

# **JOHNSON CITY SCHOOLS**

## **System Wide Services to English Language Learners (ELL)**

**February 2010  
(revised)**

**This plan contains the following:**

- **STUDENT IDENTIFICATION**
- **STUDENT LANGUAGE ASSESSMENT**
- **PROGRAM PARTICIPATION**
- **STUDENT PLACEMENT AND SERVICES**
- **PERSONNEL RESPONSIBILITIES**
- **TRANSITION AND EXIT**
- **PROGRAM EVALUATION**
- **PROGRAM MONITORING**

**JOHNSON CITY SCHOOLS**      *(revised 2/9/10)*  
**(District Plan for Services to ELL)**

**STUDENT IDENTIFICATION**

Every student who enters Johnson City Schools completes a language survey to determine if there is the influence of a language other than English. This survey identifies any languages other than English that are:

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

Upon enrollment, all schools in our system conduct a Home Language Survey included on the emergency enrollment form. When a parent is non-English or limited English speaking, a translator is provided, if necessary.

Each school is responsible for ensuring that within four weeks of enrollment, a copy of the survey is filed in the student's permanent record and one copy is given to the ESL Teacher/Coordinator for their files.

If a language other than English is identified on the Home Language Survey of a student, the student is then identified as a potential ELL student, and a language assessment is then conducted by an ESL teacher to determine English language proficiency.

Tennessee is by law an "English-only" state; therefore, all instruction and assessments are done in English. Alternative language instructional programs, such as ESL, are designed to increase the English language proficiency and are based on sound educational research, theory, and practices.

**STUDENT LANGUAGE ASSESSMENT**

If a student enrolls at the beginning of the school year, within thirty days of enrollment and after completing the Home Language Survey, an ESL teacher administers the Tennessee English Language Placement Assessment (TELPA) to any student identified as a potential ELL on the Home Language Survey or recommended for testing by the classroom teacher. The ESL teacher then communicates the results of the TELPA to the parents, and informs them of system support services. Students are eligible for ESL services in accordance with state guidelines. Parents are, however, given the option to waive these services. If a student enrolls after the school year has begun, the assessment and notification to parents will occur within fourteen days of enrollment.

## **Assessment of English Language Proficiency**

- Students with a non-English language background are administered the TELPA to determine their English language skills. TELPA cut scores for service will be provided by the state. A TELPA score of “1” qualifies the student for one hour a day of service. A TELPA score of “2” qualifies the student for ESL service; a less rigid schedule may be used. A TELPA score of “3” indicates the student does not require ESL service.
- All students served in our ESL program are administered the English Language Development Assessment (ELDA) annually to determine readiness to exit to program, as well as to measure progress. Their scores are 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). A composite score of “4” or “5” on the ELDA is required for exit from the program.
- All data that is related to student eligibility is maintained in the student’s permanent folder and in the system wide data base monitored by office of the Director of Accountability and School Improvement.
- For grades 4-8, a score of 35% or above on the Comprehensive Language section of any nationally normed assessment is documentation the student is proficient in English and the ELDA is not administered, unless there are other factors to warrant administration of the test.

## **PROGRAM PARTICIPATION**

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

- Services are delivered by a certified teacher with English as a Second Language (ESL) endorsement.
- Services provided by an educational assistant are under the supervision of an ESL teacher.
- Services are delivered during the regular school day; however, supplemental support can include after school tutoring if needed; summer programs are also available when regular school is not in session.
- Beginning or intermediate level ELL students are provided daily services with ESL certified teachers.

Grades and classroom success are monitored by our ESL teachers. ELL students are entitled to modifications in content and grading to the extent they can be successful. Students are not failed based solely on language deficiency. Staffing and resources are available for adequate and effective implementation.

Additionally, parents of ELL students are provided communication in a language they can understand. The TransACT's Translation Library will be used to access forms in 23 languages in order to allow for effective communication to parents of ELL students.

## **STUDENT PLACEMENT AND SERVICES**

ESL student identification and services are based on the guidance provided in the Tennessee ESL Program Guide. As an initial step in the placement of the student, the ESL teacher and School Counselor of the school conduct a review of prior educational records. If the student is achieving at grade level and/or has a score at or above the 35<sup>th</sup> percentile on the total reading section of a standardized test, they are classified as FEP (fluent English proficient). The TELPA is not required and the student is placed at grade level in a regular classroom. If educational records or achievement test scores are not available, or records indicate the student is not achieving on grade level, our ESL teacher administers the TELPA to determine the appropriate level of services needed.

A Cumulative Profile sheet for each student assessed with the TELPA is placed in the student's permanent record and a copy is kept on file in the office of the Curriculum Director. Current and/or past grades may also be a consideration in the placement process. Services that are offered are:

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

Our 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 for other services, as appropriate. Language proficiency is not criteria for exclusion. Other possible services may 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 goals and requirements of the ESL program are met.
- Supervises annual systemwide Home Language Survey of national origin minority students.
- Supervises annual English proficiency testing, including ordering of the testing materials, dissemination, development, and maintenance of student records.
- Supervises the monitoring of the progress of exited ELL students.
- Coordinates ESL services with other departments of the school system.
- Plans staff development activities.
- Meets regularly with program staff and other school system administrators.
- Oversees the preparation and dissemination of program communications such as brochures, videos, and newsletters.
- Coordinates and disseminates project reports.

### **PRINCIPAL:**

- Ensures student enrollment forms, including the Home Language Survey, are completed for all students and ensures all are maintained in the student's permanent record.
- Informs the ESL teacher serving their school of new ELL student arrivals.
- Provides appropriate/comparable space for ESL instruction.
- Ensures that ELL students are provided appropriate ESL services.

### **ESL TEACHER:**

- Enforces policies and regulations established by the Board of Education regarding ELL students.
- 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 the diagnosed needs of each individual ELL student.
- Evaluates student performance in the ESL class and provides classroom teachers with input regarding the progress of each student.
- Maintains records on each ELL student.
- 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 the American culture and encourages other students to understand other cultures.
- Functions as a resource member of the local school staff.
- Conducts inservice training for staff on ESL intervention and ESL instructional strategies.

**REGULAR EDUCATION TEACHER:**

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

**INTERPRETOR/TRANSLATOR:**

- Reads and writes documents in a specified language.
- Serves as interpreter/translator at various meetings and conferences.
- Translates documents from one language to another.
- Assists in student supervision as directed.
- Assists other school personnel as requested.

**TRANSITION AND EXIT****TRANSITIONAL ELL STUDENTS**

Support services for transitional ELL students may take many forms, depending on the individual needs of the student. The ESL teacher monitors the student's performance in the classroom by checking the student's report card and test scores and by discussing the student's progress with the student's classroom teacher(s). Students are offered other services when or if appropriate.

**EXIT CRITERIA**

Students exit from ESL services based on proficiency in all areas of language: listening, speaking, reading, and writing. Exit is based on ELDA scores. A student who obtains a composite score of "4" or "5" on the ELDA may exit the program and become a transitional student.

The decision of the teachers and parents, with an ESL teacher included, may override the above criteria. This decision is documented and evidence is provided that exiting from the program is in the student's best interest.

ELL students are monitored for 2 years after meeting exit criteria. These are considered transitional years to ensure grade level success. Beginning with the 2003-04 school year, in the first monitoring year our ELL students will be classified as T1 (transitional 1), and in the second monitoring year the student will be classified as T2 (transitional 2). These two additional years will allow for the student to be counted as ELL for our district reporting. If any indications arise that a T1 or T2 ELL student is not being successful, support services will be offered again, based on student needs. Additional support services could be limited to a specific area, or the student could be retested and offered total ESL services again. Transitional students are not allowed any accommodations on TCAP tests.

## **PROGRAM EVALUATION**

- All students are eligible for ESL services without regard to immigrant status.
- If a student does not have a social security number, a personal identification number is assigned.
- Johnson City Schools 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, including support staff, in order to provide input in the determination of the program's effectiveness and to identify areas of need in the program.
- Johnson City Schools is in the process of maintaining a database containing information on students who have a primary or home language other than English that includes:
  - Date of entry
  - Date of birth
  - Grade level
  - Home language
  - Current school
  - Achievement test data
  - Proficiency level
  - Supplemental programs participation
- The following Title III Annual Measurable Achievement Objectives (AMAO) are collected by the state:
  - The percentage of LEP students making progress in learning English as measured by ELDA
  - The percentage of LEP students attaining proficiency in English. (Score of 4 or 5 on the ELDA)
  - The achievement of adequate yearly progress (AYP) in reading/language arts and in math as determined by TCAP \*\*

\*\*NOTE: Beginning in spring 2010, the English Linguistically Simplified Assessment (ELSA) will take the place of TCAP for ELLs in grades 3-8. This assessment is designed for active ELLS (not T1 and T2s) to take in the place of regular TCAP achievement assessment in language arts, mathematics, social studies, and science.

## **PROGRAM MONITORING**

Johnson City Schools annually completes the state LEP survey, reporting the number of ELL students being served by each school. This information is used to determine necessary staffing to meet the needs of ELL students for each school year.

Johnson City Schools communicates important school information to all ELL parents in a language they can understand. TransACT's Translation Library is used to provide language communication support to parents who speak a language other than English. An official school translator is provided as a resource for Spanish-speaking parents.

Johnson City Schools has a procedure whereby the parents or legal guardians may waive alternative language services for their child. The parents are informed of the potential educational implications of waiving ESL services and are made aware that if the ESL services are waived, their student will not be eligible for any type of curricular modifications.

Students who are no longer eligible for services because of proficiency in English, or those who did not qualify for ELL status, are reported to the state department of education as Non-English Language Background (NELB) on the annual data report. 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 monitored and/or reported.

Any deficiencies that are found in providing adequate language services to ELL students are corrected in a timely fashion.