SOMERVILLE ISD
ENGLISH AS A SECOND LANGUAGE
(ESL) PROGRAM HANDBOOK

Goal

The goal of the Somerville ISD ESL Program is to provide intensive English Language instruction for English Learners to become proficient in listening, speaking, reading, and writing in English.

DEFINITIONS

English Learner - A student who is in the process of acquiring English and has another language as the primary language. The terms English language learner and English learners are used interchangeably and are synonymous with limited English proficient (LEP) student, as used in TEC Subchapter B, Chapter 29.

English Language Proficiency Standards (ELPS) - Standards to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum outlined in chapter 74 of this title (relating to Curriculum Requirements), including foundation and enrichment areas, ELPS, and college and career readiness standards.

English Language
English as a Second Language program (ESL program) - A special language program in accordance with TEC, Chapter 29.

Exit/Reclassification - The process by which the language proficiency assessment committee (LPAC) determines that an English learner has met the appropriate criteria to be classified as non-LEP and is coded as such in TSDS PEIMS.

Limited English Proficient (LEP) - Level of English proficiency

Fluent English Proficient (FEP) - Level of English proficiency

Language Proficiency Assessment Committee (LPAC) - Includes an appropriately certified English as a second language (ESL) educator (for students served through an ESL program), a parent of an English learner participating in the ESL program, and a campus administrator in accordance with the Texas Education Code (TEC) §29.063.

Language Proficiency Test (LPT) - A TEA approved oral language proficiency test administered to each student who has a language other than English as identified on the home language survey.

<u>**T**exas **E**nglish **L**anguage **P**roficiency **A**ssessment **S**ystem (**TELPAS**)</u> - Assesses the English language proficiency of English learners (ELs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. It assesses students in alignment with the Texas English Language Proficiency Standards (ELPS); beginning, intermediate, advanced, and advanced high. TELPAS results are used in accountability and performance-based monitoring indicators.

*ARD is the Admission, Review and Dismissal committee for the Special Education Program.

English as a Second Language

English as a Second Language (ESL) is an intensive English language instruction by teachers trained in recognizing and working with language differences.

State law requires school districts to provide ESL:

· In elementary schools when there are fewer than 20 Limited English Proficient (LEP) students of the same language enrolled in the same grade level in the district and;

· In middle schools and high schools with LEP student enrollment.

Somerville ISD provides an ESL program at both the elementary and secondary levels.

ESL Program

- An ESL program provides intensive instruction in listening, speaking, reading, writing, and comprehending English.
- An ESL program uses the academic and cultural experience of the student as a platform to provide the appropriate instruction in English.
- An ESL program teaches language arts, mathematics, science, and social studies using strategies and methodologies appropriate for second language acquisition.

At Somerville Elementary, the ESL program uses the "pull out" system. The students are pulled from the regular classroom at a designated time of the day and given more intense "one-on-one" instruction. However, all students in ESL must receive instruction in the Texas Essential Knowledge and Skills (TEKS) in English using strategies and methodologies appropriate for them. At the Secondary level, grades 8 - 12, the students received sheltered instruction through certified ESL ELA teachers and support from all content area teachers.

ESL education must address the following program components:

· Affective	-	Cultural background and positive self esteem.
· Linguistic	-	Literacy skills (listening, speaking, reading, writing, comprehension)
· Cognitive	-	Academic skills

Types of ESL programs at Somerville ISD

Elementary

Content Based
- PK – 1st grade
- Students remain in one class.
- Certified ESL Teacher teaches all content areas for students in the classroom. (EL students are strategically placed with certified ESL teachers.)

Pull Out
- 2nd – 7th grades
- ELAR teachers of served English learners are ESL certified, but not all content area teachers of served English learners are ESL certified/ ESL teacher provides ELAR instruction to Els through pull-out (different classroom setting) or inclusionary (co-teaching) delivery models.

Secondary (8th - 12th grades)

- Only ELAR teachers of served English Learners need to be ESL certified
  Or
- ESL teacher provides ELAR instruction to ELs through pull-out (different classroom setting) or inclusionary (co-teaching) delivery models.
- If the English Language Arts and Reading (ELAR) TEKS are split and taught by two teachers, both the ELA teacher and the reading teacher need to be ESL certified.

Language Proficiency Assessment Committee (LPAC)

LPACs are responsible for identifying students, recommending the best instructional setting, and monitoring academic and linguistic progress for English Learners.
All of the information available should be reviewed carefully and decisions should be made ethically and in good conscience concerning each child on an individual basis.

How is an LPAC different than an ARD committee?

·   The LPAC can discuss multiple children in the same meeting.

·   The LPAC has a parent representative for all English Learners, not just the individual child's parent.

·   The Bilingual/ESL Program does not need parent permission for testing language proficiency.

·   The ARD committee places students in the Special Education Program; LPAC member must be present at the ARD of any EL student while an ARD committee member does not need to be present at an LPAC, but it is encouraged.

Members of the LPAC

- Campus Administrator
- ESL Teacher, or professional transitional language educator
- Parent of a current English learner participating in the ESL program (parent may not be an employee of the district)

        All members must be present for all meetings.

LPAC Training

The school district will ensure:

- the LPAC members are trained annually
- sign an oath of confidentiality
- maintain certificates and oaths
- All LPAC records will be kept for five years after reclassification and two years of monitoring.

Roles and Responsibilities of the LPAC

The Language Proficiency Assessment Committee has the following roles and responsibilities:

- To determine LEP status after reviewing scores of the Language Proficiency Test (LPT) when it has been noted on a student's Home Language Survey that the child speaks a language other English or that a language other than English is spoken in the home.
- Recommend the appropriate educational program for each English Learner.
- Notify the parent about classification and obtains parental permission in writing for program entry.
- Monitor student progress throughout the school year.
- Determine the best state testing options for each English Learner (immediately prior to state assessment.)
- Facilitate and review student participation and progress in the district's ESL program.
- Facilitate the participation of eligible EL students in other special programs provided by the district with either state or federal funds.
- Determine exit status (reclassification as Non-LEP) upon reaching state exit criteria.
- Monitor progress of reclassified students for 2 years.

LPAC meetings

The Language Proficiency Assessment Committee should meet for the following:

- Upon an identified English learner's initial enrollment - within four weeks (including holidays) for identification and review.
- Prior to state assessments, including TELPAS.
- At the end of the year, for annual review and for the following year's placement decisions.
- As needed, to discuss student progress.

Identifying English Learners

Upon initial enrollment, **all** students must complete a Home Language Survey. If the Home Language Survey indicates a language other than English, a Language Proficiency Test, LPT, must be initiated to determine English proficiency. (Parent permission for language proficiency testing is not required.)

Timeline

The identification and placement process must occur **within the student's first four calendar weeks of school enrollment**. This includes: administering the LPT; LPAC meeting for recommendation for program placement; parental approval; and linguistic accommodations if necessary.

English Language Proficiency Assessment

- **Grades PK - 1**: Students will be administered the TEA approved language proficiency test (LPT) in English to assess listening and speaking. An LPT in the student's primary language may be administered to measure the student's language proficiency in their primary language.
- **Grades 2 - 12**: Students will be administered the TEA approved language proficiency test (LPT) in English to assess listening, speaking, reading and writing (unless the English ability of the student is so low that it would invalidate the test.)
- The person administering the oral language proficiency test must have documentation of training in the administration and scoring of the test **and** must be proficient in the language of the test.

Classification

The LPAC* will classify a student as an English learner based on the following:
- PK - 1 students whose LPT score is below the level designated for indicating English proficiency.
- 2 -12 students whose LPT score is below the level designated for indicating English proficiency on the TEA approved English language proficiency test.
- A student shall be identified as an English learner if the student's ability in English is so limited that the English oral language proficiency or English language proficiency assessment cannot be administered and is thus documented.

The LPAC will meet with the ARD committee if a student qualifies for services in the special education program and the ESL program.

The student's disabilities or language abilities may be significant enough to prevent administration of the oral language proficiency assessment.
**The test administrator does not determine eligibility.*

Permission

If the LPAC makes a recommendation that the child be placed in the ESL program:

- the parents or legal guardian of the student will be notified in English **and** in their primary language;
- The notification will include information regarding the English proficiency level of the student and a description of the program and its benefits, which should be supplemented through brochures or other publications in the community.

Placement

- The appropriate campus may place the student in the recommended program pending parental approval, but can only count students with parental permission in the program to receive the ESL education allotment.
- The LPAC may also recommend other programs or services offered through the district, such as tutoring, supplemental services, etc.
- The LPAC may recommend certain modifications for EL students.
- The LPAC is responsible for facilitating student participation in other special programs - Gifted/Talented, Special Education, Career and Technology, etc.

Parental Approval/Denial PEIMS Date

- The date that the parent notification form **is signed,** is the date the student's official PEIMS status becomes LEP (when that student can be counted as LEP), regardless of permission or denial.
- If a parent denies the placement decision, then the student is identified in PEIMS as LEP with a parent denial until the student meets exit criteria.
- Progress of the EL student with a parent denial on file will be closely monitored.

Parent Denials

If a parent denies participation in the program, we must still:

- Monitor and facilitate the educational process - we want all students to be successful.
- Rate students' listening, speaking, reading, and writing proficiency with the TEA approved English language proficiency assessment (beginning at Grade K through Grade 12)
- Administer the TELPAS at Kindergarten, until the child scores "Advance High"
- The LPAC must review student's TELPAS and STARR scores at the end of each year
- Once a student meets exit criteria (TAC Chapter §89.1225), he/she is reclassified as non-LEP in PEIMS
- Students with parent denials are also monitored for two additional years (Title III, Part A, Subpart 2.Sec.3121 (a) (4)

Transfer ESL Students

If the student transfers from a school district in Texas:
- Review the withdrawal form, if available, to see if he/she was being served in a program or identified LEP in PEIMS
- Try to get copies of as much original documentation as possible, especially the Home Language Survey and document the attempts made
- LPAC identifies and places student within the first 4 weeks of enrollment, regardless of holidays. All necessary documents must be signed and dated and are in the student's green LPAC folder within their permanent folder.

If the student transfers from a school district outside of Texas:
- Review any documentation brought in by the student
- Proceed with Texas law for identification as outlined for Texas students new to the district.

PEIMS Date of Entry

Once the LPAC has determined the classification of each English Learner, it is the responsibility of the LPAC to inform the PEIMS coordinator of the **date that all documentation (parental permission/denial)** has been received in order to be eligible for state funding, which is generated for those students who are coded as LEP.

STATE ASSESSMENTS

TELPAS

The Texas English Language Proficiency Assessment System administers this assessment to measure the progress of English learners.

- In Kindergarten and 1st grade, English learners are measured holistically in listening, speaking, reading and writing by the English learner's teacher who has been officially trained as a holistic rater. The student's rating is based on classroom observations and the student's interactions.
- English learners in 2nd through 12th grades are measured by taking online reading, speaking and listening tests while the writing portion is holistically rated by officially trained teachers.

The TELPAS uses proficiency level descriptors (PLDs) to define four stages of second language acquisition, English language proficiency levels in alignment with the English language proficiency standards. The PLDs describe how well ELs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction. There are separate PLDs for listening, speaking, reading, and writing.

The four proficiency levels are:

- Beginning - Little or no English ability
- Intermediate - Limited ability, simple language structures, high-frequency vocabulary, routine contexts
- Advanced - Ability to engage in grade-appropriate academic instruction with second language acquisition support
- Advanced High - Ability to engage in grade-appropriate academic instruction with minimal second language acquisition support

TELPAS scores are assigned a proficiency level in each language domain, listening, speaking, reading and writing along with a composite rating that provides an overall level that comprises each domain at 25%.

Result Uses

The following are ways school districts use the results.

- To help parents monitor their child's progress of learning English.
- LPACs use results to make decisions concerning the student's progress.
- To inform the local school board and community of the English learners' performance.
- To measure state and federal accountability for district and campuses evaluations.

TELPAS ALT

English Learners who are identified in PEIMS as limited English proficient and also have one or more cognitive disabilities, are evaluated with TELPAS ALT. Listening, speaking, reading and writing language domains are measured as in TELPAS, however, in broader forms to allow for expressive and receptive language.

There are five TELPAS ALT PLDs that align with the ELPS, as TELPAS but allow to show performance levels as opposed to proficiency levels.

Students who are assessed with the TELPAS ALT are holistically rated by a TELPAS ALT trained test administrator to observe 40 observable behaviors of the student's use of the English language in the four language domains.

Each reporting category has observable behaviors of the four language domains as shown below.

Domain		Reporting Categories	Number of observable behaviors
Listening	1	Understand spoken words and language structures	4
	2	Basic understanding of spoken English	6
Speaking	1	Provide and summarize information	7
	2	Share opinions and analyze information	3
Reading	1	Understand words and language structures	5
	2	Basic understanding of variety of texts written in English	3
	3	Analyze and evaluate information and ideas in a variety of texts written in English	2
Writing	1	Demonstrate an ability to use English vocabulary and language structures in a variety of academic and social situations	4
	2	Demonstrate an ability to apply knowledge of English to complete a variety of writing tasks	6

STAAR/EOC TESTING

Assessment decisions are made some time in early spring before testing. The local LPAC will convene and review all ESL students who are grade level appropriate for STAAR testing. English Learners must participate unless they meet the following exemption criteria before the LPAC can consider the student for exemption. It must be documented in the student's permanent record folder indicating that the student meets all of the criteria.

- Grades 3 - 8
    - Qualifies as an unschooled asylee or refugee,
    - Is in the first year of enrollment in U.S. schools, and
    - Is in grades 3 - 8

- English I EOC Special Provision - English Learners who meet the criteria below will not have to retake the assessment each time it is administered if the student passes the course but fails to meet the passing standard on the assessment. (However, the student may take the test if he/she so chooses to.)
    - Has been enrolled in U.S. schools for 3 school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for 5 school years or less, and
    - Has not attained a TELPAS advanced high reading rating in grade 2 or above.
- An EL whose parent or guardian has declined ESL program services is **not** eligible for this provision.

LPAC Decision-Making

The LPAC should meet close to the time of state assessment administrations to determine the appropriate option for each EL and to make designated support decisions based on each English learner's particular needs for second language acquisition support and whether the student routinely, independently, and effectively uses the designated support in instruction and classroom testing. If supports are recommended, some may prevent a student from consideration for exit from the program. The LPAC cannot make recommendations for designated supports for those English learners whose parents have denied services. The LPAC should make designated support decisions with all other applicable committees concerning any student receiving other services (ie; ARD, Section 504, RTI).
All decisions concerning STAAR participation must be documented by the LPAC and in the student's permanent record file.

ANNUAL REVIEW

The LPAC will meet at the end of the academic year to review the progress of **every** English learner identified in PEIMS:
- Served in ESL program
- Parent denials
- Reclassified as English proficient first (F) or second (S) year of monitoring

The LPAC should consider as much information as possible to obtain a well-rounded view of the English learner's growth and progress. Such information could include: Benchmarks, courses taken and grades, ELPT data, TELPAS, Instructional Accommodation Checklist, STAAR/EOC data.

The LPAC will determine:
- Progress of academic and language proficiency
- If reclassification criteria has been met and notify parents of progress and reclassification/exit

Reclassification/Exit of English Learners

The LPAC may recommend reclassification/exit for an English learner when:
- The student has developed oral and written language proficiency and specific skills in English
- The student has passed the STAAR Reading, English I, II as per grade level or the state approved norm referenced English Language Proficiency Test for grade levels not administered a state assessment (1, 2, 12).

Pending Results

Should the LPAC consider reclassifying an eligible English learner but have not yet received all necessary results from STARR/EOC and/or TELPAS, they may document all other criteria and note that results are pending to make final recommendations decision. When scores have come in, an LPAC member should document the scores and complete the process.

Note

English learners in prekindergarten or kindergarten may not be exited from the ESL program. Students in the first grade may only be exited at the end of the academic school year.

Reclassification of English Learners with Special Education Services

The LPAC will meet in conjunction with the ARD committee for those English learners who are also receiving special education services. The LPAC will follow the *Process for Considering Reclassification of English Learners Who Also Have Identified Special Needs* section of the LPAC Framework Manual.

Definition

(as per the LPAC Framework Manual)

Exit - The point when a student is no longer classified as LEP, no longer requires special language (ESL) program services, and is classified as non-LEP in the Texas Student Data System Public Education Information Management System (TSDS PEIMS).

Reclassification - The process by which the language proficiency assessment committee determines that an English learner has met the appropriate criteria to be classified as non-LEP and is coded as such in TSDS PEIMS.

Parent Notification and Approval

The English learner's parent or legal guardian will receive written notification from the school district upon the recommendation of the LPAC to reclassify the student as English proficient and to exit the ESL program. Parental approval is required.

If a student has met exit criteria, a parent or legal guardian may request continuation in the program however, eligibility for the allotment is not allowed.

Monitoring after Reclassification

Once a student has been exited from the ESL program (including parent denials), the LPAC must monitor the student's academic progress for two years. The LPAC will review:

- How long the student was in the ESL program
- The student's grades per six weeks
- The student's scores on state assessments
- The student's credits for graduation
- Any assignment to DAEP.

Once a student has completed the two year monitoring after reclassification/exit, the LEP Indicator Code will be changed to a (3) and then a (4) for the next year. No monitoring will be needed during years 3 and 4.

Program Evaluation

The Somerville ISD ESL Program will conduct an annual evaluation in accordance with Texas Education Code §29.053 to determine program effectiveness and then present a report to the Somerville School Board of Trustees before November 1 of each academic year.
The following information will include:
- Academic progress of English learners in English
- Extent to which English learners are becoming proficient in English
- How many students have been exited from the ESL Program
- Number of teachers who have been trained and the frequency, scope and results of the professional development in approaches and strategies that support second language acquisition.
- The number of teachers for whom a waiver has been filed
- The number of teachers who have successfully obtained certification (if waiver had been filed for)
- The frequency and scope of a comprehensive professional development plan, implementation and results of this plan.