



Dyersburg City Schools

ESL Report

Descriptive Report on Services to English Language Learners

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I. STUDENT IDENTIFICATION

Every student who enters the Dyersburg City School System will complete a home language survey form to determine if there is the influence of a language other than English. This will identify any languages other than English that are:

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

Upon enrollment, all schools in the Dyersburg City School System will conduct the Home Language Survey. When a parent is non-English speaking or limited English speaking, a bilingual translator is provided, if necessary, to the extent applicable.

Each school principal will be responsible for ensuring that within thirty days of enrollment the survey forms are scanned for results and filed in an accessible filing system at the local school.

If a language other than English is identified in any of the Primary/Home Language Survey responses, the student will be identified as a potential ELL student. A language assessment will be conducted in the event there is no language assessment data in the student's permanent record to indicate the student is English proficient. English proficiency shall be based on the prior ELDA (English Language Development Assessment) proficiency level or the TELPA (Tennessee English Language Proficiency Assessment.)

An incoming potential ELL student may also be assessed for English proficiency if the student's teacher refers the student to be assessed in order to develop an appropriate educational plan for the student.

Tennessee is by law an "English-only" state, and all instruction and assessment must be in English.

Alternative language instructional programs, such as ESL, designed to increase the English language proficiency must be based on sound educational research, theory, and practices.

II. STUDENT LANGUAGE ASSESSMENT

If entering at the beginning of the school year, within thirty days of enrollment and completion of the Home Language Survey, the ESL teacher will administer the TELPA (Tennessee English Language Proficiency Assessment) to identified students, and communicate the results and support services available to regular classroom teachers and parents. A student will be eligible for services in accordance with the state ESL guidelines. If entering after the school year has begun, the assessment and notification will occur within fourteen days.

Assessment of English Language Proficiency

- Students who are non-English language background will be administered the TELPA to determine their English language skills. The TELPA is an assessment that determines English proficiency in the areas of reading, writing, listening, and speaking. The scores on each subtest will be totaled to determine the need for ESL services according to the cut- scores provided by the Tennessee Department of Education. Students will be exited from ESL services when a composite score of five is attained on the annual ELDA (English Language Development Assessment). The ESL instructor may also determine to exit an ESL student with an ELDA composite score of 4 when the student scores proficient or advanced on Tennessee Comprehensive Assessment Program (TCAP) Test, Gateway Test, or End-of-Course exam and performs well in the regular classroom setting.
- All students served in the ESL program shall be administered the English Language Development Assessment (ELDA) annually to re- establish eligibility or to determine readiness

- to exit, as well as to measure progress. These scores will be 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).
- All data related to student eligibility will be maintained in the ESL Coordinator's office.

III. PROGRAM PARTICIPATION

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

- ESL services are delivered by a certified teacher with an English as a Second Language (ESL) endorsement, or a certified teacher pursuing the additional endorsement.
- ESL services provided by an educational assistant will be under the supervision of a certified ESL teacher.
- ESL services are delivered during the regular school day, although supplemental support may include tutorials before-school, after-school, during intersessions, or in summer school programs.
- For beginner level ELL students, ESL services are provided daily for a minimum of one hour per day. Intermediate level students are provided services for a minimum of forty-five minutes per day for four days per week.

The ESL Coordinator and ESL certified teacher monitor grades and classroom success. ELL students are entitled to modification in content and grading to the extent that they can be successful. If failing grades are given, documentation will be provided to determine that language proficiency is not the cause. Students will not be failed based solely on language proficiency. Parents of ELL students will be provided communication in a language they understand, to the extent practicable.

IV. STUDENT PLACEMENT AND SERVICES

ESL student identification and services are based on the guidance provided in the Tennessee ESL Program Guide. Students who are non-English language background will be administered the TELPA to determine their English language skills. The TELPA is an assessment that determines English proficiency in the areas of Reading, Writing, Listening, and Speaking. The scores on each subtest will be totaled to determine the need for ESL services according to the cut-scores provided by the Tennessee Department of Education. As an additional step in initial placement, the ESL Teacher and Guidance Counselor or Scheduling Clerk will conduct a review of prior educational records to determine the most appropriate placement and services. These services are offered as needed:

- Classroom observation by the ESL teacher for the purpose of assisting the classroom teacher with modifications of regular classroom assignments and tests.
- Pull-out individual or small-group instruction by an ESL teacher.
- Appropriate technology activities/other instructional activities
- Peer tutoring
- Before/after school tutoring and/or Spring/Fall Intersession classes, if offered
- Parent involvement
- Other special programs/supplemental services for which the student qualifies, i.e., Special Education or Title I services, Gifted and Talented, and/or Vocational Education. Language proficiency is not a criteria for exclusion of these programs/services.
- Monitoring academic progress of ELL students
- Appropriate alternative materials The district has a policy that ensures age appropriate grade level placement and prohibits retention based solely on lack of English language skills. (Dyersburg School Board Policy 4.2071)

V. PERSONNEL RESPONSIBILITIES

DIRECTOR OF SCHOOLS

- Enforces policies and regulations as established by the Board of Education.
- Recruits certified ESL staff for program implementation.

ESL COORDINATOR

- Recommends, implements, and maintains program policies, procedures, schedules, and budgets.
- Recruits certified ESL staff.
- Ascertains that the goals and requirements of the program are met.
- Supervises annual system-wide Home Language Survey of all students.
- Supervises annual English proficiency testing, including ordering of testing materials, dissemination, development, and maintenance of records.

- Monitors the progress of students after they have scored proficient on system assessments.
- Coordinates ESL services with all other departments of the school systems.
- Plans staff development activities in conjunction with the Supervisor of Instruction.
- Meets regularly with program staff and other school system administrators.
- Oversees the preparation and dissemination of program communication such as brochures, newsletters, and workshops.

PRINCIPAL

- Ensures student enrollment forms, including the Home Language Survey, are completed for each student enrolling in the School and will be maintained in an accessible filing system.
- Informs the ESL Teacher or ESL Coordinator of new arrivals.
- Ensures that ELL students are provided appropriate ESL services.
- Provides appropriate space for ESL instruction.

ESL TEACHER

- Adheres to policies and regulations as established by the Board of Education.
- Assists with the identification of ELL students using appropriate assessment instruments.
- Administers the ELDA as prescribed by the TN State Department of Education.
- Administers the TELPA as prescribed by the TN State Department of Education.
- Plans and implements ESL instruction based on diagnosed needs of each individual student.
- Evaluates student performance in the ESL class and provides classroom teachers with input regarding progress.
- Coordinates and disseminates progress reports.
- Maintains records on each student identified as ELL, T1, T2, FEP, or NELB
- Attends professional development for increasing knowledge of ESL strategies and methodology.
- Provides information on ELL students to the ESL Coordinator for state and federal agencies when requested.
- Assists teachers in helping ELL students in understanding American culture and encouraging all students to understand other cultures.
- Functions as a resource member of the local school system.
- Conducts in-service training for staff on ESL intervention and instructional strategies.
- Assists ELL students in understanding American culture and encourages all students to understand other cultures.

REGULAR EDUCATION TEACHER

- Communicates closely with the ESL teacher regarding the ELL student's progress and class assignments.
- Works collaboratively with the ESL coordinator and ELL student's other teachers to insure the student's educational plan is appropriate.
- Provides mandated and appropriate English language instruction to the ELL student in accordance with state and national mandates and the student's assessed needs and educational plan.
- Provides to the ESL coordinator and ESL teacher required information for completing reports to state and federal agencies.
- Takes advantage of staff development opportunities to increase understanding of ELL student's needs and to learn effective ESL strategies.
- Modifies tests and assignments when needed and appropriate.

VI. TRANSITION AND EXIT

TRANSITIONAL ELL STUDENTS Support services for transitional ELL students can take many forms, depending on the individual needs of the student. The coordinator of the ESL program and the ESL teacher will monitor the student's performance in the classroom by checking the student's report card and test scores and by discussing each student's progress with the classroom teacher. Students are offered other services as appropriate.

EXIT CRITERIA

Students will exit from ESL services based on proficiency in all areas of language: reading, writing, listening, and speaking. This proficiency is determined by the student having a composite score of 4 or 5 on the ELDA. If a student's composite score is 4 and the parents, ESL teacher, and/or classroom teacher express concerns about the student exiting daily services, other means of assessment may be considered, such as classroom performance and grades, scores on state assessments, etc. In this situation, approval for

retaining the student in direct ESL services is sought from the TN ESL Coordinator.

ELL students will be monitored for 2 years after meeting exit criteria. These are considered transitional years to ensure grade level success. The first monitoring year the ELL student is classified as Transitional 1 (T1), and the second monitoring year the student is classified as Transition 2 (T2.) These two additional years will allow the student to be counted as ELL for district reporting. If it appears that the student is not succeeding without ESL support, the T1 or T2 ELL services will again be offered, based on student needs. Services could be limited to a specific content area, or the student could be offered ESL Program services again, if necessary.

VII. PROGRAM EVALUATION

The Dyersburg ESL Program will be evaluated annually in the following ways.

- Number of ELL students who have made AYP and/or increased language proficiency to the fluent proficiency level. Number of ELL students who are being successful in the mainstream classroom. Follow up of exited ELL students.
- Survey of teachers to assess staff development, instructional, and alternative material needs.
- Survey of parents of ELL students to determine satisfaction of students' progress in learning the English language.
- Ability to retain quality certified ESL staff to assist with implementation of the ESL program.

The Dyersburg ESL Program will be evaluated to insure:

- All students are eligible to enroll regardless of immigrant status.
- If a student does not have a social security number, a pin number is assigned.
- Our district 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 and support staff providing input to aid in determining program effectiveness and to identify areas of need.
- Our district maintains a database containing information on students who have a primary or home language other than English which includes:
 - Date of Entry ○ Date of Birth ○ Grade Level ○ Home Language ○ Current School
 - Achievement Test Data ○ ELDA Proficiency Level ○ Supplemental programs participation
 - ELL Exit Status ○ Name of regular classroom teacher

PROGRAM MONITORING

Our district annually completes the state ESL survey, which reports the number of ELL students being served by each school. This information is used to determine the staffing necessary to meet the needs of ESL students for each school year.

Our district will communicate important school information to ELL parents in a language that they can understand, to the extent practicable.

Our district has a procedure whereby the parents or legal guardians may waive alternative language services for their child. Our district informs the parents of the potential educational implication of waiving these services.

Students, who are no longer eligible because of proficiency in English, or those who never qualified for ELL status, will be reported to the state department of education as Non- English Language Background (NELB) on the annual data collection survey. Grades, academic progress in English and content areas, retention rates, drop-out rates, participation in other programs, graduation rates, and performance on state assessments will be monitored and/or reported.

Any deficiencies found in providing adequate language support services will be corrected and a timeline for implementation provided.