

# **Brazos School for Inquiry and Creativity**

## **English as a Second Language (ESL)**

January 2013

It is the policy of the Brazos School for Inquiry and Creativity not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

### **State Goals**

Chapter §89.1201 Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students

“The goal of English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.”

Brazos School for Inquiry and Creativity (BSIC) follows the guidelines set forth by the following dictates:

- Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students
- Texas Education Code 29.051 - 29.064 Bilingual Education and Special Language Programs
- Brazos School for Inquiry and Creativity School Board Policy.

### **Mission Statement**

The primary mission of the Bilingual/ESL program of the Brazos School for Inquiry and Creativity is to meet the educational needs of each English Language Learner, recognizing three domains: the affective, the linguistic and the cognitive.

### **Instructional Options:**

The population of BSIC second language learners is primarily Spanish speaking. Services provided for second language learners are addressed as an instructional continuum based on the students' needs.

The instructional program strives to meet the affective, linguistic, and cognitive needs of Limited English Proficient (LEP) students. LEP students are given the opportunity to be academically successful through the English as a Second Language Program.

### **English as a Second Language (ESL)**

ESL, the primary program of second language instruction, focuses on assisting the student to learn content area subject matter. Instruction, provided in English, is enriched with visuals and manipulatives with extensive use of repetition and application of specific language development tasks. The ESL program accommodates students from different backgrounds in the same classroom and does not require that the teacher be proficient in the student's home language.

Brazos School for Inquiry and Creativity offers both ESL inclusion and Pull Out program in the elementary school(s). In a Pull Out setting, students spend part of the day in the mainstream classroom, and are “pulled out” for a portion of the day to receive instruction in English as a second language. ESL students participate fully with English-speaking students in regular classes. The amount of time a student receives ESL instruction is commensurate with the level of English proficiency that the student possesses. Students who are more limited English speakers spend a larger part of their school day with the ESL teacher. Students may not be exited from the ESL program before the end of first grade. Students who are served through ESL inclusion are instructed by a teacher who has received training and has obtained the ESL certificate by the State Board of Education.

Our middle and high school(s) offers an extensive support system for English language learners as well. The English as a Second Language (ESL) program in grades 6-8 uses sheltered instruction strategies to help students understand content and develop academic language in the areas of Math, Science, Social Studies, and English Language Arts. All courses for ESL students provide instruction based on the Texas Essential Knowledge and Skills (TEKS) and follow the English Language Proficiency Standards (ELPS). [See 19 TAC Chapter 89.1210(f).]

The outcome of ESL programs is that students will participate successfully in the general curriculum and master the challenging demands of the Texas Essential Knowledge and Skills (TEKS).

### **Other Educational Opportunities**

Instruction, pacing, and materials are accommodated to ensure that LEP students master the essential knowledge and skills of the curriculum. Second language learners have the opportunity to participate in various other program options offered in the district when guidelines are met. These include Title I services, Dyslexia, library services, accelerated instruction, Section 504, Special Education, computer labs, compensatory classes and tutorials. All students are encouraged to participate in extra-curricular activities.

### **Home Language Survey**

As part of the registration process each parent/guardian, or the student in grades 9-12, completes a home language survey in which the following two questions are asked:

- (1) "What language is spoken in your home most of the time?"
- (2) "What language does your child speak most of the time?"

### **Testing of Students Indicating a Language Other than English on the Home Survey**

If a language other than English is indicated on the survey the student is given an oral language proficiency test within two weeks of the initial enrollment in school to determine the level of English proficiency. Trained teachers or professionals administer the Pre IPT for PreKindergarten, IPTI for Kindergarten through 5<sup>th</sup> and the IPTII for 6<sup>th</sup> through 12<sup>th</sup> grades. Records from students moving to the district from another district, who are classified ESL, will be reviewed for program placement and to determine if retesting is needed. Students from out of state programs are tested according to Texas guidelines to determine if they qualify for services.

### **Identification of Limited English Proficiency**

For entry into the English as a Second Language Program, a student shall be identified as limited English proficient using the following criteria.

- At prekindergarten through Grade 1, the score on the English oral language proficiency test (IPT) is below the level designated for indicating limited English proficiency;
- At Grades 2-12, the student's score on the English oral language proficiency test (IPT) is below the level designated for indicating limited English proficiency; and the student's score on the reading and language arts sections on the ITBS is below the 40<sup>th</sup> percentile for the student's grade level.

### **Language Proficiency Assessment Committee (LPAC)**

Each campus has a Language Proficiency Assessment Committee (LPAC), for students eligible to participate in the ESL program that includes at least an ESL teacher, a campus administrator, and a parent of a limited English proficient who is not an employee of the district.

Within twenty days of the enrollment of the limited English proficient student, the LPAC meets and

- designates the language proficiency level of the LEP student;
- designates the level of academic achievement of the LEP student;
- designates, subject to parental approval, the initial instructional placement of the LEP student in the required program;
- facilitates the participation of LEP students in other special programs for which the student is eligible provided by the school; and
- classifies a student as English proficient if guidelines for program placement are met.

Within three days of classifying a student as limited English proficient, the parents are given written notice stating that their child has been classified as limited English proficient and that the school is requesting parent permission to place the student in the program that will best meet their needs. Brazos School for Inquiry and Creativity offers an ESL program. The notice is sent to the parent in both English and Spanish (for Spanish speaking students) and explains the benefit of the ESL program. Pending parent permission, the student may be placed in the ESL program but is not coded in PEIMS until written permission is received. Once a parent gives written permission for program placement, the student remains in the program until he/she meets exit criteria or the parent requests a change in program placement.

Parents have a choice whether or not to enroll their child in the program. Parents must submit the denial in writing if they do not wish their child served in the ESL program. Students with a parental denial are still classified as limited English proficient and are listed in PEIMS as LEP with a parental denial. Exit criteria are applicable to students who are identified as ESL and LEP Parental Denials. Students not meeting exit criteria at the end of the year that are parent denials are re-offered the program in the subsequent school year. Parents are required to deny the program in writing each academic year.

### **Other Duties of the Language Proficiency Assessment Committee**

All members of the LPAC, including parents shall act for the school district and shall observe all laws and rules concerning confidentiality of information for individual students. All members of the committee receive orientation and training concerning the duties of the LPAC and receive annual updates as needed.

Before the administration of the STAAR test each year, the LPAC shall determine the appropriate assessment option for each LEP student. The options include:

- administration of the English STAAR;
- administration of the Spanish STAAR; or
- administration of STAAR-L for students who meet eligibility criteria.

In addition, the LPAC will decide which linguistic accommodations are permissible on an individual basis for each ELL in the district. Linguistic accommodations are allowable on STAAR, STAAR-L and STAAR-M. An ELL whose parent or guardian has declined bilingual/ESL program services is **NOT** eligible for linguistic accommodations. More information specific to Linguistic Accommodations for ELLs can be found in Appendix A.

The online reading portion of the Texas English Language Proficiency Assessment System (TELPAS) is given to all LEP students in grades 2 – 12. In addition, students are scored in the areas of listening, speaking and writing until exit criteria has been met. The TELPAS is designed to measure annual growth in the English reading proficiency of second language learners.

In addition to the duties described for the beginning of the school year the LPAC also recommends when students should be exited from the ESL program.

### **Program Exit**

A student may only be exited from the ESL program and classified as English proficient at the end of the school year when the student would be able to participate equally in a regular, all-English instructional program as determined by:

- Scores on the oral proficiency test (WMLS-R) are at the level designated for English proficiency;
- the student meets state performance passing standards for English STAAR reading (in grades 3-8), writing (in grades 4, 7) and reading/ writing EOC (in grades 9,10, 11);
- in grades other than 4, 7, 9,10, 11 where no state writing test is administered, the students scores Advanced High on the writing portion of the TELPAS, or other English standardized tests on the approved Texas Education Agency list;
- the student scores at or above the 40<sup>th</sup> percentile on both the English reading and the English language arts sections on the ITBS administered in grades 1 and 2 or other English standardized tests on the approved Texas Education Agency list.

In making this determination, other indications of a student's overall progress, including criterion-referenced test scores, grades, and subjective teacher evaluation are considered. The parent is notified in writing of the student's exit from the ESL program

### **Monitoring of Exited Students**

The LPAC is also responsible for monitoring the progress of each student who has exited the ESL program for the two consecutive years after exit to determine whether the student is successful in the regular education program. A student is considered to be academically successful when the student has met the standard on the STAAR test for the appropriate grade level and has passing grades in all subjects and courses taken. When an exited LEP student earns a failing grade in a core subject, the LPAC meets to review his/her progress. If the student is not successful in the regular education program, the committee reviews the reasons and makes recommendations for additional instructional interventions including placement back in the ESL program if needed. If a student reenters into the ESL program, the student is not counted for funding purposes.

During the first two school years after a student has exited the ESL program, the LPAC reviews the student's performance and considers:

- the total amount of time the student was enrolled in the ESL program;
- the student's grades during each grading period;
- the student's performance on the STAAR or other assessments given all students;

- the number of credits the student has earned toward high school graduation, if applicable;
- and any disciplinary actions taken against the student.

After reviewing these and any other pertinent information, the LPAC may make necessary recommendations for intensive instruction for the student or consider reenrolling the student in the special language program.

### **Students with Disabilities**

A professional member of the Language Proficiency Assessment Committee serves on the Admission, Review, and Dismissal (ARD) committee of each LEP student who qualifies for services in the special education program. A LEP student who qualifies for special education may be exempted from the TELPAS, STAAR, or STAAR-M by the ARD committee in consultation with the LPAC if it is determined that the assessment is inappropriate because of the student's disability. A student may not be denied placement in the ESL program solely because the student has a disability. The LPAC and ARD will work in conjunction to determine if modified exit criteria need to be established based on student's linguistic and cognitive abilities.

### **Summer School Programs**

In order to prepare students to be successful in school, the district offers a summer school program for LEP children who will be eligible for admission to kindergarten or first grade at the beginning of the next school year. The summer school program meets for a minimum of 120 hours.

### **Required Documentation**

Each LEP student's ELL folder which is located within the Cumulative Folder (permanent record) will include the following data:

- home language survey;
- oral language proficiency test results in English (and Spanish where applicable);
- LPAC initial placement/recommendation;
- parental approval and date of entry or placement in the ESL or bilingual program;
- parental denial if parent denies services in the ESL or bilingual program;
- TELPAS results;

- State Assessment results;
- LPAC Decision-Making for assessments documentation;
- Annual LPAC documentation;
- Annual verification of years in US Schools signed and dated;
- Exit criteria documentation;
- Program exit parent notification and permission; and
- results of monitoring for academic success of LEP students and those students exited from the program within the last two years.

### **Program Evaluation**

The district annually conducts an evaluation to determine program effectiveness. The following factors are considered:

- academic progress of LEP students and exited LEP students;
- assessment results including OLPT, TELPAS, ISIP, STAAR, norm referenced tests, and end of year tests;
- number of students exited from ESL;
- staff development and results of training for teachers and paraprofessionals; and
- number of certified ESL teachers.

The district and campus improvement plan includes goals necessary for improving student performance of LEP students based on needs identified by the program evaluation.

### **Parent Involvement**

The district recognizes that parent involvement is crucial to a student's success in school. Parent involvement is actively encouraged on all campuses. The district provides Spanish translation services for parent/teacher/principal conferences, ARD meetings, and school functions. When possible, notices and communications are translated into Spanish.

**Appendix A**

**Linguistic Accommodations for English Language Learners 2012-2013**

**NEW in Spring 2013: STAAR L will be administered as an online testing program. Clarification in English and Reading Aloud will be provided in the online interface for all students taking STAAR L. Students who do not need either accommodation should take STAAR, not STAAR L.**

**NOTE:** An ELL whose parent or guardian has declined bilingual/ESL program services is **NOT ELIGIBLE** for linguistic accommodations

Accommodation	Description	Subject	STAAR	STAAR L	STAAR Modified
<b>Bilingual Dictionary</b>	A specialized standard dictionary used to translate words (and sometimes common phrases) from one language to another.	<b>Mathematics</b>	Yes	Yes	Yes
		<b>Science</b>	Yes	Yes	Yes
		<b>Social Studies</b>	Yes	Yes	Yes
		<b>Reading</b>	Yes (Gr. 3-5)*		Yes (Gr. 3-5)*
		<b>Writing</b>	Yes (Gr. 4)*		Yes (Gr. 4)*
<b>English/ESL Dictionary</b>	English dictionaries that define words in simpler English than standard dictionaries (sometimes include pictures to make word meaning clear).	<b>Reading</b>	Yes (Gr. 3-5)*		Yes (Gr. 3-5)*
		<b>Writing</b>	Yes (Gr. 4)*		Yes (Gr. 4)*
<b>Monolingual Dictionary</b>	A single-language standard dictionary in a language other than English (e.g., Vietnamese). Likely to be used in combination with other dictionaries,	<b>Reading</b>	Yes		Yes
		<b>Writing</b>	Yes		Yes
<b>Picture Dictionary</b>	A dictionary designed to convey word meaning through drawings or photographs. May be monolingual, bilingual, or multilingual.	<b>Reading</b>	Yes		Yes
		<b>Writing</b>	Yes		Yes
<b>Extra Time (Same Day)</b>	Allows a student to have extra time within the regularly scheduled school day to complete the assessment. Permitted for ELLs who need and are routinely provided extra time when completing assignments and assessments that require substantial comprehension or use of a substantial amount of English.	<b>Mathematics</b>	Yes	Yes	Yes
		<b>Science</b>	Yes	Yes	Yes
		<b>Social Studies</b>	Yes	Yes	Yes
		<b>Reading</b>	Yes	Yes	Yes
<b>Clarification in English of Word Meaning</b>	<i>For STAAR L Online:</i> Enables a student to receive computer-provided clarification assistance by clicking on <b>eligible words and phrases</b> . <i>For STAAR L Paper Administrations:</i> student may ask test administrator for clarification. <i>For STAAR:</i> Enables a student to ask the test administrator to clarify the meaning of words in the Writing prompt (limited to occasional single words in English III analytical writing prompt) and words/phrases in short answer questions on English I, II and III Reading (for words that are not language arts terms, not part of the selection title and not quoted verbatim from the selection). Assistance may be provided on a per request basis only.	<b>Mathematics</b>	No	Yes	Yes
		<b>Science</b>	No	Yes	Yes
		<b>Social Studies</b>	No	Yes	Yes
		<b>Reading</b>	Yes (Eng. I, II, III – Short Answer Items Only)		Yes (Occasional Words/Phrases in Reading Selection)
		<b>Writing</b>	Yes (Prompt Only)		Yes
<b>Reading Aloud of Text</b>	<i>For STAAR L Online:</i> Enables a student to click on words to hear them read aloud by the computer. <i>For STAAR L Paper Administrations:</i> Student may ask test administrator to read aloud words, phrases or occasional sentences. <i>For STAAR Modified:</i> Applies to all subjects. In Reading, test administrator may read aloud occasional words/phrases in reading selection (in addition to questions and answer choices). In Writing, reading aloud is limited to single words in writing selections and multiple choice items.	<b>Mathematics</b>	No	Yes	Yes
		<b>Science</b>	No	Yes	Yes
		<b>Social Studies</b>	No	Yes	Yes
		<b>Reading</b>	No		Yes
		<b>Writing</b>	No		Yes
<b>Oral Translation</b>	At the request of a student, the test administrator may orally translate a word, term, phrase, or occasional sentence that the student does not understand.	<b>All Subjects</b>	No	No	Yes
<b>Bilingual Glossary (Word List)</b>	Students may use a locally developed or other customized bilingual glossary to find the translation of words they have difficulty understanding in English	<b>Mathematics</b> <b>Science</b> <b>Social Studies</b>	No	No	Yes

\* Allowed in Reading and Writing Grade 6 and up as part of STAAR program dictionary policy (not a Linguistic Accommodation)