education department also purchased 40 copies of 5 titles and several copies of each other title. In addition, Hmong language materials developed by FUSD were purchased by such institutions as the Arne Nixon Center for the Study of Children's Literature at California State University, Fresno (CSUF), CSUF School of Education, Sacramento Unified School District, and a school district in Minneapolis, MN.

A district-wide survey of 300 school administrators, program managers, teachers, and bilingual instructional aides indicated wide availability and effective use of curricular materials translated and developed by Project ACCESS staff. Survey data presented in Table 3 (response rate was 25%) indicates a large percentage of respondents felt resource books, reference materials, and literature books were adequately available. In all cases, teachers were less likely than administrators to indicate availability of materials.

Table 3
Percent of Respondents Indicating *Project ACCESS* Curricular, Resource, and Reference Materials Were *Very Available or Somewhat Available*

	Administrators (N=27)	Teachers (N=36)	Bilingual Instructional Aides (N=13)
Resource books	89%	69%	62%
Reference materials	85%	61%	69%
Video and audio materials	85%	53%	46%
Literature books	89%	75%	77%

Grouped responses (*very* and *somewhat*) indicated literature (74%), resource (66%), and reference books (66%) were useful among respondents (See Table 4). Teachers and Bilingual Instructional Aides indicated regular use (daily or 2 to 3 times a week) of literature books (31%) and resource books (20%).

Table 4
Percent of Respondents Indicating Usefulness of Curricular Materials (N=76)

	Very Useful	Somewhat Useful	Not Useful	Not Applicable
Resource books	23%	43%	4%	30%
Reference materials	23%	43%	4%	27%
Video and audio materials	20%	35%	15%	27%
Literature books	33%	41%	4%	20%

Most respondents indicated Hmong language materials were effective in literature (86%), reading (86%), and social studies (77%) content areas (See Table 5).

Table 5
Percent of Respondents Indicating *Agree* or *Strongly Agree* that Hmong Language Materials Were Effective in Content Areas (N=29)

Literature	Reading	Writing	Mathematics	Science	Social Studies
86%	86%	65%	68%	56%	77%

Project ACCESS provides instructional and administrative support to the *Khmer Emerging Education Program (KEEP)*, an after school Khmer literacy program provided to 330 students in grades 2 through 12. Evidence presented in Table 6, indicates KEEP participants had high achievement levels in language and mathematics. A higher percentage of KEEP than FUSD students scored at or above the 50th percentile on SAT-9 in language and mathematics in grades 2 through 11. More than half the KEEP students scored at or above the 50th percentile in mathematics in grades 7 through 11. The language intensive skills required for reading may have prevented important gains in this area.

Table 6
Percent of KEEP Students Scoring at or Above the 50th Percentile on SAT-9, 2001

	<i>Reading</i>		<i>Language</i>		<i>Mathematics</i>	
	KEEP	FUSD	KEEP	FUSD	KEEP	FUSD
Grades 2-6	20% (74)	27% (31,057)	36% (76)	33% (31,673)	41% (75)	37% (31,955)
Grades 7-8	28% (54)	31% (10,946)	43% (54)	35% (10,854)	50% (54)	32% (10,999)
Grades 9-11	16% (64)	23%(13,473)	50% (66)	36%(13,458)	59% (66)	37% (13,733)

2. Was there an increase in the implementation and improvement of instructional practices and strategies for English Learners in English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and primary language classes?

Evaluation data is presented on the effects of cultural presentations on FUSD staff, findings of program reviews of English Learner services at school sites, and results of the state required annual language census report.

Cultural Presentations

During the last four academic years, Title VII staff sponsored over 80 one-day conferences on the educational, cultural, and linguistic needs of the largest language groups in FUSD. Over 5,000 school administrators, teachers, and community members have attended the conferences, with almost 1,700 participants in 2000-2001. The conferences were well received as indicated by responses to questionnaires distributed two weeks following each presentation. As indicated in Table 7, large percentages of respondents indicated the information increased cultural awareness of *student academic needs, cultural and linguistic differences, and effective instructional programs/practices* for language minority students. Results indicate respondents at the Chinese presentation were less likely to indicate increased *awareness of student academic needs* (85%) while respondents at the African American presentation were less likely to indicate the information *changed instructional practices* (71%). Respondents were less likely to find the presentations *increased ways to implement effective instructional practices*.

Table 7

Percent of Participants Indicating *Very much* or *Some* that Information Increased Awareness of Student Academic Needs, Cultural and Linguistic Differences and Effective Instructional Practices/Programs

<i>To what extent has information increased awareness of</i>	Hmong	African American	Mexican	Mien	Chinese	American Indian	Middle Eastern Cultures
Student academic needs?	89%	88%	94%	100%	85%	100%	100%
Cultural and linguistic differences?	93%	92%	80%	100%	100%	93%	100%
Effective instructional practices/programs for students?	92%	82%	91%	90%	96%	97%	95%
<i>To what extent has the information changed your instructional practices?</i>	90%	71%	94%	81%	74%	82%	76%

Presentations on educational issues affecting language minority students were also found to be effective (See Table 8). Participants were more likely to indicate *very much* or *some* that the Academic language (98%), Hmong literacy (95%), and Two-Way Immersion (91%) presentations increased awareness of *student academic needs*. The three presentations also effectively increased awareness of *cultural and linguistic differences, and effective instructional programs/practices* of English Learners. A large percentage of participants at Academic Language (82%) and Two-Way Immersion (81%) presentations had the most impact on *changing instructional practices*.

Table 8

Percent of Participants Indicating *Very much* or *Some* that Information Increased Awareness of Student Academic Needs, Cultural and Linguistic Differences and Effective Instructional Practices/Programs

<i>To what extent has information increased awareness of</i>	Two Way Immersion	Academic Language	Accelerated Schooling	Hmong Literacy	New World Images	Global Market Place	Writer's Experience	Academic Excellence & Equity
Student academic needs?	91%	98%	81%	95%	73%	75%	81%	88%
Cultural and linguistic differences?	100%	90%	78%	100%	82%	71%	81%	88%
Effective instructional practices/programs for students?	91%	92%	80%	100%	64%	75%	90%	80%
<i>To what extent has the information changed your instructional practices?</i>	81%	82%	67%	65%	67%	57%	75%	68%

One of the more in-depth institutes sponsored by *Project ACCESS* was conducted by Dr. Maria Montano-Harmon on building student academic language. Participants attended a one-week (Institute I, 550 participants) or two week (Institute II, 100 participants) conference to learn instructional strategies to improve student academic language. Survey results indicated participants at Institutes I and II successfully implemented strategies and improved instructional practices. As indicated in Table 9, a large percentage of participants indicated increased *awareness of student non-dialect discourse patterns* (Institute I, 74%; Institute II, 90%). Participants also indicated the Institutes improved teaching practices especially in *building student academic competence* (Institute I, 44%, Institute II, 60%).

Table 9

Percent of Teachers Indicating *Very Much* That Institute Improved Teaching Practices

<i>How Institutes increased awareness</i>	Increased awareness of student non-dialect discourse patterns.	Increased awareness of student academic competence	Increased awareness of effective instructional practices for English Learners.
Institute I (23)	74%	61%	70%
Institute II (30)	90%	77%	73%
<i>How Institutes improved teaching practices</i>	Increased use of small group, cooperative learning activities	Increased emphasis on building student academic competence	Reduced student non-standard dialect clashes in the classroom
Institute I (23)	35%	44%	31%
Institute II (30)	50%	60%	43%
<i>How Institutes helped students</i>	Improved student academic language	Improved student literacy	
Institute I (23)	35%	31%	
Institute II (30)	43%	30%	

Closer examination of implementation and instructional effects of strategies presented at the Maria Montano Harmon Institute II is presented here. Evidence was collected from a teacher survey and a focus group discussion with nine high school teachers. All teachers completed Institute II last academic year. Findings indicate teachers were very cognizant of theoretical and academic issues surrounding academic language. Strategies to improve academic language were effectively incorporated into curricular content and instruction. The following findings indicate how teachers structured academic language strategies and defined instructional effects:

- The validation of students' private voice prevented resistance or defiance toward the use of a public voice. This had implications for reduced behavioral problems. A teacher indicated one student used street slang to intimidate another student. The teacher recognized the act as a conflict in language registers and instead of referring the student to the office for disciplinary action, interpreted the problem as a learning opportunity.
- One vocabulary activity made a teacher more comfortable teaching vocabulary. Parents informed the teacher of observing their children working on the activity at home. Students also indicated the technique would be helpful in college. Some students independently used the activity in other classes.
- Teachers found the Institute activities increased opportunities for students to discuss and voice their ideas.

“Students are engaged, it’s empowering. They learn language is powerful. Academically, they know they have to have a public voice.” (Language Arts teacher).

“[The Institutes] use tons of cooperative [learning] strategies that has helped me give every student a voice in class.” (Language Arts teacher).
- By encouraging students to use their private voice, an increased opportunity was provided for teachers to substitute academic language when appropriate.

“The activities were fun, but that is not the end. They [students] have to bring it back to the content and use reflection. The activity becomes the chance to validate and incorporate their prior knowledge base. Then you proceed to new understandings and academic concepts.” (Social Studies teacher).
- English Learners added another dimension to building academic language. English Learners are more comfortable using private voice or what Cummins (1989) called BICS. By validating student voice, teachers increased student confidence to develop their public and academic voice. This was especially noted for English Learners who must develop academic language in two languages.
- Increased awareness of the tendency for students to use the private voice affected a teacher’s grading practices toward one of becoming less critical of style to more on content.

“Students came to understand that the oral voice should not be used in writing.” (Language Arts teacher).

“I found both Institutes extremely valuable. They transformed the way I teach.” (English Language Development teacher).

Program Review of English Learner Services

Evidence is presented to document implementation of ELD curriculum, student access to core curriculum, and proper certification of staff to teach English Learners. Data was collected from a comprehensive program review of English Learner services at seven secondary schools (two high schools, five middle schools) and 20 elementary schools conducted by the Office of Multilingual and Multicultural Education during the fall of 2001. The schools represented 35% of all English Learners in elementary and 30% of all English Learners in secondary schools. Visitation teams consisted of district level staff, school site teachers, and administrators. Site visitations included classroom observations, school staff and parent interviews, and examination of primary documents.

Site visits indicate improvements are warranted in elementary grades in the instruction of ELD, and use of ELD curriculum. In secondary schools, results indicate improvements are needed to increase articulation between elementary and middle schools. However, the reviews also found effective implementation of ELD strategies and literature-based activities, improved coordination between special education and ELD teachers, and large numbers of special education teachers who were knowledgeable of language acquisition issues and student goals as indicated on Individualized Education Plans. Site visit also found evidence that:

- English Learners successfully gained access to the core curriculum in their primary language through the appropriate assignment of classroom Bilingual Instructional Aides.
- There was clear articulation between ELD and mainstream content teachers.
- Most of the schools effectively placed students in appropriate instructional programs (SEI, SDAIE, primary language instruction).
- Most schools had qualified staff for the instruction of English Learners.
- Effective efforts were made for professional development.

Instructional Programs for English Learners

Corroborative evidence of site visit is found in Figure 1, indicating improvements in the enrollment of English Learners in instructional programs appropriate to their language needs. For example, between 1998 and 2001, FUSD decreased the percentage of students receiving only English Language Development (ELD) services (1998, 7%; 2000, 2%) and reduced the percent of English Learners in instructional programs without properly certificated teachers (1998, 11%; 2000, 4%). Also, an increased percentage of students received ELD and either SEI or SDAIE (1998, 40%; 2000, 51%). Largely due to the implementation of Proposition 227 in California in 1998, there was a decrease in the percentage of students enrolled in primary language classes (1998, 16%; 2001, 12%). Nonetheless, the percentage of students receiving primary language instruction was similar to the California rate (12%).

Enrollment of English Learners in Primary Language (PL), English Language Development (ELD), Structured English Immersion (SEI), and Specially Designed Academic Instruction in English (SDAIE) Instructional Programs,
1998 to 2001

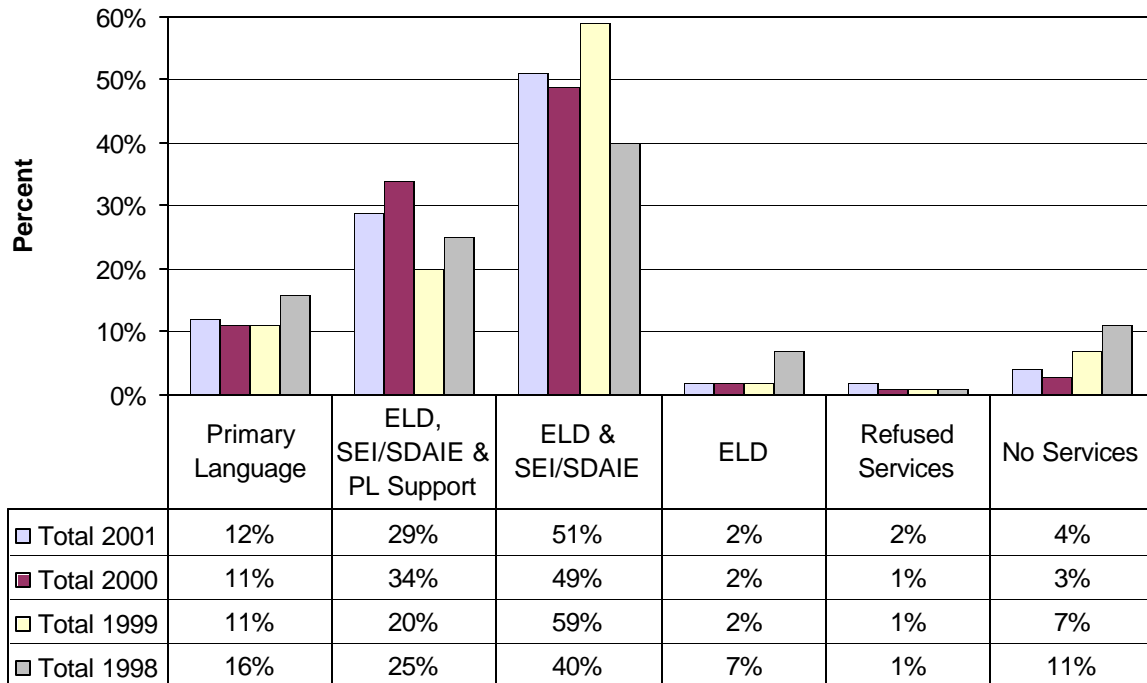


Figure 1

3. *Were there increases in the number of students and schools participating in dual immersion programs?*
4. *Were there increases in students' academic growth among students at the Ann Leavenworth Two-Way Bilingual Immersion program?*

Project ACCESS was instrumental in the development of a two-way bilingual immersion program at Ewing Elementary School. The program is in year two of implementation.

Ann Leavenworth Two-Way Immersion Program

Results of the California Standards Test in English Language Arts indicates students in the two-way bilingual immersion program were as likely to meet the *Proficient* level as FUSD students in grades 2 (12%) and 3 (11%) (See Table 10).

Table 10
 Percent of Students Achieving Proficiency Levels on the California Standards Test in
 English Language Arts, Grades 2 and 3
 2001

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Grade 2					
Two-Way Immersion (17)	24%	58%	6%	12%	
FUSD (3162)	28%	31%	25%	13%	4%
Grade 3					
Two-Way Immersion	25%	11%	53%	11%	
FUSD (3644)	33%	30%	23%	11%	3%

◆ **Goal II: To incorporate the needs of English Learners into the District’s academic accountability and standards model.**

1. *Were district academic and performance standards increasingly responsive to the linguistic and cultural characteristics of English Learners?*

FUSD increased the accurate and appropriate assessment of English Learners in academic achievement and English language development. Findings indicate the FUSD assessment system and school accountability model integrated the assessment and monitoring needs of English Learners in all standards-based and language proficiency assessments. In addition, results of SABE/2 test scores among the Spanish language students suggest increased response to the largest population of English Learners.

Standards-based assessments. FUSD developed and adopted content standards in language arts, mathematics, science, and social studies. FUSD language arts and mathematics standards are closely aligned with California state standards and students are regularly assessed on a district-developed criterion reference test. English Learners at lower levels of English language proficiency are assessed on an alternative assessment to prevent language as a barrier to assessment. In science, a performance-based assessment is used to monitor student proficiency levels on district science standards.

English Language Development. Performance standards for English language development are described in the *Elementary English Language Development Curriculum Guide* (Fresno Unified School District, 1997a) and the *Secondary English Language Development Program* (Fresno Unified School District, 1997b). District benchmarks have been established to determine adequate progress toward acquiring English language proficiency. English Language Development standards have been adopted and curricular guides have been developed and aligned with the new California English Language Development Test (CELDT).

Academic monitoring. The district-developed *Diagnostic Data Sheet* was designed over ten years ago to regularly monitor the academic progress of English Learners and identify academic

deficits. The *Diagnostic Data Sheet* has been revised to reflect a standards-based assessment system (See Appendix A). The identification and process for addressing deficits in academic achievement among English Learners is described in the *FUSD Master Plan for English Learners, 2000*. It is important to determine if academic deficits occur within instructional programs. Therefore, SABE/2 and SAT-9 achievement data is presented for students enrolled in SEI, SDAIE, and primary language instruction.

SABE/2 Test Results

SABE/2 is a reliable indicator of achievement for students whose primary language is Spanish. The large number of students tested on SABE/2 since 1998 (1998, 2571; 1999, 2823; 2000, 2638; 2001, 2274) suggests FUSD’s increased response to the linguistic and cultural characteristics of English Learners relative to district academic and performance standards. SABE/2 test results indicate increased performance among most grade levels (See Table 11). Students enrolled in primary language classes out-performed students in SEI (light shaded area). The relatively small number of students in SDAIE classes completing the SABE/2 prevents meaningful interpretation of results. However, results suggest close attention to students in SEI classes may be warranted to prevent deficits in academic skills assessed in Spanish.

Table 11

SABE/2 Mean NCE Scores for English Learners in Primary Language, Structured English Immersion (SEI), and Specially Designed Academic Instruction in English (SDAIE) Instructional Programs, 2001

	Primary Language	SEI	SDAIE
Reading			
Grades 2-6	50.8 (1307)	47.3 (339)	52.8 (34)
Grades 7-8	55.2 (50)	47.6 (77)	42 (2)
Grades 9-12	47.1 (131)	48.9 (44)	72.8 (5)
Language			
Grades 2-6	52.2 (1305)	46.6 (333)	50.4 (34)
Grades 7-8	57.8 (50)	51.4 (76)	47.5 (2)
Grades 9-12	47.1 (140)	49.9 (43)	69.4 (5)
Mathematics			
Grades 2-6	50.2 (1307)	45.3 (340)	49.3 (34)
Grades 7-8	48.3 (50)	42.4 (77)	43 (2)
Grades 9-12	39.8 (138)	41.8 (44)	73.6 (5)

SAT-9 Test Results

SAT-9 test scores among English Learners (See Table 12) indicates students in grades 2 through 6 made at least 2 mean NCE gains in language across all instructional programs (light shaded area). Students in primary language and mainstream programs made gains in mathematics. Among high school students, SEI students made achievement gains in mathematics and language.

Table 12

SAT-9 Mean NCE Scores for English Learner Students in Primary Language, Structured English Immersion (SEI), and Specially Designed Academic Instruction in English (SDAIE) 2000 and 2001

	Grades 2-6			Grades 7-8			Grades 9-11		
	SEI	Primary Language	SDAIE	SEI	Primary Language	SDAIE	SEI	Primary Language	SDAIE
<i>Reading</i>	2476	507	1698	518	4	1652	123	50	2511
2001	22.9	26.7	34.7	17.5	24.6	30.9	14.5	13.8	23.8
2000	23.0	25.2	31.4	17.5	21.5	29.3	15.8	14.3	26.1
<i>Language</i>	2580	550	1733	496	4	1629	118	47.0	2518
2001	28.5	32.1	40.9	22.8	27.6	35.4	24.4	22.6	33.1
2000	25.8	26.1	36.8	20.9	22.0	35.3	20.3	25.3	34.2
<i>Mathematics</i>	2654	566	1756	555	5	1691	128	52	2636
2001	32.1	32.1	44.5	32.1	35.9	37.7	32.1	32.1	32.1
2000	31.1	32.9	40.7	27	28.1	38.3	27.9	34.5	38.3

2. *Was there district wide articulation between programs, departments, and initiatives to increase instructional services for English Learner students?*

Project ACCESS staff participated on district level committees and decision-making bodies that determine the implementation of policies and decisions. During the last two years, the *Project ACCESS* director has participated on the School Providers Network, the Superintendent's Cabinet, and the former Education Council. As a member of these bodies, the *Project ACCESS* director provided direct articulation activities between *Project ACCESS* and major district offices, departments, and divisions.

Evidence of increased articulation and collaboration between school district departments, divisions, programs, and initiatives is supported by enrollment data of English Learners in accelerated programs (GATE and Advanced Placement classes), Special Education, and alternative education programs (continuation schools). Increased participation of English Learners in such programs reflect improved district articulation and collaboration efforts.

3. *How do rates of placement in Gifted and Talented Education (GATE), Advanced Placement (AP), and honors classes and special education programs for English Learner students compare to previous years and to non-English Learner students?*

GATE and Special Education Participation Rates

Since 1998, slight increases occurred in the participation of English Learners and redesignated students in GATE programs (See Table 13).

Table 13

Percent of English Learners, English-Only, and Fluent English Proficient-Redesignated (FEP-R) Students Enrolled in Accelerated Courses, Grades 9-12

Accelerated Courses	English Learners		English Only		FEP-R	
	1998	2001	1998	2001	1998	2001
GATE Enrollment (grades 9-12)	5%	6%	80%	77%	15%	17%
AP Enrollment (grades 9-12)	6%	6%	75%	78%	19%	16%
District Enrollment (grades 9-12)	26%	26%	66%	66%	8%	8%

As indicated in Table 14, there was a decrease in the percentage of secondary English Learners enrolled in the Resource Specialist Program (RSP), grades 7 through 12 in 2001. A slight decrease was found in the percentage of high school English Learners enrolled in Special Day Classes in 1998 compared to 2001. FUSD does not appear to have wide disparities in Special Education rates between English Learners and non-English Learners found by others (U.S. Department of Education, 1994).

Table 14

Percent of English and Non-English Learner Students Placed in Resource Specialist Program (RSP) and Special Day Classes (SDC) 1998 and 2001

	English Learners		Non-English Learners	
	1998	2001	1998	2001
Grades 1-6				
RSP	5% (711)	4% (605)	8% (1642)	4% (1316)
SDC	2% (308)	2% (339)	4% (858)	3% (979)
Grades 7-8				
RSP	10% (281)	8% (273)	9% (601)	6% (533)
SDC	5% (153)	4% (150)	5% (354)	5% (431)
Grades 9-12				
RSP	8% (325)	8% (433)	6% (788)	6% (1092)
SDC	5% (229)	3% (243)	5% (601)	5% (836)

Student enrollment in alternative education programs is indicated in Table 15. English Learners were much less likely than English-only students to be enrolled in alternative education programs in 2001 (17% and 80%, respectively). This evaluation data suggests a need for an increased number of English Learners to participate in district continuation schools as a means to prevent student dropouts.

Table 15
 Percent of English Learners, English-Only, and Fluent English Proficient-Redesignated (FEP-R) Students Enrolled in Alternative Education Programs
 Grades 9-12

	English Learners		English Only		FEP-R	
	2000	2001	2000	2001	2000	2001
Alternative Education Enrollment (Grades 9-12)	15%	17%	81%	80%	4%	3%
District Enrollment (Grades 9-12)	26%	26%	66%	66%	8%	8%

4. *How do dropout, retention, and graduation rates compare to the District's general population?*

Dropout Rates

Student dropout rates are presented for 1998 and 2001. As indicated in Table 16, English only students experienced the highest dropout rates, while dropout rates increased among English Learners in grade 9 and 10. English Learners and non-English Learners were more likely to drop out in grades 10 through 12.

Table 16
 Percent of Student Dropouts For English Learner, English-Only, and Redesignated (FEP-R) Student, Grades 7-12
 1998 and 2001

Grade Level	English Learners		English Only		FEP-R	
	1998	2001	1998	2001	1998	2001
7	.6	.2	.8	.3	.2	0
8	.6	1	.6	.8	.2	.4
9	1.6	2.3	1.8	2.6	1.1	.7
10	1.8	3.5	2.4	4.5	1	1.2
11	3.8	3.8	2.7	4.5	1.5	1.5
12	5.7	5	3	5.2	.9	2

5. *Was there an increase in the consistency and academic assessment, monitoring, and reporting of the achievement of English Learner students?*

This section describes the FUSD assessment and accountability system to determine academic achievement and English and primary language proficiency levels among English Learners. The FUSD assessment and accountability system allows for the collection and reporting of data using a standards-based and multiple measures model. The system was developed in 1998 to identify district-wide trends and detect individual student deficits. The effective use of

achievement data on English Learners, as well as other special need student populations, is described in *Accountability: Vision for Success* (Fresno Unified School District, 1997c) and Fresno Unified School District Assessment and Accountability System Description for Program Improvement, 1997-98 (Grobe, 1997). Data collection and analysis to determine program effectiveness for English Learners is organized around three program goals defined in the *Fresno Unified School District Master Plan for English Learners, 2000*.

- Develop English and primary language fluency and literacy in each student,
- Provide students an equal opportunity for academic achievement,
- Promote a positive self-concept and cross-cultural understanding among all students.

The Office of Research, Evaluation and Assessment is responsible for data collection and analysis to determine progress toward attaining program goals and determine effectiveness of services and instructional programs for English Learners. The disaggregation of data by gender, English language proficiency levels, and major language groups (i.e. Spanish, Hmong, Khmer, Lao, and Vietnamese) aids interpretation of the data. Results of the report are shared with appropriate divisions, offices, departments, and the local board of trustees.

Data Utilization System for Program Improvement and Modification

Sharing of results of the annual evaluation report with appropriate bodies provides the mechanism for improving and modifying program implementation activities in the district. The on-going process for the effective utilization of student achievement and language development data occurs on two levels: district-wide and at school sites. District-wide results and recommendations of the annual evaluation report are presented to the Bilingual Coordinating Committee, the District English Language Advisory Committee, Bilingual Site Representatives, Bilingual Advisors, and appropriate district divisions, offices, and departments. Site level achievement and language assessment data is required in the needs assessment portion of annual school site plans. In addition, *Project ACCESS* staff has participated in various district level committees to increase articulation and coordination of English Learner student assessments, reporting, and monitoring of results.

6. *How does achievement of performance standards for English Learner students compare to the District's general population?*

Achievement on Standardized Norm Referenced Tests

Test results are presented on the state required SAT-9 standardized norm referenced test for English Learner, Fluent English Proficient-Redesignated (FEP-R), and English-only students. The English Language Development (ELD) level is strongly related to test scores, therefore, results are reported separately for students with low (ELD I-III) and high (ELD IV-V) levels of English language proficiency. Academic gains on the district's language arts and mathematics standards are also presented.

Test results presented below (Figures 2 through 4) indicate most student groups made academic achievement gains between 1998 and 2001. While the achievement gap between English Learner and English-only students continued, important gains were realized by English

Learners. In reading, English Learners achieved gains in each grade category since 1998 (See Figure 2).

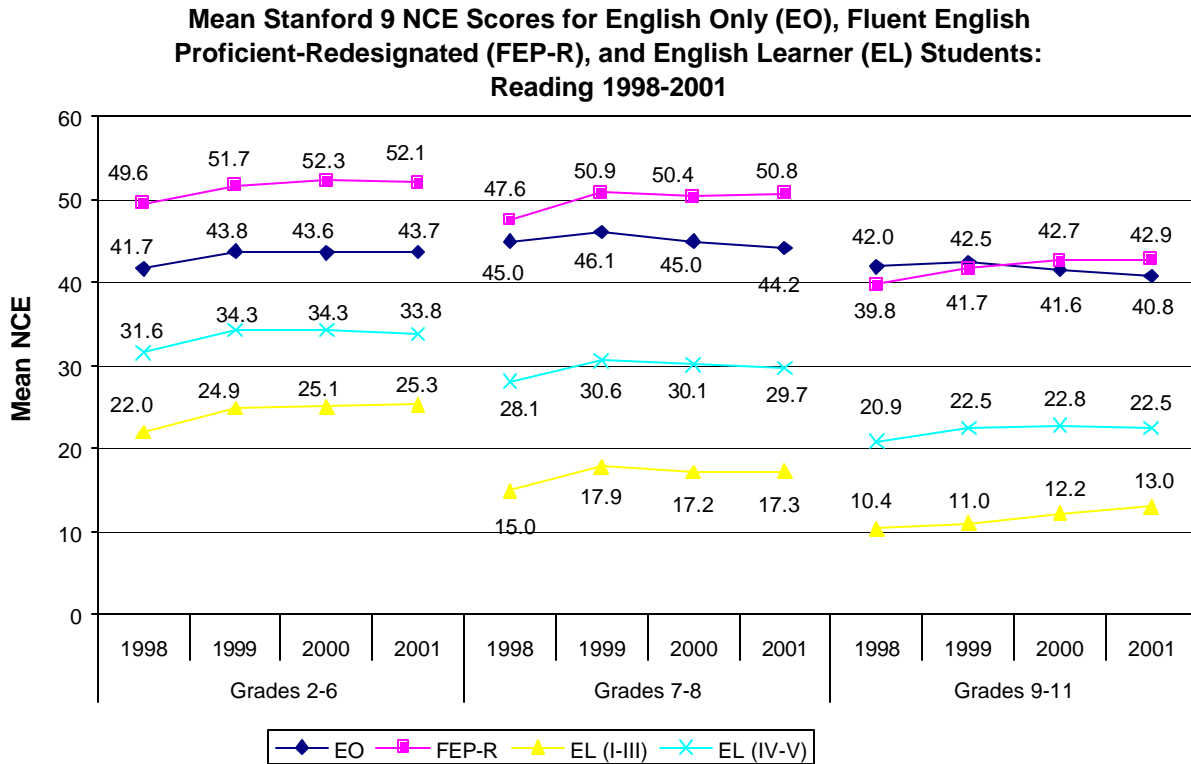


Figure 2

In language, English Learners achieved at least 3 mean Normal Curve Equivalent (NCE) gains in each grade category, with elementary school students gaining 4 mean NCEs (See Figure 3). Among FEP-R students, the mean NCE was above the California state standard of 50 for most grade categories.

Mean Stanford 9 NCE Scores for English Only (EO), Fluent English Proficient-Redesignated (FEP-R), and English Learner (EL) Students: Language 1998-2001

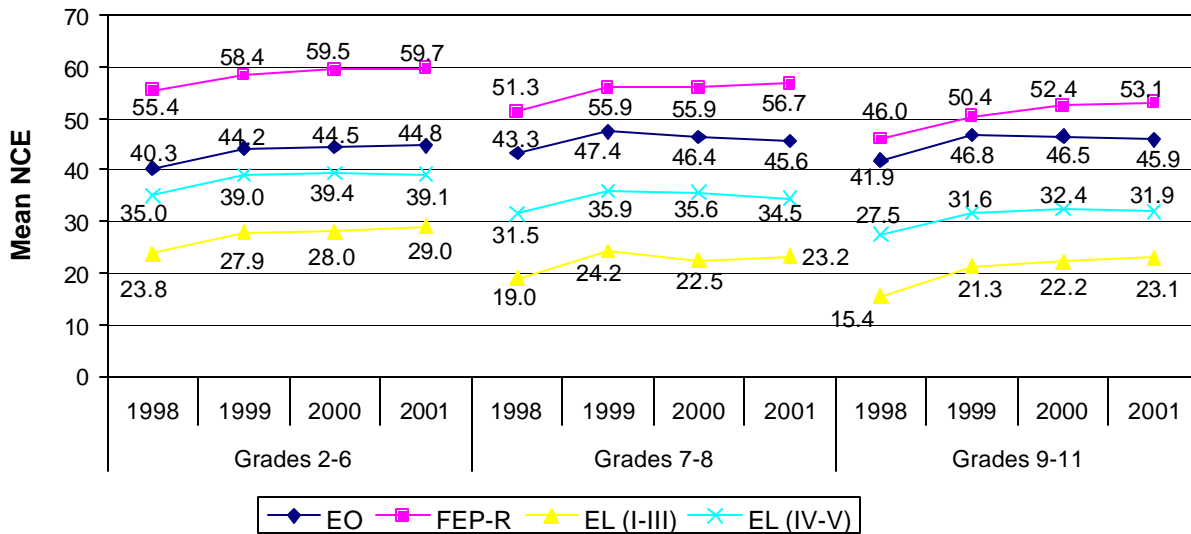


Figure 3

Large achievement gains were made in mathematics among ELD III students in grades 2 through 6 and grades 9 through 11 (6 mean NCEs). The achievement gap continued to narrow between ELD IV-V and English only students in grades 2 through 6 (See Figure 4).

Mean Stanford 9 NCE Scores for English Only (EO), Fluent English Proficient-Redesignated (FEP-R), and English Learner (EL) Students: Mathematics 1998-2001

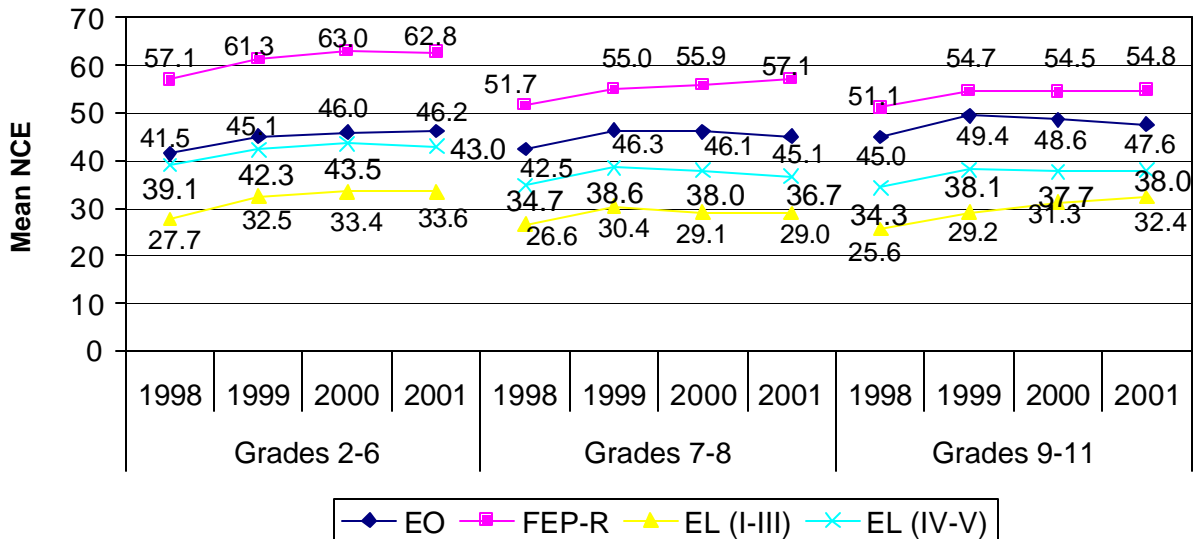


Figure 4

Achievement on Standards Based Assessments

The Assessment of Baseline Curriculum (ABC) is a district assessment of student proficiency on language arts and mathematics standards. As indicated in Figures 5 and 6, English Learners made similar academic gains as English Only students in reading and language. However, the achievement gap widened with each grade level.

**Mean RIT Scores for English Only, Students at English Language Development Levels IV-V (ELD IV-V), and Fluent English Proficient-Redesignated (FEP-R) Students:
Reading Fall 2000 & Spring 2001**

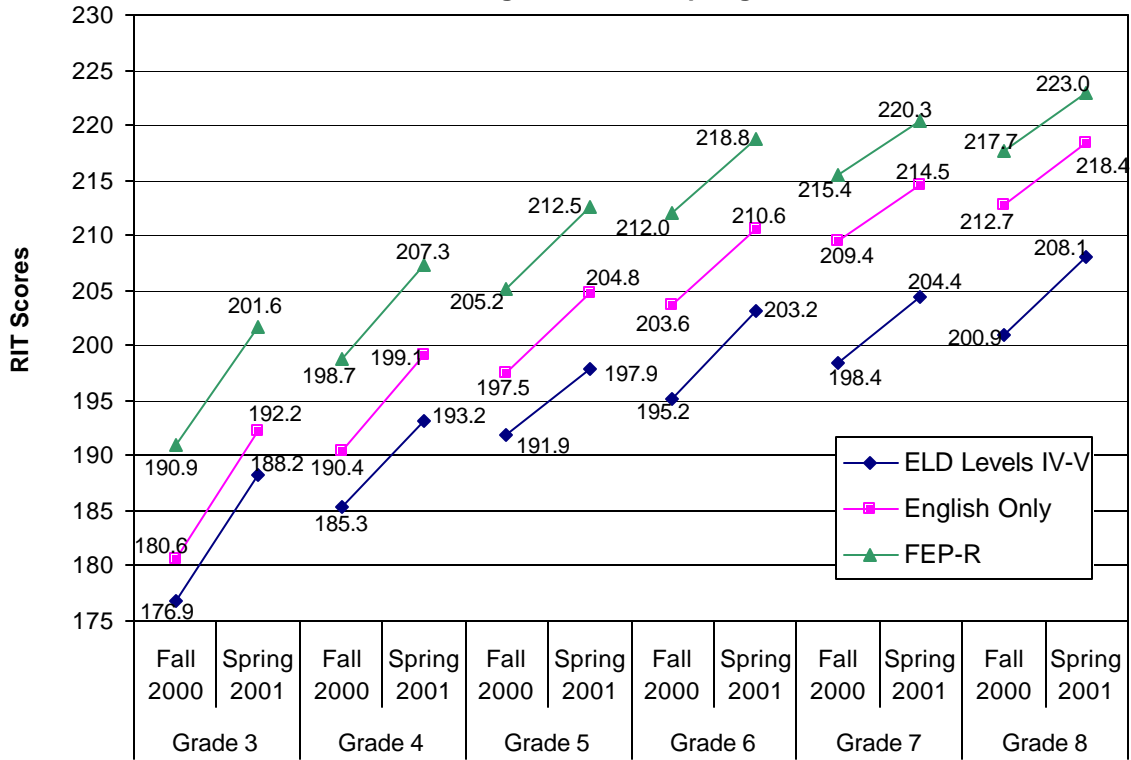


Figure 5

**Mean RIT Scores for English Only, Students at English Language Development Levels IV-V (ELD IV-V), and Fluent English Proficient-Redesignated (FEP-R) Students:
Language Fall 2000 & Spring 2001**

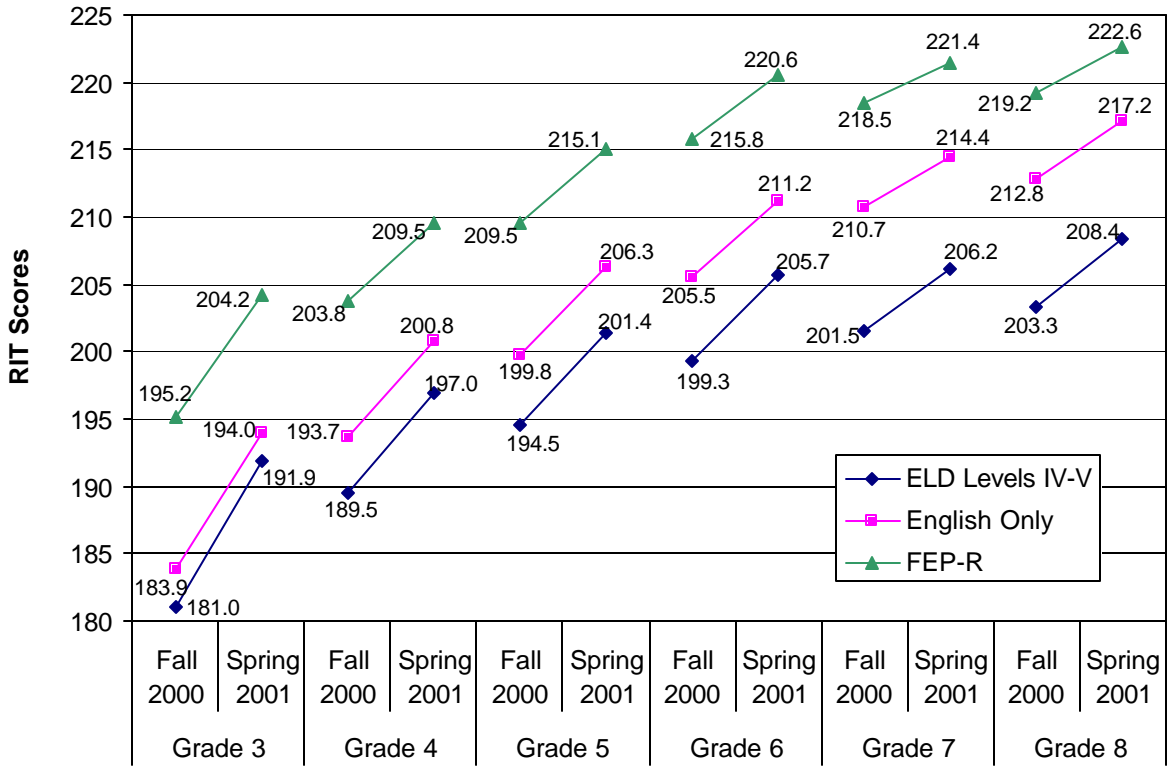


Figure 6

As indicated in Figure 7, the achievement gap between English Learners and English only students in mathematics narrows in grades 3, 4, and 5.

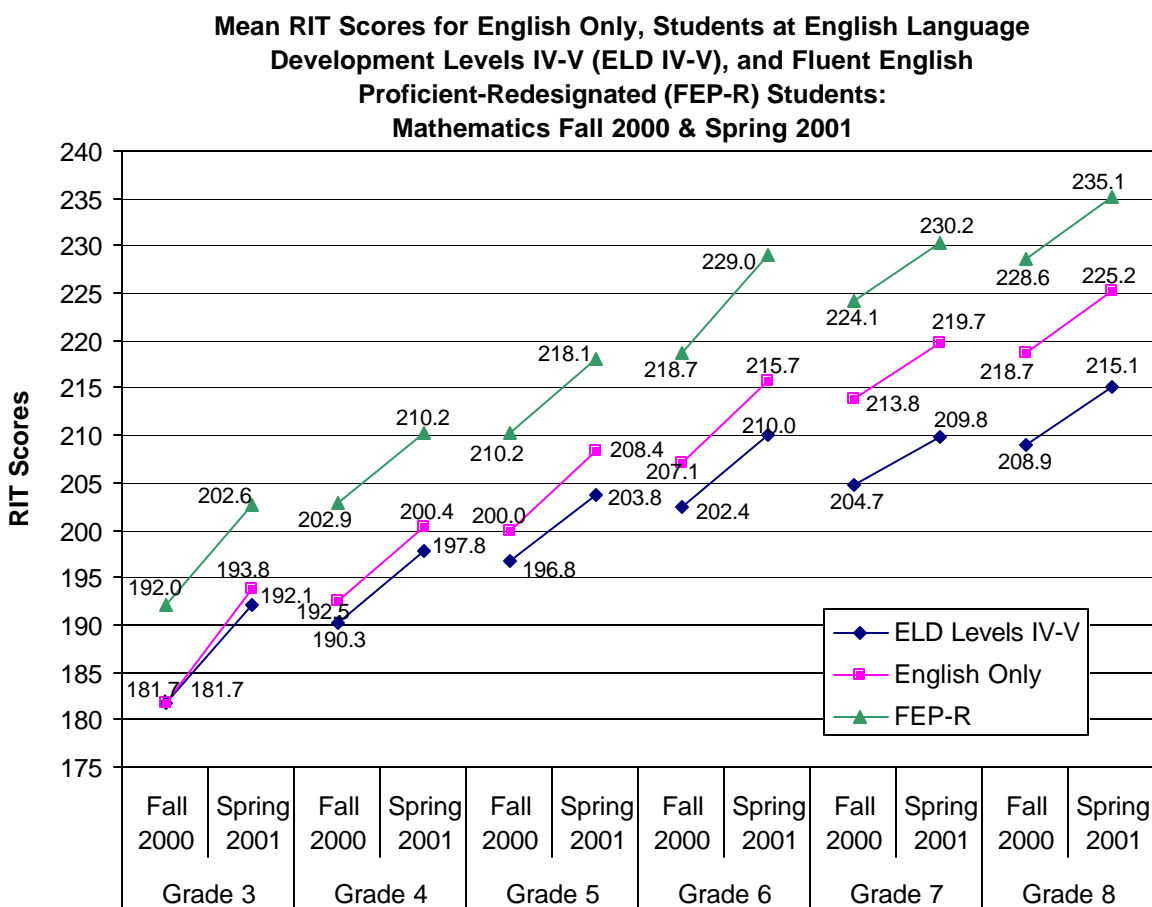


Figure 7

7. How does academic achievement in English for English Learners compare to the District's general population?

English Language Acquisition

Fresno Unified School District English Language Development (ELD) standards are designed to meet the goals for English Learners outlined in the *Master Plan for English Learners, 2000*. Benchmarks are established for each ELD standard. Results of the California English Language Development Test will increase the objective measure of student progress toward English language acquisition. Evidence provided in Table 17 suggests English Learners are acquiring English at rates appropriate to the level of English Language Development (Cummins, 1989). For example, in grades kindergarten through 6, more than half the students met benchmarks toward gaining ELD levels after two years (shaded areas). English language acquisition continued to improve at higher levels of English language proficiency (ELD levels III, IV, and V).

Table 17
 Percent of English Learners Achieving English Language Proficiency by English Language Development Levels (ELD) 1999 to 2001*

		ELD Levels 2001					
		<i>ELD I</i>	<i>ELD II</i>	<i>ELD III</i>	<i>ELD IV</i>	<i>ELD V</i>	<i>FEP-R**</i>
E L D	Grades K-6						
	ELD I (2644)	13%	36%	42%	8%	1%	1%
	ELD II (3422)	1%	17%	57%	20%	2%	3%
	ELD III (4135)		1%	39%	42%	7%	11%
	ELD IV (1189)			4%	49%	23%	24%
ELD V (277)			1%	7%	46%	46%	
L E V E L S	Grades 7-8						
	ELD I (160)	11%	19%	40%	25%	3%	2%
	ELD II (461)	1%	12%	42%	35%	8%	2%
	ELD III (1492)		1%	27%	48%	19%	5%
	ELD IV (1213)			3%	41%	40%	16%
ELD V (544)			1%	7%	62%	31%	
1 9 9 9	Grades 9-12						
	ELD I (140)	10%	8%	54%	19%	9%	
	ELD II (251)	1%	10%	39%	40%	10%	
	ELD III (1216)			15%	48%	36%	1%
	ELD IV (1924)			1%	24%	71%	4%
ELD V (2212)				2%	91%	8%	

* Shaded areas indicate adequate progress toward meeting benchmarks in English language acquisition.

** FEP-R refers to Fluent English Proficient-Redesignated students.

English Learners in FUSD must demonstrate English language fluency by scoring at the 36th percentile in reading, language, and mathematics on a standardized norm reference test. During the last two years (2000 and 2001), the percentage of English Learners achieving fluency in English and consequently, redesignation, has not changed (See Figure 8). However, since 1998, the redesignation rate has increased by 47%.

PERCENTAGE OF ENGLISH LEARNERS REDESIGNATED TO FLUENT ENGLISH PROFICIENT, 1990 to 2001

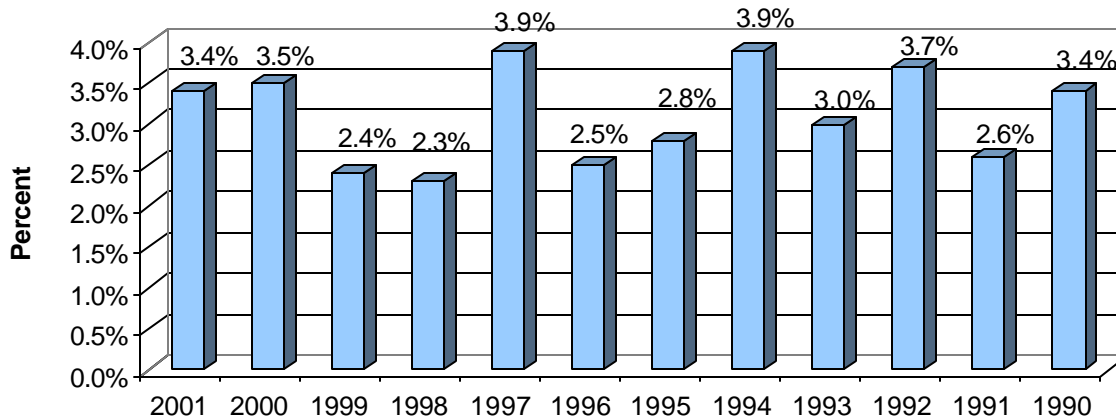


Figure 8

Preliminary results for 2001 indicate 7% of English Learners (1,329) completing SAT-9 have met initial criteria for redesignation.

8. *How does academic achievement in students' primary language compare to previous years?*

Evidence of increased achievement among students in their primary language is reported using SABE/2 test scores for Spanish language English Learners. As indicated in Table 18, an increased percentage of students scored at or above the 50th percentile at most grade levels in reading (8 grade levels), language (8 grade levels), and mathematics (5 grade levels).

Table 18
Percent of Students Scoring at or above the 50th Percentile on *SABE/2*
Spring 2000 and Spring 2001

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
<i>Reading</i>										
2001	50*	54*	52*	42*	45*	47*	52*	43	52*	46
2000	48	53	44	37	38	23	40	48	40	47
<i>Language</i>										
2001	54*	61	51*	43*	55*	59*	61*	49*	47*	35
2000	52	61	45	38	40	29	44	34	40	48
<i>Mathematics</i>										
2001	47	51	52*	45*	52*	44*	37*	33	30	23
2000	48	57	42	41	41	24	32	34	41	35

* Denotes increase in percent of students scoring at or above the 50th percentile.

9. *For students in the model two-way bilingual program, how does academic achievement in their primary language compare to academic achievement in their second language? How does their academic achievement in both languages compare to students from similar schools?*

Academic Achievement of Ann Leavenworth Two-Way Immersion Students

Review of SAT-9 and SABE/2 test scores for Ann Leavenworth two-way bilingual immersion students suggests increased achievement levels similar to that found by Ramirez et. al. (1991).

SABE/2

Evidence is provided in Table 19 that students in the two-way bilingual immersion program had higher SABE/2 test scores than students in FUSD's transitional bilingual program. Grade 3 two-way immersion students scored higher than grade two students.

Table 19
 SABE/2 Mean NCE Scores for Ann Leavenworth Two-Way Immersion Students, 2001
 Grades 2 and 3

	Reading Mean NCE	Language Mean NCE	Mathematics Mean NCE
Grade 2			
Leavenworth Two-Way Students (20)	54.6	65.3	72.4
English Learners (N=7)	54.6	70.4	74.3
English only students (N=13)	N/A*	62.4	71.4
Transitional Bilingual (N=623)	49	51.1	50.1
Grade 3			
Leavenworth Two-Way Students (19)	61.3	66	73.5
English Learners (N=9)	59.4	62.2	69.4
English only students (N=10)	62.9	69.3	77.1
Transitional Bilingual (N=565)	52.9	54.4	51.1

* Not available

The 50th percentile is the grade level standard established in California. A larger percentage of two-way immersion than transitional bilingual students scored at or above the 50th percentile in reading, language, and mathematics (See Table 20). The percentage of students meeting the proficiency standard increased at grade 3. A very large percentage of students (95%) met the proficiency standard in mathematics.

Table 20
 Percent of Students Scoring at or Above the 50th Percentile on SABE/2, 2001
 Grades 2 and 3

	Reading	Language	Mathematics
Grade 2			
Leavenworth Two-Way Immersion (20)	57%	70%	95%
Transitional Bilingual (N=585)	50%	54%	47%
Grade 3			
Leavenworth Two Way Immersion (19)	79%	74%	95%
Transitional Bilingual (N=535)	54%	61%	51%

SAT-9

Two-way immersion students also performed better on SAT-9 in reading, language, and mathematics than students in transitional bilingual classes (See Tables 21 and 22). English only two-way immersion students in grade 2 had higher test scores than district students in language and mathematics. By grade 3, two-way immersion students out-performed district students in reading, language and mathematics.

Table 21

SAT-9 Mean NCE Scores for Ann Leavenworth Two-Way Immersion Students, Grade 2, 2001

	Reading Mean NCE	Language Mean NCE	Mathematics Mean NCE
Leavenworth Two-Way Immersion (19)	33.2	37.4	44.0
English Learners (N=7)	25.5	29.0	39.3
English only students (N=12)	37.4	42.3	46.7
Transitional Bilingual (N=446)	27.6	26.6	36.1
FUSD (6441)	41.3	40.7	43.9

Table 22

SAT-9 Mean NCE Scores for Ann Leavenworth Two-Way Immersion Students, Grade 3, 2001

	Reading Mean NCE	Language Mean NCE	Mathematics Mean NCE
Leavenworth Two-Way Immersion (19)	41.0	42.4	52.7
English Learners (N=9)	30.1	33.5	47.1
English only students (N=10)	50.7	50.3	57.8
Transitional Bilingual (N=372)	24.9	30.1	37.0
FUSD (6348)	37.5	40.4	44.7

The Woodcock-Munoz Language Survey was used to determine English and Spanish language proficiency skills among the Leavenworth two-way immersion students. Relative Performance Index (RPI) scores are presented for 2000 to indicate the percentage of students capable of performing at grade level at least 90% of the time (See Table 23). Results indicate students are making important progress toward gaining Spanish and English language proficiency skills. Among grade 2 students, 35% (7 students) were at or above the 90 RPI in English reading/writing skills and 85% (17 students) were above the 90 RPI in Spanish reading/writing skills. Among grade 3 students, 53% (8 students) were above the 90 RPI in English reading/writing skills and 93% (14 students) were above the 90 RPI in Spanish reading/writing skills. Both grade levels had a smaller percentage of students at the 90 RPI level in oral language skills in Spanish (grade 2, 35%; grade 3, 13%) and English (grade 2, 35%; grade 3, 25%).

Table 23

Percent of Students Achieving 90 Relative Performance Index on Woodcock-Munoz Language Survey, 2000

	Spanish		English	
	Reading/Writing	Oral	Reading/Writing	Oral
Grade 2 (20)	85%	35%	35%	35%
English Learners	100%	71%	14%	0%
English Only	77%	14%	46%	54%
Grade 3 (15)	93%	13%	53%	25%
English Learners	83%	33%	33%	17%
English Only	100%	0%	67%	44%

◆ **Goal III: To improve the linkages of health and human resources to English Learners' parent education activities.**

1. *How successful was Project ACCESS in improving education activities among English Learner Parents?*

District English Learner Advisory Committee

Evidence is presented that the FUSD District English Learner Advisory Committee (DELAC) increased awareness of community resources and services among English Learner parents. Members of DELAC report to their respective school sites on information gathered at district meetings. Documentation was collected from minutes of DELAC meetings over 3 years. Major topics discussed at DELAC meetings were:

- Implementation of the new California English Language Development Test (April 26, 2001).
- Crime prevention, daytime curfew, Project ACCESS services, parent involvement, brochure of instructional program options for English Learners (February 15, 2001).
- Proposition 227 waivers, use of Title I funds, day care during parent volunteer efforts, availability of non-English speaking school office staff (November 30, 2000).
- FUSD Uniform Compliant Procedures, Parent Engagement Center services (October 5, 2000).
- Promotion-retention policy including the parent appeal process, ELD standards, school site plans and school budgets (February 10, 2000).
- Project ACCESS developed *Community Resource Directory-Making Connections 1999*, Fresno Police Department presentation on school safety (November 18, 1999).
- Community-Based English Tutoring (September 30, 1999).
- Hmong language materials, International Summer Academy providing primary language instruction during summer school (May 6, 1999).
- Proposition 227, bilingual education conferences (March 4, 1999).

Major project activities include the establishment of a parent advisory group to increase collaboration and participation of parents of English Learners in Project ACCESS activities. More recently, FUSD opened the Parent Engagement Center (PEC) with a multilingual and multicultural staff. Project ACCESS staff were an instrumental part of the committee that established the PEC. A Parent Mobile Collaborative provides health services to students under the age of 5; and case management services in the area of food, clothes, and employment. Project ACCESS staff are also members of the Central California Children's Collaborative sponsored by Valley Children's Hospital. An annual Valley Children's Hospital Summit focuses on the social, emotional, and physical well-being of children in the San Joaquin Valley.

◆ **Goal IV. To increase public support and awareness of English Learner student educational needs.**

1. *Was there an increased understanding of the goals, design, and purpose of programs for English Learners among school district parents and the community?*
2. *Was there an increased understanding of how Project ACCESS services are integrated and supportive of quality education for all students?*

Progress is being made to successfully achieve this goal. For example, Project ACCESS staff have attended all DELAC meetings, collaborated with the Fresno Adult School, and presented at community forums, English Learner Advisory Committees (parent advisory groups), and classes at California State University, Fresno and Fresno Pacific University. The focus of the presentations are to inform parents and the community about programs and services for English Learners and solicit feedback to determine levels of parent and community awareness. In addition, the Fresno Bee newspaper serving the central San Joaquin Valley featured an article on Hmong language curricular materials (March 27, 2000) and the KEEP Khmer literacy program (June 5, 2000). A Project ACCESS staff member serves on the Hmong Community Educational Task Force, a coalition of institutions of higher.

Parent Survey Results

Results from a district-wide parent survey suggest increased parent engagement in schools. The questionnaire was translated into the five major languages to increase the response rate. As indicated in Table 24, parents of students at ELD levels I-III were very likely to indicate *their language and culture is respected at the school* (66%). More non-English Learner (60%) than English Learner parents (ELD III, 50%; ELD IV-V, 46%) indicated the *school provides information about community services/programs/agencies*. Parents of students at ELD III were more likely to indicate they *can get help from the school* (49%). Large percentages of parents of students at ELD levels I-III indicated *parents are involved in decisions made at this school* (50%), and *if I need to communicate with someone at the school, I can do so easily* (62%).

Table 24
Percentage of Parents Indicating *Frequently* or *Always* to Parent Survey Items

Parent Survey Items	ELD I-III (2,444)	ELD IV-V (2,156)	Non-English Learners (10,675)
My language and culture are respected at the school.	66%	58%	69%
This school provides information about community services/programs/agencies.	50%	46%	60%
If I need help as a parent, I can get it from the school.	49%	42%	42%
Parents are involved in decisions made at this school.	50%	41%	55%
If I need to communicate with someone at the school, I can do so easily.	62%	52%	73%

◆ **Goal V. To implement and achieve program objectives.**

1. *Were Project ACCESS staff selected, assigned, and trained for implementation of program objectives?*

Project ACCESS staff has been selected and assigned to effectively implement program objectives. A number of objectives have been successfully achieved as discussed throughout this report. Others are being addressed in coordinated efforts with teachers, school district level

administrators, parent groups, and community members. Listed below is a partial list of staff development activities in which Project ACCESS staff has participated:

- National Two-Way Bilingual Immersion Conference, 2000 and 2001
- National Association for Bilingual Education, 2000 and 2001
- Improving America's Schools Act/OBEMLA Conference, 2000 and 2001
- California Association for Bilingual Education Conference, 2000 and 2001
- Migrant OLE, 2001
- Hmong National Development Conference, 2001

2. *Has project ACCESS staff developed and implemented comprehensive professional development activities for school district staff that are integrated with the district's Bilingual Education Master Plan?*

All project activities including professional development have been designed to increase articulation with and implementation of the district's *Fresno Unified School District Master Plan for English Learners, 2000*. Project ACCESS staff members were involved in district committees to revise the *Master Plan* to better articulate revisions for project activities. Listed below are some of the professional development activities provided by Project ACCESS that were integrated with the *Master Plan*.

- Support training for Cross-cultural Language and Academic Development and Bilingual Cross-cultural Language and Academic Development
- Two-Way Bilingual Immersion Conference, FUSD
- California Reading and Literature Project for Southeast Asian Languages, 2000
- California Association for Bilingual Education Conference, Fresno 2000
- Provided inservice and consultation services for the Ewing Elementary School Two-Way Immersion Program, 2000

3. *Has project ACCESS staff accomplished program objectives?*

This evaluation report has documented the progress of Project ACCESS toward meeting all program goals by September 20, 2002. After four years of implementation, Project ACCESS has made important progress toward achieving all goals. Recommendations addressed in this report will increase the effective and successful completion of goals.

PROGRAM CONTEXT

Shared Planning

During the last two years Project ACCESS staff has regularly attended and participated in district level committees and decision making bodies where policies affecting English Learners are made. These committees include the Bilingual Coordinating Committee, the former Educational Services, and Administrative Council. The district level meetings have representatives from Human Resources, Special Education, Alternative Education, State and Federal Categorical Programs, and Elementary and Secondary Education Divisions. In addition, the Fresno Unified School District Board of Trustees provided a special study session

to learn about the Academic Language Institutes presented by Dr. Maria Montano-Harmon (September 13, 2000) and heard an overview of *Project ACCESS* 3 year implementation activities (July 12, 2000).

Joint Implementation

Planning and scheduling of staff development opportunities for district school administrators and teachers was a cooperative effort between *Project ACCESS* staff, school sites, and community members. The Elementary and Secondary Education divisions shared costs for providing substitutes for teachers to attend *Project ACCESS* sponsored conferences. Capacity building was exemplified by funding by the Instructional Support Department of Hmong language curricular materials developed by *Project ACCESS*. Also, *Project ACCESS* staff has actively participated in the joint venture of establishing the District's Parent Engagement Center.

Mutual Evaluation

Since the first Biennial Evaluation report, *Project ACCESS* staff has improved collaboration in the area of student assessment, data analysis, and interpretation of student achievement and language proficiency results. There continues to be a need for a clearer focus on how *Project ACCESS* staff can effectively use outcome data to effect district programs. This may be attributable to the evolving state accountability model with increased assessments. However, the new Superintendent for FUSD has indicated a strong interest in learning about the most salient and effective components of *Project ACCESS* found in this report.

Collective Monitoring

Project ACCESS staff has have worked collaboratively with school district departments and divisions to increase the efficient and effective implementation of program initiatives. Coordinated efforts with Alternative Education; the Office of Multilingual Multicultural Education; the Office of Research, Evaluation and Assessment; the former Instructional Services Department; Beginning Teacher Support and Assessment program; Fresno Adult School Cesar E. Chavez campus, and Elementary and Secondary Education divisions are examples of mutual and collective endeavors that have characterized *Project ACCESS*.

Program Management

The administration of *Project ACCESS* is overseen by the administrator for State and Federal projects. The coordinator of the project performs direct management and staff supervisory responsibilities. The administrator for State and Federal projects is directly responsible to FUSD's associate superintendent for Administrative Services/Chief Financial Officer. *Project ACCESS* operates as a separate entity with the major focus to improve capacity building within the school district's efforts to meet the educational needs of English Learners. Project components are implemented to integrate, coordinate, enhance, and develop all district initiatives to more effectively serve English Learners. Consequently, *Project ACCESS* relies on staff members who have classroom experience (teachers), administrative responsibilities (Project coordinator), and clerical and bilingual skills (secretarial and clerical personnel).

RECOMMENDATIONS

- Goal I To improve curriculum, instruction, assessment and the use of technology for English Learner students.*
- Provide conference participants with coordinated support to more effectively implement and determine effects of conference ideas and strategies.
 - Increased participation of parents and community members in all conference presentations.
 - Develop Spanish language development profile for two-way immersion program.
 - Improve utilization of academic achievement and language proficiency data to better inform District goals.
- Goal II To incorporate the needs of English Learners into the District's accountability and standards model.*
- Increased development of curricular and instructional materials for Structured English Immersion and primary language classes.
 - Increased enrollment of English Learners in District alternative education programs.
 - Implementation of dropout prevention activities specific to the needs of English Learner students.
 - Increased attention to the percentage of English Learner students meeting ELD benchmarks and achieving redesignation.
- Goal III To improve the linkages of health and human resources to English Learner students' parent education activities.*
- Increased communication with parents of English Learners to determine needs and establish ways to monitor linkages to health and human resources.
 - Establish activities to monitor parent and community member use of Project ACCESS published reference and resource materials.
 - Increase participation of English Learner parents with the Parent Engagement Center.
- Goal IV To increase public support and awareness of English Learner student educational needs.*
- Continued participation and articulation with District English Learner Advisory Committee.
 - Increased activities to familiarize parents and community with *Project ACCESS* goals and purpose.
- Goal V To implement and achieve program objectives.*
- Monitor revised *Fresno Unified School District Master Plan for English Learners, 2000* for effective and consistent implementation of Project ACCESS activities.

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