PRESCOTT SCHOOL DISTRICT

ESOL

GUIDELINES AND PROCEDURES


REVISED: January 9, 2019
PRESCOTT SCHOOL DISTRICT
ESOL VISION AND BELIEF STATEMENT
REVISED December 18, 2018

PRESCOTT SCHOOL DISTRICT believes that ALL students can learn and should have access to all educational programs in order to do so. Therefore, PRESCOTT SCHOOL DISTRICT vision for the ESOL Program is to serve and support our EL Students by providing them a rigor and relevant education in order for them to be able to reach fluent English proficiency, speaking, listening, reading, and writing. We believe that this will help them to gain the skills needed to be college and career ready.

PRESCOTT SCHOOL DISTRICT believes that for the ESOL Program to be effective all staff must take responsibility for EL Students’ education, be willing and able to provide excellent English Language Development, to provide ALL supplement services, and to have a great respect for and CELEBRATE all EL Students’ Native Language in the context of both school and community.

The PRESCOTT SCHOOL DISTRICT will include and be centered around the ADE ENGLISH LANGUAGES PROFESSION STANDARDS AS ADOPTED BY THE ARKANSAS DEPARTMENT OF EDUCATION. Standards can be found in the index of his plan.

ALL programs will be formulated and implemented according to the new rules as outlined in ESSA. ALL STAFF MEMBERS HAVE ACCESS TO THIS HANDBOOK AS WELL AS IT IS POSTED ON THE DISTRICT WEB PAGE FOR ALL STAFF AND PATRONS ACCESS.

ALL STAFF MEMBERS WILL RECEIVE STAFF DEVELOPMENT AND TRAINING DESIGNED TO HELP UNDERSTAND POLICIES AND PROCEDURES, WHICH WILL HELP OUR ESOL STUDENTS TO REACH COLLEGE AND CAREER READINESS.

ELP Standards At A Glance

The 10 English Language Proficiency (ELP) Standards are organized according to a schema that represents each standard’s importance to ELs’ participation in the practices called for by college- and-career-ready ELA & Literacy, mathematics, and science standards. In the complete ELP Standards documents the ten standards are linked to K-12 Practices in math, science, and ELA, as well as to the CCSS ELA/Literacy Standards.
**Standards 1 through 7** involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
3. Speak and write about grade-appropriate complex literary and informational texts and topics.
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence.
5. Conduct research, evaluate and communicate findings to answer questions or solve problems.
6. Analyze and critique the arguments of others orally and in writing.
7. Adapt language choices to purpose, task, and audience when speaking and writing.

**Standards 8 through 10** hone in on some of the more micro level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

8. Determine the meaning of words and phrases in oral presentations and literary and informational text.
9. Create clear and coherent grade-appropriate speech and text.
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing.
PRESCOTT SCHOOL DISTRICT REALIZES THAT THERE IS LEGAL AS WELL AS A MORAL OBLIGATION TO PROVIDE EL SERVICES. THE FOLLOWING LEGAL CASE STUDIES ARE BEING PROVIDED FOR CONSIDERATION:

<table>
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<th>CASE LAW</th>
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<td>Brown vs. Board of Education, 1954</td>
<td>On May 17, 1954, the US Supreme Court ruled that where a State has undertaken to provide an opportunity for an education in public schools, such an opportunity is a right which must be made available to all on equal terms. Segregation of children in public schools solely on the basis of race deprives children of the minority group of equal educational opportunities, even though the physical facilities and other tangible factors may be equal.</td>
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<td>Civil Rights Act of 1964, Title VI</td>
<td>“No person in the United States shall, on the grounds of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.” Title VI is the focal point and center to all interpretations regarding any legal challenges regarding the provision of equal opportunity to all groups that are found in a protected class. This has been interpreted to prohibit denial of equal access to education because of a language minority student’s limited proficiency in English. This means that limited English proficiency students who are unable to participate in or benefit from regular or special education school instructional programs are protected by their Civil Rights. The triggering mechanism for Title VI is the receipt of financial assistance from the federal government. Consequently, public schools in the United States receive some form of financial assistance from the federal government. Therefore, the Act was the catalyst for the education of all children in a setting that was all-inclusive.</td>
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<td>Office for Civil Rights' (OCR) May 25, 1970 Memorandum</td>
<td>“Where the inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.” A school district is required to take affirmative steps in remedying a student’s limited English proficiency.</td>
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<td>Diana vs. State Board of Education, CA 1970</td>
<td>Plaintiffs filed on behalf of Mexican-American children in Monterey County, California, alleged that the school system was inaccurately identifying Spanish speaking children as mentally retarded on the basis of IQ tests administered in English. The court ruled that non-English proficient children cannot be placed in Special Education on the basis of culturally biased tests or tests administered in English.</td>
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<td>Lau v. Nichols, 1974 (U.S. Supreme Court)</td>
<td>“Equality of educational opportunity is not achieved by merely providing students with “the same facilities, textbooks, teachers and curriculum; because students who do not understand English are effectively foreclosed from any meaningful education.” This case was initiated by parents on behalf of approximately 3,000 Chinese students who were unable to understand the language of instruction in the San Francisco Public Schools. These students had been required to attend classes taught exclusively in English and had received no assistance in learning English. The parents argued that the basic skills in English were the very foundation of what the public schools of San Francisco teach. The U.S. Supreme Court held that the San Francisco school system violated Title VI by denying the students a meaningful opportunity to participate in the educational program.</td>
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<td>Source</td>
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<td><strong>Equal Educational Opportunities Act (EEOA), 1974</strong></td>
<td>“No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by... failure of educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.” EEOA required schools to “rectify appropriately a limited English proficient student's English opportunities.” The OCR stepped in to formulate the Lau remedies which would provide a standard of approaches for school districts to follow. These remedies set the approach for OCR to determine if a school district was in compliance. The Lau remedies are: 1. Identifying and evaluating the English language skills of language minority students 2. Determining appropriate instructional treatments 3. Deciding when LEP/ELL children are ready for mainstream classrooms 4. Determining the professional standards to be met by teachers of language minority children.</td>
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<td><strong>Castañeda v. Pickard, 1981 (5th Circuit Court)</strong></td>
<td>“The court’s decision states that the burden of proof is upon the district that the instructional program designed for an ELL student has clearly developed English language skills of comprehension, speaking, reading, and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English.” OCR determined that the standards reasoned by the Court was appropriate in determining whether programs for language minority students meet the requirements of Title VI. A three-part test was developed by the Court to evaluate the adequacy of a district’s program. The test is as follows: 1. The alternative language program must be based on a sound educational theory. 2. The program must be effectively implemented and adequately supported so that the program has a realistic chance of success. 3. Assurance that the program is working through an evaluation and subsequent program modification to meet this requirement.</td>
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<td><strong>Plyler v. Doe, 1982</strong></td>
<td>“States cannot deny a free public education to undocumented immigrant children regardless of their immigrant status.” The Court ruled that schools are required to provide full access to its instructional programs, irrespective of the student's immigration status. Consequently, this case established that if undocumented students attend public schools they could not be excluded from provisions and the protections of Title VI of the Civil Rights Act. Thereby, not having schools enforce immigration laws within their district boundaries.</td>
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<td><strong>Individuals with Disabilities Education Act, 1990</strong></td>
<td>This act requires that student evaluations must be conducted in the child’s native language, and that parents must be informed of the evaluations and their rights in a language they can understand. IEP’s must state the modifications of instruction, methods, and materials needed for both native language and English as a second language instruction.</td>
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<td><strong>OCR's September 27, 1991 Memorandum</strong></td>
<td>The policy update is designed to determine whether schools are complying with their obligation under Title VI and to evaluate the adequacy of the program. This policy update provides for: staffing requirements, exit criteria, access to all programs, schools may not relegate LEP/ELL students to “second-class status” by not providing them with equitable facilities (putting them in classes in the hallway, closets, etc). This policy also placed the responsibility on school districts to train teachers in the language acquisition theory, methods and practices. Furthermore, the district also has to ensure that the alternative language program teachers are evaluated by someone familiar with language acquisition. The OCR adopted the three prongs of the Castañeda case and required that all language minority students be assessed for fluency, that parents be provided school information in a language they understand, and that schools ensure that instruction to limited English proficient students is carried out by qualified staff.</td>
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<td>No Child Left Behind Act of 2001</td>
<td>The primary goal or purpose was the reenactment and reform of the Elementary and Secondary Education Act (ESEA). With the focus on ensuring that &quot;all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.&quot;</td>
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<td>The American Recovery and Reinvestment Act, 2009</td>
<td>An economic stimulus package that was signed into law on February 17, 2009. This act funds the Race to the Top grant. States are awarded points for satisfying certain educational policies, such as performance-based evaluations for teachers and principals based on multiple measures of educator effectiveness (and are tied to targeted professional development and feedback), adopting common standards (though adoption of the Common Core State Standards was not required), adoption of policies that do not prohibit (or effectively prohibit) the expansion of high-quality charter schools, turning around the lowest-performing schools, and building and using data systems.</td>
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<td>Every Student Succeeds Act (ESSA)</td>
<td>Equity: The Every Student Succeeds Act maintains Title III as a separate title with a separate funding stream dedicated to the education of English learners. Funding increase: In an era of fiscal constraint and funding reductions, ESSA recognizes the large increase in the number and percentage of English learners in this country, and increases the Title III authorization levels. Fair accountability: ESSA gave states two options for delaying English learners’ inclusion in accountability systems while they are learning English. Arkansas chose for the first year of the student’s enrollment in a U.S. school, report on but exclude from accountability system the results on these tests; for the second year of enrollment, include a measure of student growth on both tests; and for the third year of enrollment, include proficiency on both tests in the accountability system. Additionally, English learners who have successfully left the English learner subgroup by attaining English proficiency will be included in that subgroup for accountability purposes for four years. This is something that educators have long argued is an appropriate and fair way to consider the unique needs of such students. Greater integration into the law’s core: For the first time, English language proficiency for English learners is integrated into the system by which all schools and districts are held accountable. Furthermore, the academic achievement of English learners is more fully integrated into that accountability system. Movement of these two items out of the separate Title III system (while maintaining Title III as a dedicated funding stream) ensures that English learners’ academic and language needs can be fully considered by education systems. Supports for English learners: ESSA provides resources to states and school districts to establish, implement, and sustain high-quality language instruction educational programs designed to ensure that English learners, including immigrant children and youth, develop both English language proficiency and content proficiency in math and English, as measured against challenging academic standards. ESSA requires states to measure school districts’ progress in these areas and to provide assistance and support to those school districts with ineffective language instruction educational programs. Statewide entrance and exit procedures for English learners: ESSA requires the establishment of statewide entrance and exit procedures for English learners to ensure that English learners get the resources they need while still learning English. This also benefits these students by providing them with the stability they need if they move between schools or districts. Reporting requirements: ESSA requires reporting on English learners with disabilities, as well as reporting on the percentage of students who are long-term English learners, as measured by students who have maintained the classification for five or more years.</td>
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ALL staff members of the district MUST keep in mind the following rules/regulations that must be followed when working with EL Students and the ESOL Program:

THE KEY TO A SUCCESSFUL PROGRAM ACCORDING TO THE DEPARTMENT OF JUSTICE, CIVIL RIGHTS COMMISSION, AND THE ARKANSAS DEPARTMENT OF EDUCATION IS THAT ALL STUDENTS THAT COME FROM A BACKGROUND WHERE ANOTHER LANGUAGE OTHER THAN ENGLISH IS SPOKEN, WILL BE GIVEN THE CHANCE TO LEARN ENGLISH AT THEIR OWN PACE AND BE SERVED BY PUBIC SCHOOLS TO ACCOMPLISH THIS. NOTE: THE PROGRAM PROCESS IS NOT AS IMPORTANT AS THE STUDENT SERVICES.

IDENTIFYING AND PROCESSING POTENTIAL EL STUDENTS:

Home Language Forms only to be completed by students that are new to the district and Counselors/staff will follow the procedures as outlined in the Prescott School District Rules Guidelines. Home Language Forms will be copied and placed in the ESOL Binder with the original being maintained in the student permanent record.

Students may also be identified in need of EL Services by any teacher on staff. Staff can contact any building counselor for the form needed to make this recommendation, also counselors/staff can look in triandr for new students that are transferring from other districts. WHEN THIS OCCURS THE LPAC WILL MEET TO DISCUSS THIS RECOMMENDATION AND DO ANY NECESSARY SCREENING OF THE STUDENT using the ELPA 21 Screener for qualification and POSSIBLE PLACEMENT. THE TEACHER THAT MADE THE RECOMMENDATION AND THE ADMINISTRATION WILL BE NOTIFIED CONCERNING THE LPAC DECISION AND ONGOING PROCESS WITH THE STUDENT. PARENTS WILL ALSO BE NOTIFIED ACCORDING TO ONGOING REGULATIONS.

Students and/ or parents may be interviewed by the ESOL Coordinator if further information us needed concerning the response on the Home Language Form.

Parents must be notified and LPAC conference scheduled within 30 days after starting of the school year or if school has already started within two weeks.
It is the responsibility of the school counselors to ensure the accuracy of all EL Data in eSchool for the Prescott School District. The ESOL District Coordinator will verify accuracy of data.

If a student has previously been enrolled in the district, transferred, and returns, procedures for all transfer students apply. If the student data is more than one-year-old, the student should be administered a screener unless data shows that the student has exited the program.

The Building ESOL Coordinator will be responsible to request EL students’ records using the request form as noted in the INDEX. This is needed because TRIAND will show when a student is in the EL Program at a previous school but will not have the needed information to properly serve the student. Also the ESOL Coordinator will be responsible to send the needed information to the educational facilities when requested on a student that has moved from the current district.

PLACEMENT OF EL STUDENTS:

AVOIDING UNNECESSARY SEGREGATION OF EL STUDENTS:
The Prescott School District does not segregate students on the basis of national origin EL Status. However, some EL students may have to receive separate instruction for a period of time. The district will make every effort to ensure that this is done in the Least segregated manner possible.

Students will generally be placed in one of the following programs:

1. Regular Classroom with monitoring of progress (Higher Scores)
2. Regular Classroom with some pull outs for individual instruction (Reading/Speech)
3. Special Education Classroom if student has that classification (Emphasis on reading and speaking also during these times)

Students that need further assistance will be issued a chrome book for use at school. Only with specialized software called GRAMMAR GALLEREY.
LPAC – (LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE):

This committee consists of at least three people from the following list:

- Building Administrator (required)
- ESOL Certified Staff (required)
- Classroom Teacher (required)
- Other staff members as deemed necessary, for example:
  - Special Education teacher
  - GT teacher
  - Counselor
  - Coach
  - Therapist
- Parent (but not required)

LPAC then will need to meet annually to review EL Students progress and make determination of placement of the student for the next school year. **ALSO LPAC MUST MEET PERIODICALLY DURING THE YEAR TO EVALUATE THE PROGRESS OF EACH EL STUDENT AND DOCUMENT THE RESULTS.** The LPAC will ensure that ALL EL Students NEW to the US take ALL State assessments as required by law but their scores will not count towards school's accountability for the first year. The second year will count only towards growth, and the third year scores will count toward achievement and growth. (EL Students can have accommodations as noted by current state assessment regulations).

**FOREIGN EXCHANGE STUDENTS:**

Foreign exchange students must be given the same identification and assessment procedures as other students. The **ESOL District Coordinator must be notified immediately by the counselor/staff upon enrollment and the ESOL Coordinator will follow district procedure and administer the ELPA 21 screener to determine the proficiency level of the foreign exchange student. If the results of the assessment indicate the student is LEP they should be placed into the ESOL program.** Foreign exchange students who qualify for services must also be administered the annual ELPA. All students in the program, including those who have waived services and foreign exchange students must participate in all assessments.
EL STUDENT EDUCATIONAL ASSISTANCE PROGRAM:

In Prescott School District, all students are enrolled in language development within content classes. We strive to ensure that All EL students are instructed by teachers who receive training in best practices in EL development.

GUIDELINES FOR GRADING:

While acquiring English, a failing grade is inappropriate if language is the only reason. Likewise, it is not appropriate to assign grade that indicate satisfactory work if grade level standards (as viewed through the lens of ELP standards) are not being met by the student. Every effort must be made to teach the EL at grade level using appropriate modification and sheltered English instruction.

- If assignment/test is modified, teacher should note on the paper the assignment was modified.
- Teacher must provide to what extent grades were modified for the LPAC at the spring annual review meeting.

RETENTION: According to the law, a student may not be retained solely on the basis of low English language proficiency. When making decisions the LPAC will consider the following:

- Cognitive ability is NOT related to English language proficiency.
- Timeline to proficiency could take 5 to 7 years.
- Research shows retention to be a factor leading to dropout rates.
- Separating a child from his peers can cause self-esteem issues, and EL students already experience the need to fit in with peers.

Retention may only be considered if students have received appropriate modifications and accommodations in mainstream classes but have NOT shown progress in their language AND content skills. Documentation of appropriate modifications and accommodations must be provided. In addition, documentation that the alternate program of instruction has otherwise proven to be effective.

STAFFING AND SUPPORTING ESOL PROGRAM

All teachers will be certified in the grade levels/content areas they teach. When possible, ELs will be placed in an ESL certified/endorsed teacher’s classroom. All certified and classified staff will receive ESOL training annually. Trainings may include but are not limited to:

- Policies and Procedures
- Integrating language acquisition and content instruction which includes sheltering English through teacher scaffolding
• Authentic assessment for EL students
• Classroom coaching and support of teachers of ELs
• Cultural Sensitivity training
• Specific training for paraprofessionals who provide instruction

Scheduling of this training is a joint effort between the District ESOL Coordinator and
the district personnel responsible for staff development.

MEETING THE NEEDS OF EL STUDENTS WHO OPT OUT OF ESOL PROGRAMS

Parents have a right to decline or opt their children out of the ESOL program or out of
particular ESOL services within an ESOL program. Services only, not identification,
may be declined.

If a parent/guardian declines ESOL program services, the student must be
marked in eSchool (value box checked on the “ELL Programs” page) as an
English Learner with a parent ESL Waived Services Date recorded until the
student meets exit criteria or the parent/guardian requests that the student be
placed back into ESOL services. Do not enter an exit date.

PRESCOTT SCHOOL DISTRICT WILL FOLLOW THESE GUIDELINES:

• To ensure the needs of opt-out EL students are being met, the district will
periodically monitor the progress of students who have opted out.
• If an EL student who opted out of the programs or services does not
demonstrate appropriate growth in English proficiency, or struggles in one
or more subjects due to language barriers, the district will take affirmative
steps including informing the EL student’s parents of his or her lack of
progress and offering the parents further opportunities to enroll the student
in the ESOL program or at least certain ESOL services at any time.
• Opt-out EL students must have their English language proficiency
assessed at least annually to gauge their progress in attaining English
proficiency and to determine if they are still in need of and legally entitled to
ESOL services. There is no assessment exemption for students who do not
receive ESOL services. This means all EL students in Arkansas must
participate in the Arkansas’ annual summative English proficiency
test, currently ELPA21. Once opt-out EL students meet valid and reliable
criteria for exiting from EL status, the Prescott School District will monitor
their progress for four years, as it does with other exited EL students.
TESTING: ALL EL STUDENTS WILL BE ADMINISTERED ALL REQUIRED STATE ASSESSMENTS.

TESTING ACCOMMODATIONS: Accommodations are available on state mandated tests. The LPAC decides which students receive which state allowable accommodations. The classroom teacher must regularly use the accommodation throughout the school year in order for the accommodation to be valid on spring state assessments. If the student has not been receiving the accommodation throughout the year, he/she will not be allowed to use it on state tests in the spring. There is no exemptions to state assessments for EL STUDENTS.

DISTRICT PROGRAMS:

SPECIAL EDUCATION:

All students will have equal access to “Special Education” services and programs. Proper documentation must be made to prove that the student is being placed in the special education program based on a learning disability and not because of language proficiency level. ELs are eligible for dual services.

504 SERVICES:

All students will have equal access to “504” identification and services. Proper documentation must be made to prove that the student is being placed in the special education program based on a learning disability and not because of language proficiency level. ELs are eligible for dual services.

EXTRACURRICULAR PROGRAMS:

All students will have equal opportunity to participate in extracurricular and nonacademic activities.

- Language issues will not prohibit EL students from participating in athletics and other non-academic activities.
- Effort will be made to make these activities as accessible as possible to all students regardless of their language, ethnicity, or financial capabilities.

GT/AP PROGRAMS:

ALL students will have equal access to “Gifted and Talented” and “Advance Placement Programs” if upon administering an appropriate assessment are deemed to qualify.
EXITING EL PROGRAMS:

To exit an EL student from the ESOL program, he/she must meet the following criteria:
- Demonstrate proficiency on ELPA21
  - Separate proficient scores in each domain or a composite score of “proficient” derived from scores in all four language domains
- Demonstrate proficiency on the Arkansas Professional Judgment Rubric by Having at least two pieces of required evidence.
This must be documented on the Language Minority Student Exit/Monitoring form.

The decision to exit or reclassify the EL student from the ESOL program must be made on an annual basis by the Language Proficiency Assessment Committee (LPAC) following guidelines outlined in the Arkansas Professional Judgment Rubric. All Annual Review results must be recorded in eSchool no later than September 30 following the spring ELPA.

Students recognized as LEP AND currently being monitored MUST be recorded in eschool appropriately. **Students that meet the requirement to exit the program will be monitored for 4 years and process reviewed and documented each year.**

Prescott School District will monitor and provide assistance to all exited students for four years after exiting the ESOL program, as mandated by the state (ADE) to ensure that:
- The student has not been prematurely exited
- Any academic deficits they incurred as a result of participation in the EL program have been remedied
- The student is meaningfully participating in the standard instruction program comparable to the never-EL peers

If the student is re-entered into EL services, Prescott School District will document the basis for the re-entry and will acquire parent consent to do so.

MONITORING STUDENTS FROM ESOL PROGRAMS AND SERVICES

Prescott School District will monitor the progress of all EL students in achieving English language proficiency and acquiring content knowledge as mandated by the state of Arkansas. This applies to all students, even if they are opted out of the ESOL program. A Teacher Feedback Form will also be completed by each regular classroom teacher that has an EL student in their class. We will take appropriate steps to assist students who are not adequately progressing.
Annual (yearly) reviews of every student will be conducted. Each annual review will yield one of three decisions:

1. Student has not met required exit criteria, so he/she remains in the program.
2. Student has met required exit criteria, so he/she exits the program and begins the monitoring process. *(Monitored for FOUR YEARS)*
3. Student is in the monitoring process, classified as a Former English Learner, and is monitored for four years, according to federal guidelines as outlined in the Arkansas ESSA plan.

To monitor EL students’ acquisition of English proficiency Prescott School District will use the ELPA21. ELPA21 (English Language Proficiency Assessment) is a standardized test aligned with English Language Proficiency Standards. It assesses language acquisition in four domains of Reading, Listening, Speaking, and Writing.

**EVALUATING THE EFFECTIVENESS OF THE ESOL PROGRAM**

Prescott School District’s ESOL program will be evaluated yearly by District Administrators and Building ESOL Coordinators to determine if it is producing results which indicate that students are overcoming language barriers. The following areas will be considered:

- EL students are able to attain English proficiency within a reasonable period of time
- EL students are able to meaningfully participate in the standard educational program comparable to their never-EL peers
- EL students are progressing from grade to grade without content-area deficits that require remediation due to inclusion in the ESOL program
- EL students are on track to graduate and have comparable opportunities to their never-EL peers to become college and career ready
- The achievement gap between EL students and never-EL students is declining over time
- The degree to which current and former EL students are represented in advanced classes, special education services, gifted and talented programs, and extracurricular activities relative to their never-EL peers

Adjustments, according to state (ADE) guidelines, will be made to the program as needed.

A committee comprised of District Administrators, Building ESOL Designees, classroom teachers, counselors, and building administrators will convene to evaluate each one of the ESOL programs. In evaluating the program, the committee will review each of the parts of the program on the checklist in the index.
## PROCESS

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### 1. SEND OUT HOME LANGUAGE FORM YEAR/ (ONLY TO NEW STUDENTS TO DISTRICT) GIVE TO ALL NEW STUDENTS ENTERING DURING YEAR

### 2. HOME LANGUAGE FORMS WILL BE COLLECTED AND GIVEN BLDG ESOL COORDINATOR

### 3. HOME LANGUAGE FORMS WILL BE Screened AND ALL OTHER THAN ENGLISH RESPONSES WILL BE FURTHER PROCESSED

### 4. ALL HOME LANGUAGE FORMS (HLF) WILL BE FILED IN PERMANENT RECORD AND ESOL BINDER

### 5. ONCE STUDENT IDENTIFIED AS AN EL STUDENT- THEY WILL BE PROPERLY RECORDED IN ESCHOOL NOTE: TEACHERS CAN ALSO RECOMMEND A STUDENT TO BE CONSIDERED FOR THE EL PROGRAM TO LPAC

### 6. STUDENTS THAT COMPLETED THE HOME LANGUAGE FORMS INDICATING SECOND LANGUAGE IN HOME WILL BE ADMINISTERED THE ELPA SCREENER

### 7. PARENT LETTER WILL BE SENT STATING ELPA RESULTS AND MAY BE ASKED TO ATTEND INTERVIEW WITH STUDENT. (IN PARENT LANGUAGE) (NOTE: ALL FORMS SENT HOME WILL BE IN ENGLISH AND PARENT HOME LANGUAGE)
8. LPAC COMMITTEE WILL BE CONVENEID TO DISCUSS THE ELPA RESULTS, INTERVIEW NOTES, STUDENT POSSIBLE PLACEMENT IN THE EL PROGRAM ALONG WITH ANY ACADEMIC MODIFICATONS. NOTICE WILL BE SENT TO ALL COMMITTEE MEMBERS AND TO PARENTS (IN THEIR OWN LANGUAGE)- LPAC MEMBERS MUST INCLUDE COUNSELOR, ADMINISTRATOR, CLASSROOM ROOM TEACHER AND SPECIAL ED TEACHER IF APPROPRIATE. SEE APENDIX FOR NOTIFICATION LETTER CONTENT- REMEMBER IN LANGUAGE SPOKEN TRANSFER STUDENTS FROM ANY ARKANSAS SCHOOL-THE ESOL DESIGNEE WILL CHECK TRIAND TO DETERMINE IF STUDENT HAS ALREADY BEEN IDENTIFIED AS EL. STUDENTS THAT COME FROM A SCHOOL OUTSIDE THE STATE, INCLUDING FOREIGN EXCHANGE STUDENTS, WILL BE ADMINISTERED THE ELPA SCREENER IN TIMELINE WITH THE LAW.

9. STUDENTS IDENTIFIED AS LEP MUST BE PLACED IN THE LEP PROGRAM WITH ACCOMODATIONS AS DETERMINED BY LPAC COMMITTEE AND TEACHERS (STUDENTS MAY BE PLACED IN A LANGUAGE PROGRAM WITH INSTRUCTION BASED ON THE ENGLISH LANGUAGE PROFICIENCY STANDARDS)

10. NOTICE OF CONFERENCE DECISION TO LPAC MEMBERS AND PARENTS. (30 DAYS IF AT BEGIN OF YEAR OR WITHIN TWO WEEKS AFTER SCHOOL YEAR BEGINS)

11. PARENTS MAY WAIVE THE RIGHTS OF THEIR CHILD TO BE PLACE IN THE EL ACOMMODATIONS - BUT CAN’T WAIVE THE CHILD’S ASSESSMENTS OR PLACEMENT.

12. ACCOMMODATIONS MUST BE MAINTAINED THROUGHOUT THE YEAR ALONG WITH ANY NEEDED ACCOMMODATIONS THROUGH 504 OR IEP.
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<tr>
<th>PROCESS</th>
<th>TIME FRAME/RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. LPAC MUST MEET ONCE A YEAR FOR EL STUDENTS</td>
<td>ONGOING/COORDINATOR</td>
</tr>
<tr>
<td>ANNUAL REVIEW TO DETERMINE CONTINUE</td>
<td>MONITORED BY DISTRICT</td>
</tr>
<tr>
<td>PLACEMENT, ACCOMMODATIONS, OR EXITING</td>
<td></td>
</tr>
<tr>
<td>14. EL STUDENTS WILL TAKE ALL REQUIRED STATE ASSESSMENTS WITH ANY</td>
<td>ONGOING/COORDINATOR</td>
</tr>
<tr>
<td>WAIVERS OR EXCEPTIONS AS NOTED IN RULES AND REGULATIONS</td>
<td>TEST COORDINATOR</td>
</tr>
<tr>
<td>15. ELPA 21 ASSESSMENTS WILL BE ADMINISTERED</td>
<td>EOY/ COORDINATOR</td>
</tr>
<tr>
<td>TO ALL EL STUDENTS UNTIL EXITING THE PROGRAM EXITING PROGRAM WILL</td>
<td>TEST COORDINATOR</td>
</tr>
<tr>
<td>REQUIRE STUDENTS TO MEET ALL REQUIREMENTS LISTED IN RULES AND REGULATIONS</td>
<td></td>
</tr>
<tr>
<td>16. STUDENTS EXITED WILL BE MONITORED FOR AT LEAST 4 YEARS AND BE</td>
<td>ONGOING/COORDINATOR, CLERICAL</td>
</tr>
<tr>
<td>INDICATED IN ESCHOOL CONCERNING WHICH YEAR OF MONITORING STUDENT IS</td>
<td>MONITORED BY DISTRICT</td>
</tr>
<tr>
<td>CURRENTLY IN-PARENTS MUST BE KEPT INFORMED</td>
<td></td>
</tr>
<tr>
<td>17. EVALUATION OF ESOL PROGRAM ANNUALLY</td>
<td>ADMINISTRATION/ESOL</td>
</tr>
<tr>
<td></td>
<td>COORDINATORS</td>
</tr>
</tbody>
</table>
# Timeline to Proficiency

**Table 11c. Arkansas' Grade 6-12 Timeline to English Language Proficiency**

<table>
<thead>
<tr>
<th>Initial ELP Domain Level (Year 1)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Proficient (Level 4/Level 5)</td>
</tr>
<tr>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Proficient (Level 4/Level 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Proficient (Level 4/Level 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient (Level 4/Level 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Arkansas will review the data after three years since the assessment is new to determine the appropriate approach.