

## **EB/ ESL**

### **Definitions**

LEP - Limited English Proficient

ELL - English Language Learner

ESL - English as a Second Language (program)

LPAC - Language Proficiency Assessment Committee

EB - Emergent Bilingual

TELPAS - Texas English Language Proficiency Assessment System

### **Mission**

Every student who has a home language other than English, and who is identified as an English Language Learner shall be provided a full opportunity to participate in an ESL program.

### **Primary Program Model**

- Content-based: Inclusion within the classroom with ESL certified teachers. Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus.
- Limited pull-out with software support: based on student's unique readiness. It is an instructional delivery approach in which ESL/ELA teachers gather students identified as English learners to provide ESL instruction in a different location.

### **Certification**

All teachers are expected to have ESL certification. Testing is reimbursed by the District, but the employee is responsible to add it to their SBEC certificate.

### **LPAC**

Membership shall include a professional educator, a parent of a EB student, and a campus administrator. Training will be provided annually and as needed.

The LPAC is responsible for a number of tasks related to English language learners (ELLs) in school districts that offer bilingual education or ESL programs:

- Advocacy - LPACs act as advocates for ELLs, helping to determine the best instructional programs for students.
- Communication - LPACs act as a link between home and school, making decisions about placement, assessment, instructional practices, and special programs.
- Review - LPACs review information about newly enrolled ELLs and at the end of each school year.
- Participation - LPACs make and document decisions about student participation in assessments, working with ARD committees when necessary.
- Notification - LPACs are responsible for parental notification as part of the Every Student Succeeds Act (ESSA).

### **Identification of EB**

Within 4 weeks of student enrollment, the campus will secure an original Home Language Survey (or conduct one). An assessment will be conducted for students whose HLS indicates a language other than English being spoken MOST of the time in either the home or by the student.

### **Parental Notice and Consent**

Within 10 days of the LPAC's classification as EB the LPAC shall give written notice to the student's parent(s) or legal guardian. The placement of a student in the ESL program must be approved in writing by the student's parent(s) or legal guardian.

### **Program Exit**

The District may reclassify (Exit) an EB student out of the ESL program if the student is able to participate equally in a regular all-English instructional program as determined by:

1. TEA- approved tests to determine the extent to which the student has developed oral and written language proficiency and specific language skills in English;
2. Satisfactory performance on the reading assessment instrument; and
3. TEA- approved criterion-referenced tests (TELPAS) and the results of a subjective teacher evaluation.

### **Assessments**

The PreLAS/LAS Links® Placement Tests are designed for schools and districts to support initial identification of language learners and to promote proper placement in instructional programs for newly enrolled students.

Produces test results that may be used to:

- Identify incoming students
- Place second language learners in appropriate classroom settings
- Monitor student progress along the stages of language acquisition
- Report language acquisition/skills in early childhood dual language programs
- Provides a standardized language proficiency measure for all students

**PreLAS** - pre-kindergarten through Kindergarten

**LASLinks** - First grade through high school

**TELPAS** - Texas English Language Proficiency Assessment System is a program that assesses the English language proficiency of students in Texas public schools who are learning English. The Texas Education Agency (TEA) developed TELPAS to meet state and federal requirements and to evaluate the progress of emergent bilingual (EB) students in grades K–12.

The four proficiency levels for TELPAS are beginning, intermediate, advanced, and advanced high. For example, beginning-level reading selections include common English words and many pictures, while advanced and advanced high reading selections require a near-native understanding of English.

### **Monitoring**

The LPAC shall reevaluate a student who is reclassified from an ESL program (Exit). The Local Planning and Accountability Committee (LPAC) monitors the academic progress of emergent bilingual (EB) students for the first two years after they meet reclassification criteria and are reclassified as English proficient. The LPAC uses formative and summative assessments at least three times a year to monitor students' progress in language acquisition and academic mastery. If the student earns a failing grade in a subject in the foundation curriculum during any grading period in the first two school years after the student is transferred the LPAC can determine whether the student should be re-enrolled in the ESL program.

### **Program Evaluation**

The District shall provide for ongoing coordination between the ESL program and the regular educational program. The ESL program shall address the affective, linguistic, and cognitive needs of English Language Learners.

All school districts required to implement a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, § 29.062.

### **Program Support**

Summit K-12

- Developed specifically for the Texas ELPS, and including grade-level TEKS.
- The program is modeled after the TELPAS Listening and Speaking item types.
- Emergent Bilingual Learners from Beginning to Advanced High will develop their vocabulary and practice speaking and listening in a supported online environment designed to accelerate English language acquisition and prepare students for TELPAS.
- Data-rich reports provide teachers with insights into students' ongoing language growth and provide data on their language proficiency levels.

- One paraprofessional teacher will be assigned to each campus to help support ESL learners.

**Tutorials:** opportunity to receive support from ESL- certified teachers after school during tutorial sessions.

### **ESL Monitor**

One ESL teacher assistant has been assigned to each campus to help support EB students in the classroom.

#### **ESL Monitor RESPONSIBILITIES**

- Help students navigate Summit K12
  - Testing
  - Lessons from PLP
- Monitor Reports
  - Pull every Friday
  - Print report for ELAR teacher for monitoring
  - Make a note on the report \*on track \*behind \*not utilizing
- Student use
  - K - 2 will do Summit K12 during class time/station time
    - Monday Speaking - 20 minutes
    - Tuesday Listening - 20 minutes
    - Wednesday Reading - 20 minutes
    - Thursday Writing - 20 minutes
  - 3rd + will do Summit K12 during class time/station time/homework
    - Monday Speaking - 20 - 30 minutes
    - Tuesday Listening - 20 - 30 minutes
    - Wednesday Reading - 20 - 30 minutes
    - Thursday Writing - 20 - 30 minutes
- Students support
  - Pull 1 - 2 times weekly to review progress
  - Behind - give motivation to keep up
  - On schedule - give praise
  - Low scores - talk about taking their time and taking it seriously
- Other designated supports
  - **No Lexia- Core 5**
  - **No iXL**