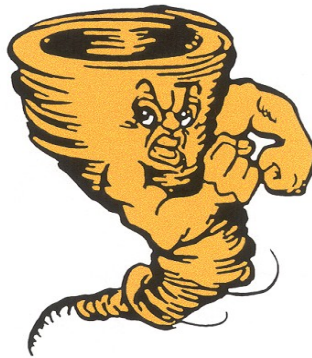


Lamesa
Independent School District
2017-2018
ESL Handbook



Lamesa Independent School District

Every Student Every Day

Mission:

The mission of Lamesa ISD ESL Department is to address the cognitive needs, affective needs, and linguistic needs of English Language Learners within a culturally supportive environment in order to obtain student achievement.

Program Expectations:

Lamesa ISDs ESL program will address the following needs as found in Texas Education Code (TEC) 89.1210(f):

- Affective needs: introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages
- Linguistic needs: develop social and academic vocabulary to ensure the students master the required knowledge and skills and higher order thinking skills
- Cognitive needs: Instruction in English in Math, science, health, and social studies using second language methods.

Purpose:

The purpose of the ESL Program is to:

- Identify Limited English Proficient (LEP) students based on state criteria
- Provide ESL as an integral part of the total educational program
- Ensure that ELL students are afforded full opportunity to master skills and knowledge as outlined in TEKS
- Monitor academic achievement of essential knowledge and skills and knowledge as measured by TAKS and TELPAS
- Provide monitoring of students for two years who have exited the ESL program to ensure academic success
- Conduct professional development and offer effective teaching methodologies for staff teaching ELS students

Students who are limited English proficient (LEP) will:

- Acquire academic English proficiency in speaking, listening, reading and writing skills
- Meet state academic standards as all students are expected to meet
- Demonstrate gains through Annual Measureable Achievement Objectives (AMOA's)
- Integrate with native English speakers
- Improve attendance and prevent dropout
- Acquire credits toward graduation
- Increase their confidence to participate in class

Program:

Texas Education Code (TEC) 29.052 defines LEP:

“Student of limited English proficiency (LEP) – a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary class work in English.”

Texas Education Code (TEC) 89.1205 (d) states that:

“All LEP students for whom a district is not required to offer a bilingual education program shall be provided an ESL Program, regardless of the students’ grade levels and home language, and regardless of the number of students.”

Lamesa ISD provides the following ESL models:

Pull Out ESL Program in Pre-Kindergarten through 5th grade – The district is using Language Central through ESL interventionist to target Reading, Writing, Listening, and Speaking skills.

ESL Pullout at the Junior High and High School – At the secondary level, the district may incorporate the SIOP (Sheltered Instruction Training Protocol) model with the ESL model so that students can receive language support in all content areas.

Program: ESL

The English as a Second Language (ESL) program is available to students in grades Pre-Kindergarten through 12th grade. Students who are English Language Learners and whose native language is not English qualify for the program.

At registration, parents are required to fill out a Home Language Survey (HLS) that asks what language their child speaks and what language is used mostly at home. A student is given an Oral Language Proficiency test (OLPT) in English in grades Pre-K and 1st when a response on the HLS is anything other than English. Any student who does not receive a score of English fluency will be offered the ESL program.

In 2nd through 12th grades, the students are given the OLPT and a standardized achievement test in English. If a student does not receive a level of fluency on the OLPT and scores below 40% on the standardized achievement test, he/she will be offered participation in the ESL program.

Benefits:

- Students are taught in English
- Students participate with English-speaking students in all content areas
- Students are given the appropriate time of instruction with a certified ESL Teacher
- Students in ESL must receive instruction in the state-mandated curriculum, including language arts, reading, math, science, and social studies.
- Each school has an ESL program on the campus

Lamesa ISD Non-Negotiables:

1. All procedures and forms outlined in this Lamesa ISD ESL program guide MUST be adhered to.
2. All LPAC committee meetings MUST include the trained LPAC parent representative. The meeting may also include the student's parent/guardian.
3. All statutory and legal requirements for the LPAC MUST be adhered to.
4. Students identified as LEP/Special Education MUST have a representative from both program areas present at their LPAC and ARD meetings.
5. All timelines set forth by Lamesa ISD MUST be adhered to, including LPAC Duties and Responsibilities, as well as graduation and instructional requirements.
6. All information sent home to parents of the ESL program MUST be in English and Spanish.
7. All district LPAC representatives will attend yearly training held at Region 17 Education Service Center. This includes trainings for beginning, and end of year trainings.

Procedures: Legal Requirements

Language Proficiency Assessment Committee (LPAC)

The Language Proficiency Assessment Committee (LPAC) is responsible for identifying, processing, annually reviewing, exiting, and monitoring English Language learners in public and charter schools. The LPAC follows guidelines found in 19 TAC Ch. 89, Subchapter BB and the parent notification requirements found in Title III of PL 107-110 as they relate to the function of the LPAC.

Identification of LEP Students

Administration of a Home Language Survey (HLS) upon enrollment

If the HLS indicates a language other than English, testing must be initiated to determine English proficiency.

Testing Requirements

Grade PreK – 1 st	TEA approved English OLPT – Woodcock-Munoz
Grade 2 – 12	TEA approved English OLPT – Woodcock-Munoz Reading and Language Arts Section of an English norm-referenced standardized achievement test (ITBS)

ELL Immigrant Definition

The term immigrant has two definitions approved by the Texas Education Agency. Each definition serves a unique purpose:

- The NCLB definition serves to identify recent immigrants for the Title III program
- The Student Assessment definition assists in determining the appropriate evaluation of ELL students in Texas.

LPAC Time Requirements

- Within 4 weeks of initial enrollment (or 20 school days), the LPAC should review documentation of students LEP status, and recommend placement in an ESL program, or mainstream education program.
- Parental permission must be acquired within the 20 day period.

Initial Registration

Home Language Survey

- Every student must have a HLS in her/his permanent folder
- HLS must be completed within 10 days of enrollment
- May accept another Texas school's HLS
- Completed only once for each student, original only
- Out-of state surveys are not valid

Students listed as English/English

- Not considered for placement
- If language proficiency is uncertain:
 - Teacher observation indicated weak English skills
 - Conference with parents – explain the HLS document
 - Add addendum if another language indicated during conference
 - Test with OLPT and place in the best educational setting

Referral

Home Language Survey indicated a language other than English:

- Test

Students enrolling from other Texas school districts already in an ESL program:

- Obtain placement information from the previous school district within 5 school days of enrollment

Assessment – Entry for Program

Oral Language Proficiency Testing:

- Pre-Kindergarten – 12th grades
 - Woodcock-Munoz (English)
 - Tests 1-4 Oral Language Score
 - Scoring form to be placed in the LEP folder within the student's permanent folder

Norm-Referenced Testing:

- Pre-K -1st Grades – NO TESTING REQUIRED
- Grades 2nd -12th : Required Testing
 - ITBS
 - Previous school scores (if available)
 - State Assessment Scores for English Reading and/or English Language Arts
- OR
- The student's ability in English is so limited that the administration, at his or her grade level, of the reading and language arts sections of the TEA approved norm-referenced test, is not valid.

Non-Qualifying Components

Pre-K, Kindergarten, or 1st Grade:

- Scores 4 on OLPT in English
- TPRI scores and other assessments for reading are on grade level.

2nd -12th Grades

- Scores 4 on OLPT in English
- Scores at or above 40% on ITBS
- OR
- Meets standards on State Assessment

Placement or Non-placement

Non-LEP – stamp all forms as NON-LEP and place all documents in permanent folder

Qualifying Components

Pre-K, Kindergarten, or 1st Grade:

- Scores as a non-English or Limited Speaker on the OLPT

2nd – 12th Grades

- Scores less than 40% on ITBS
- OR
- Does not meet the standards on Texas state assessments
- Scores as a non-English or Limited Speaker on OLPT

Placement or Non-placement

Score of 0 – 3.5

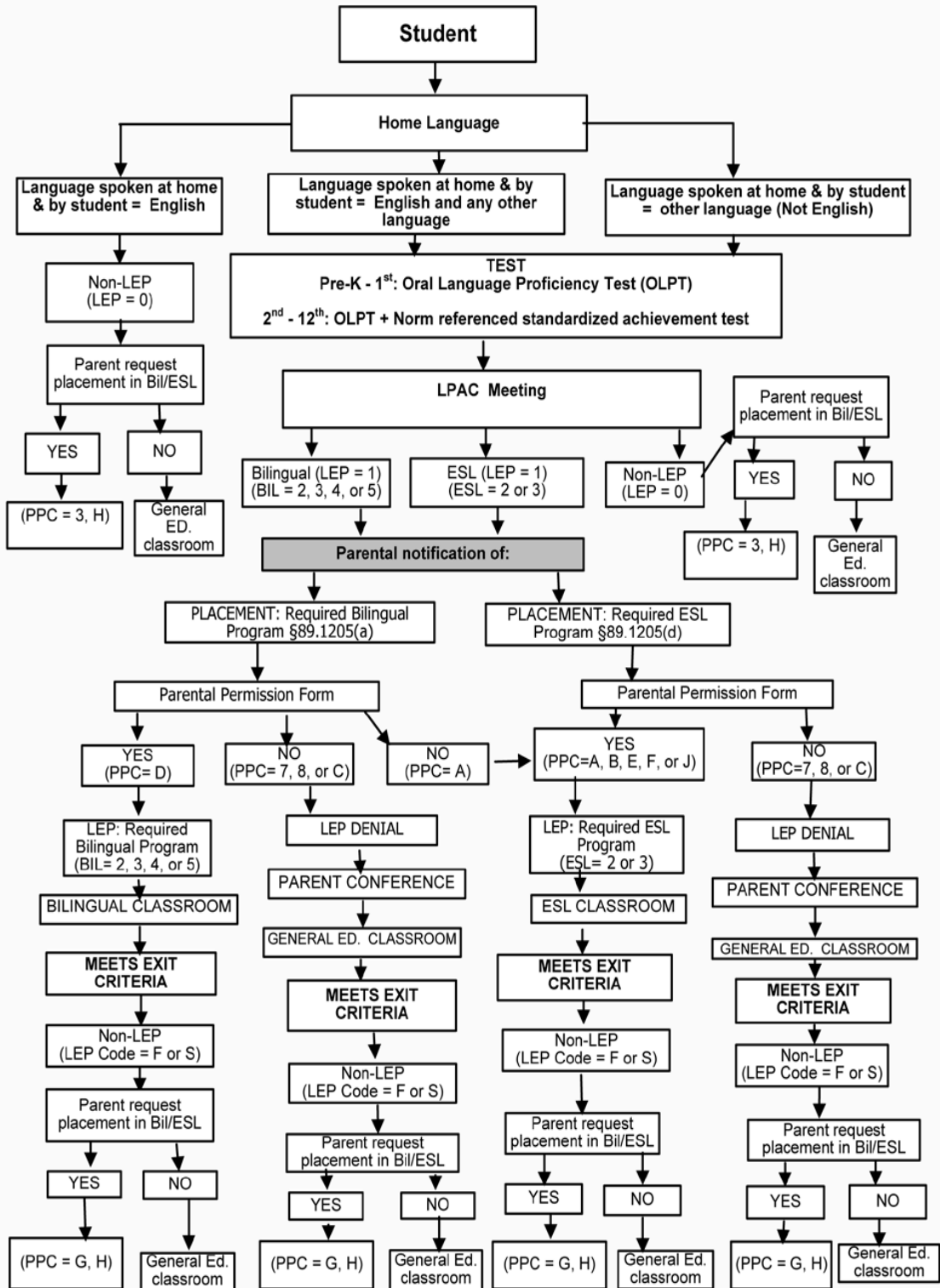
- Designated LEP
- Convene LPAC meeting
- Initiate placement in ESL program
- Parent Approval needed

Students who score 0, 1, 2, 3, or 3.5 are considered non-English or Limited Speakers

Placement:

Pre-K – 12th – Speakers of other languages other the English

- LPAC determines placement, recommends ESL program
 - Date in LPAC minutes of forms sent home
 - Notification of placement
 - Approval of placement
 - Benefits of ESL program
 - Parent approves ESL program (formed signed)
 - PEIMS code as ESL student
 - Content –Based for Pre-K-5th grade
 - Pullout for 6th-12th grades
 - Parent denied ESL program
 - Campus contacts parent and discusses program benefits
 - If parent still denies program then contact district office
 - Code in PEIMS as parent Denial



BIL = Bilingual Program Code ESL = English as a Second Language Code LEP = Limited English Proficient Code PPC = Parental Permission Code

Exit Criteria

LAW DOES NOT ALLOW THE EXIT OF STUDENTS FROM AN ESL PROGRAM UNTIL THE END OF THE FIRST GRADE

A student can be exited at the end of the school year based on all of the following criteria based on 9 TAC 89.1225(h):

- Assessments of oral and written language proficiency and LPAC determination of the student's LEP status. (Score of 4 on the Woodcock Munoz or advanced high on the listening and speaking portions of TELPAS)
- And
- A student in 1st or 2nd grade who has been determined as Limited English Proficient (LEP), must achieve in the 40th percentile or higher on the ITBS
- Meets standards on STAAR Reading 3-1, TAKS 12th
 - Grades 4, 7, 9, and 10 – meets standards on STAAR Writing
 - All other grades – meets the standard on TELPAS

*A parent must be notified of the placement and exiting of students in the ESL program.

Student MEETS criteria

- Moves to MONITOR status for two years (M1 or M2)
- PEIMS information updated

Student does NOT MEET criteria

- Notify parent of continuing in the ESL program
- PEIMS screen is updated

2013–2014 English Proficiency Exit Criteria Chart

At the end of the school year, a district may transfer (exit, reclassify, transition) a LEP student out of a bilingual or ESL education program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.¹

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance level for program exit is Level II (Satisfactory Academic Performance) or above.

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
Current School Year Oral = Listening & Speaking	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²
English Reading³	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR ⁴	STAAR ⁴	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above
English Writing³	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR	Agency-Approved Writing Test ²	STAAR ⁵	STAAR ⁵	Agency-Approved Writing Test ²
Subjective Teacher Evaluation	Assessments, anecdotal notes, portfolios, etc.										

¹ 19 TAC §89.1225(h)

² In the 2013–2014 *List of Approved Tests for Assessment of Limited English Proficient Students* available on the following web page: <http://www.tea.state.tx.us/index2.aspx?id=4098>

³ For STAAR, English reading and English writing refer to the grade-level tests in grades 3–8 and to the applicable end-of-course English I and II reading and writing assessments.

⁴ Exception: Texas English Language Proficiency Assessment System (TELPAS) Reading Advanced High will be used for all students with the Texas Assessment of Knowledge and Skills (TAKS) as their graduation requirement under state policy.

⁵ Exception: An agency-approved writing test from the 2013–2014 list of approved tests will be used for all students with the TAKS as their graduation requirement under state policy.

Note: LEP students may be exited only after the end of first grade based on 19 TAC §89.1225(i).

Note: LEP students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test may not be considered for exit.

Monitored Students

If a student meets the Exit Criteria and is academically successful, the LPAC makes the following recommendations:

- Student is no longer coded in PEIMS as LEP
- PEIMS – Monitor First Year Status – (M1) and Second Year Status – (M2)
- Notify parent of LPAC decision
- LPAC will continue to document progress of all M1 and M2 students

If state assessment scores and other subject area scores indicate the student is not academically successful then the LPAC may reclassify the student as LEP.

If a student has been successful for TWO years, then monitoring is no longer required.

Students with Parent Denials:

All students coded in PEIMS as Parent Denials MUST participate in all parts of TELPAS.

ESL services must be offered until the student has met the criteria to be considered NON-LEP.

Language Proficiency Assessment Committee (LPAC)

Statutory Requirements for LEP Students

The LPAC is required to designate the level of academic achievement of each limited English Proficient student, and designated, subject to parental approval, the initial instructional placement of each limited English proficient student in the required (ESL) program [ref. 19 TAC 89.1220(g)(2)(3)].

The LPAC may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in ESL courses, additional state elective English courses, and special assistance provided through locally determined programs [Ref. 19 TAC 89.1210(d)].

The LPAC also is required to monitor the academic progress of LEP students, including immigrants, who have exited from an ESL program within the last two years, to determine whether the students are academically successful [Ref. 19 TAC 101.1003].

The LPAC is responsible for determining and documenting in the student's permanent record file if an immigrant LEP student is eligible for a onetime LEP postponement from the exit level assessment [Ref. 19 TAC 89.1210(d)].

Additional LPAC Requirements for LEP Students

Each campus must establish an LPAC committee.

LPAC committees must consist of an administrator, ESL teacher, and a parent of a LEP student.

All LPAC members must be officially trained

The LPAC parent may NOT be an employee of the district.

The parent must have LEP student in the district's program to serve as a member of the campus LPAC committee.

The LPAC committee must receive training for the responsibilities outlined on the LPAC oath.

Pending parent approval, the student may be placed in the recommended program but the student may not be counted in PEIMS until the parent approval is received.

The LPAC committee must meet to determine appropriate placement to determine appropriate placement for LEP students within twenty school days of the child's enrollment date. Follow the local LPAC meeting timeline.

The LPAC committee is to maintain confidentiality on all matters that are presented at the LPAC meetings.

If a LEP student also qualifies for special education services, an LPAC representative MUST attend the ARD meeting, and a special education representative MUST attend the LPAC meeting. Services must be offered in every program for which a student qualifies.

The LPAC committee must meet mid-year to determine student assessment placement.

The LPAC committee must meet at the end of the school year, before that last day of the academic year to review assessment results, academic progress, exit criteria, and placement of LEP students.