

**MEIGS COUNTY'S
2003
ESL / OCR COMPLIANCE REPORT**

**Descriptive Report on Services to English
Language Learners (ELL)**

- ❑ **Student Identification**
- ❑ **Student Language Assessment**
- ❑ **ESL Program Participation**
- ❑ **Student Placement and Services**
- ❑ **Personnel Responsibilities**
- ❑ **Transition and Exit**
- ❑ **Program Evaluation and Monitoring**

STUDENT IDENTIFICATION

Every student who enters the Meigs County School System completes a language survey form to determine if there is the influence of a language other than English. This will identify any languages other than English that are:

- ❑ First learned or acquired by the student;
- ❑ Used by the student in the home; or
- ❑ Used by the student with friends outside the home.

Upon enrollment, all schools in the Meigs County School System conduct the Home Language Survey. When a parent is non-English or limited English speaking, a bilingual translator is provided, if necessary.

Each school principal is responsible for ensuring that within four weeks of enrollment copies of the survey are filed in the permanent record folder of the student at the local school and one copy is distributed to the ESL Teacher/Coordinator, language assessment is provided, and results are communicated to parents.

If a language other than English is identified in any of the Primary/Home Language Survey responses, the student will be identified as a potential ELL student. A language assessment is conducted by the ESL teacher to determine language proficiency, based on the IDEA Proficiency Test (IPT).

Tennessee is by law an “English-only” state, and all instruction and assessment must be in English. Alternative language instructional programs, such as ESL, designed to increase the English language proficiency must be based on sound educational research, theory, and practices.

STUDENT LANGUAGE ASSESSMENT

If entering at the beginning of the school year, within four weeks of enrollment and completion of the Home Language Survey, the ESL teacher administers the IDEA Proficiency Test (IPT) to identified students, and communicates the results and support services available to parents. Parents are given the option to waive services. Students are eligible for services in accordance with the state ESL guidelines. If entering after the school year has begun, the assessment and notification to parents must occur within 2 weeks.

Assessment of English Language Proficiency

- Students who are non-English language background will be administered the IDEA Proficiency Test (IPT) to determine their English language skills. Students who score less than proficient on any subtest of the IDEA Proficiency Test (IPT) are classified as ELL and provided services in the ESL program. Students are exited from ESL services when a proficient score is attained on all subtests: oral, reading, and writing.
- All students served in the ESL program shall be administered the IDEA Proficiency Test (IPT) annually to re-establish eligibility or to determine readiness to exit, as well as to measure progress. These scores will be kept on file to document eligibility and provide data for submission to the State Department of Education regarding program accountability and Adequate Yearly Progress (AYP).
- All data related to student eligibility will be maintained in the student's permanent folder and the ESL department.
- A score of 35% or above on the Total Reading section of a nationally normed assessment, such as TCAP, is documentation that the student is proficient in English and the IPT does not need to be administered, unless other factors warrant the administration.

PROGRAM PARTICIPATION

The ESL program is designed to meet the educational needs of ELL students. The ESL curriculum provides for the development of English language proficiency skills in listening, speaking, reading, and writing. Primarily, the ESL curriculum guide emphasizes the development of competency in language acquisition. ESL services must be based on the student's needs. The following guidelines are used in determining instructional services:

ESL Services:

- Must be delivered by a certified teacher with English as a Second Language (ESL) endorsement, or a certified teacher pursuing the additional endorsement.
- Provided by an educational assistant must be under the supervision of an ESL teacher.
- Must be delivered during the regular school day, although supplemental support may include tutorials after school or summer school programs.
- For beginner or intermediate level ELL students must be provided daily, or if daily services are not possible, equivalent with approval by the State Department of Education.

Grades and classroom success must be monitored by the ESL department or ESL teacher. ELL students are entitled to modifications in content and grading to the extent that they can be successful. If failing grades are given, documentation should be provided to determine that the language proficiency is not the cause. Students cannot be failed based solely on language proficiency. Staffing and resources sufficient for adequate and effective implementation

Parents of ELL students are provided communication in a language they understand, to the extent practicable. TransACT's Translation Library is used to access forms in 23 languages to allow for effective communication to parents.

STUDENT PLACEMENT AND SERVICES

ESL student identification and services should be based on the guidance provided in the Tennessee ESL Program Guide. As an initial step in placement the ESL teacher and Guidance Counselor conduct a review of prior educational records. If the student is achieving at grade level and / or has a score at or above the 35th percentile on the total reading section of a standardized test such as the TCAP, they are classified as FEP (fluent English proficient). The IDEA Proficiency Test (IPT) is not required and the student is placed at grade level in the regular classroom. If educational records or achievement test scores are not available, or the records indicate the student is not achieving on grade level, the district will administer the IDEA Proficiency Test (IPT) to determine appropriate level of services.

A Cumulative Profile sheet on each student who is assessed with the IDEA Proficiency Test (IPT) is placed in the permanent record and also a copy is kept with the ESL teacher. Current and/or past grades, if applicable, will be considered in the placement process. These services are offered as needed:

- ❑ Modification of regular classroom assignments and tests
- ❑ Pull out individual or small group instruction by an ESL teacher
- ❑ Appropriate technology activities / other instructional activities
- ❑ Peer tutoring
- ❑ After-school and summer programs, if offered
- ❑ Parent involvement
- ❑ Other special programs / supplemental services for which the student qualifies
- ❑ Monitoring academic progress of ELL students

The district has a policy that ensures age appropriate grade level placement and prohibits retention based solely on lack of English language skills.

Students who are documented as ELL are also entitled to other services, as appropriate. Language proficiency cannot be criteria for exclusion. Other possible services include Title I, Special Education, Gifted and Talented, or Vocational Education programs.

RESPONSIBILITIES OF PERSONNEL

ESL COORDINATOR:

- Recommends, implements, and maintains program policies, procedures, schedules, and budgets.
- Ascertains that the goals and requirements of the program are met.
- Supervises annual system-wide Home Language Survey of national origin minority students.
- Supervises annual English proficiency testing, including ordering of testing materials, dissemination, development, and maintenance of records.
- Monitors the progress of exited students.
- Coordinates ESL services with all other departments of the school system.
- Plans staff development activities in conjunction with the Supervisor of Instruction.
- Meets regularly with program staff and other school system administrators.
- Oversees the preparation and dissemination of program communications such as brochures, videotapes and newsletters.
- Coordinates and disseminates project reports.

PRINCIPAL:

- Ensures student enrollment forms, including the Home Language Survey, are completed for each student enrolling in the School and will be maintained in the cumulative folder.
- Informs the ESL teacher serving the school of new arrivals.
- Provides appropriate / comparable space for ESL instruction.
- Ensures that ELL students are provided appropriate ESL services.

ESL TEACHER:

- Enforces policies and regulations as established by the Board of Education.
- Creates and maintains an instructional climate that is conducive to learning.

- Assists with the identification of ELL students using appropriate assessment instruments.
- Plans and implements ESL instruction based on diagnosed needs of each individual student.
- Evaluates student performance in the ESL class and provides classroom teachers with input regarding progress.
- Maintains records on each student attending the ESL class.
- Attends professional development for increasing knowledge of ESL strategies and methodology.
- Provides information on ELL students to state and federal agencies when requested.
- Assists ELL students in understanding American culture and encourages all students to understand other cultures.
- Functions as a resource member of the local school staff.
- Conducts in-service training for staff on ESL intervention and instructional strategies.

REGULAR EDUCATION TEACHER:

- Communicates closely with the ESL teacher regarding the ELL student's progress and class assignments.
- Provides to the ESL teacher required information for completing reports to state and federal agencies.
- Takes advantage of staff development opportunities to increase understanding of ELL students' needs and to learn effective ESL strategies.
- Modifies tests and assignments when needed and appropriate.

TRANSITION AND EXIT

TRANSITIONAL ELL STUDENTS

Support services for transitional ELL students can take many forms, depending on the individual needs of the student. The Coordinator of the ESL program or the ESL teacher should monitor the student's performance in the classroom by checking the student's report card and test scores and by discussing each student's progress with the classroom teacher. Students are offered other services as appropriate.

EXIT CRITERIA

Students exit from ESL services based on proficiency in all areas of language- listening, speaking, reading, and writing. A variety of criteria is used to document the student's proficiency and must be provided to support the decision to exit a student from the program. The task force recommends the following criteria as a program standard.

Criteria #1: Fluent and Competent levels on oral, reading and writing sections of the IDEA Proficiency Test (IPT). (In grades K-1, students must have scores of Orally Fluent, Early Reader, and Early Writer.)

Or

Criteria #2: Standardized test scores from the most recent assessment must be at, or above, the 35% in Total Reading and Total Language. (In High School, students must score passing on the English Gateway exam.)

And

Criteria #3: In addition to classroom grades, the recommendation of the regular education teachers and ESL Teacher must be provided to support the student's ability to succeed in the mainstream.

And

Criteria #4: Approval of the ESL Coordinator

The decision of an IEP team, with an ESL Teacher included, may override the above criteria. This decision must be documented and provide evidence that exiting from the ESL program is in the child's best interest.

ELL students are monitored for 2 years after meeting exit criteria. These are considered transitional years to ensure grade level success. The first monitoring year the ELL student is classified as T1 (transitional 1), and the second monitoring year the student is classified as T2 (transitional 2). These two additional years allow for the student to be counted as ELL for district reporting. If indications arise that the T1 or T2 ELL student is not being successful, then support services are again offered, based on student needs. Services could be limited to a specific content area, or the student could be offered ESL Program services again, if necessary.

PROGRAM EVALUATION

- All students are eligible to enroll regardless of immigrant status.
- If a student does not have a social security number, a pin number is assigned.
- Our district has effective procedures to identify and assess students who have a primary or home language other than English.
- An annual needs assessment is conducted with all appropriate personnel and support staff providing input to aid in determining program effectiveness and to identify areas of need.
- Our district maintains a database containing information on students who have a primary or home language other than English which includes:
 - Date of Entry
 - Date of birth
 - Grade level
 - Home Language
 - Current School
 - Achievement test data
 - Proficiency Level
 - Supplemental Programs participation

PROGRAM MONITORING

Our district annually completes the state LEP survey, which reports the number of ELL students being served by each school. This information is used to determine the staffing necessary to meet the needs of ESL students for each school year.

Our district communicates important school information to ELL parents in a language that they can understand, to the extent practicable. TransACT's Translation Library is used to provide language communication support to parents who speak a language other than English.

Our district has a procedure whereby the parents or legal guardians may waive alternative language services for their child. Our district informs the parents of the potential educational implications of waiving these services.

Students who are no longer eligible because of proficiency in English, or those who never qualified for ELL status, must be reported to the state department of education as Non-English Language Background (NELB) on the annual data collection survey. Grades, academic progress in English and content areas, retention rates, drop-out rates, participation in other programs, graduation rates, and performance on state assessments are all monitored and/or reported.

Any deficiencies found in providing adequate language support services will be corrected and a timeline for implementation provided.