

ELKHART INDEPENDENT SCHOOL DISTRICT

SPECIAL PROGRAMS IN-SERVICE SUMMARY

ENGLISH AS A SECOND LANGUAGE EDUCATION PROGRAM

The following information is provided in order to help Elkhart ISD personnel to understand the English as a Second Language (ESL) program and to aid them in developing and implementing programs to improve both English language and academic proficiencies for our English language learners (ELL). Federal and state law require all schools to provide ESL and/or Bilingual services to help ELL students to transition from their primary languages to speaking, reading, and writing English.

Identification:

Any student whose parent marked that a language other than, or including English, is spoken or heard in the home on the Home Language Survey (HLS) is required to be assessed and identified for ESL services (within 20 days of enrollment). Though parent permission is required for participation, state law requires that services begin as soon as the Language Proficiency Assessment Committee (LPAC) identifies a student as LEP.

Assessment:

In addition to STAAR testing, all limited English proficient (LEP) students are required to participate in the Texas English Language Proficiency Assessment Program (TELPAS). This includes the Texas Observation Protocol (administered from February through March) and the Reading Proficiency Tests in English (RPTE) administered once during a four-week window during March and April. All districts are required to provide public notice of their TELPAS results to the local board of trustees. In accordance with No Child Left Behind, Title III-funded districts must also inform the local board of trustees of the Annual Measurable Achievement Objectives (AMAOs) accountability requirements and consequences delineated in federal law that are implemented in order to evaluate the services the school district provides its LEP students. (AMAOs are expected to be called by a different name with Every Student Succeeds Act [ESSA] in place.) Additionally, each LEP student must show Adequate Yearly Progress (*although the Texas Education Commissioner has appealed the use of AYP in light of the new state assessment system*) in order for the ESL program to be acceptable.

Professional Development:

Professional development opportunities are provided periodically, generally through the Region VII Education Service Center, for all staff members to learn how to assess and instruct students in our ESL program. Sessions involve research-based approaches to meeting the needs of LEP students, including program designs for comprehensive instruction, higher education accessibility, state assessment requirements for LEP students, instructional practices for content areas, newcomer programs, literacy across the curriculum, and TEKS.

The following acronyms are commonly used in reference to students who are English language learners:

- **ESL** – English as a Second Language

- **LEP** – Limited English Proficient
- **ELL** – English Language Learner
- **AMAOs** – Annual Measurable Achievement Objectives (Name change is expected through ESSA legislation)
- **LPAC** – Language Proficiency Assessment Committee
- **AYP** – Adequate Yearly Progress (*under appeal*)
- **TELPAS** – Texas English Language Proficiency Assessment System
- **TOP** – Texas Observation Protocols (a part of TELPAS)

There are procedures established at the state level (following federal regulations) requiring monitoring and identification of students for entry, exit, and continuation in ESL services. EISD has developed procedures and programs to meet the federal and state guidelines, but, more importantly, to meet the particular needs of our English language learners. For further information related to these procedures, please contact Special Programs Director Kay Chapman at Ext. 1013 or kchapman@elkhartisd.org.