Educational Plan
For
English as a Second Language
Learners (ESL)
LAU Plan

Oskaloosa Community Schools
May 2014
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It is the policy of the Oskaloosa Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district’s Equity Coordinator, Andy Hotek, MS Principal/Equity Coordinator, 1704 N. 3rd St, Oskaloosa, IA 52577, 641-673-8508, hoteka@oskycsd.org
Educational Plan
For English as a Second Language Learners (ESL)

Program Overview

The Oskaloosa Community School District provides a special instructional K-12 program to help students in the English as a Second Language (ESL) program whose home language is other than English and need to acquire proficiency in the English language.

The ESL Language Instruction Educational Program (LIEP) model implemented in Oskaloosa (English as a Second Language Program or ESL) helps the students become integrated into the total educational program, and appreciate their own cultures and cultures different from their own.

The ESL Program is a structured, student-centered curriculum, involving second language teaching methods and instructional objectives. Instruction is offered at the beginning, intermediate and advanced levels to supplement the mainstream classroom environment. Students receive a varying number of minutes of ESL instruction per day depending on their needs. During the remainder of the day they are mainstreamed into appropriate classes with accommodations.

The ESL instructor is ESL endorsed as per Iowa code (281-60.3(2)). The designated personnel in charge of the ESL program is the Director of Curriculum and Instruction. The ESL instructor and administrators collaborate to ensure effective programming.
**Program Goals**

1. Assist students in acquiring English language skills appropriate to their age and grade level as efficiently as possible.

2. Orient students to the cultural patterns of American life so that they fully participate in classroom, school and community activities.

3. Develop students’ awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.

4. Enable students to reach grade-level benchmarks in their academic subjects by providing them with supplemental materials, instruction and resource assistance.

5. Effectively coordinate instructional approaches that collaborate with the general education program.

6. Provide training for staff persons in culturally sensitive instructional methods and strategies for English Language Learners (ELs).

7. Assist parents of EL students to take an active role in the education of their children.

8. Exit students gradually from ESL classes and provide follow-up services, if needed, as they become fully mainstreamed.

*The program goals for the Oskaloosa Community Schools are based on the TESOL (Teachers of English to Speakers of Other Languages) goals for English Language Learners. (Appendix B)*

**Identification**

Possible English Language Learners (EL) identification is through a Home Language Survey completed by all parents and/or students at registration each school year. (Appendix C)

1. The ESL Coordinator receives a list identifying all students with a home language other than English.

2. The ESL Coordinator will identify those students who speak a language other than English, or whose family members communicate with each other in a language other than English.

3. ESL Coordinator will screen each identified student to determine if he/she is performing at grade level using data from the Iowa Assessments, district reading assessments, and parent and/or teacher referrals.

4. If the evidence shows that a student is not performing at grade level in reading, writing, speaking, and listening in English the Texas English Language
Proficiency Assessment System (I-ELDA) will be administered within 30 days of the start of school or within two weeks of a student’s entering school to determine if they qualify for ESL services and/or modifications.

**Parent Notification**
Within 2 weeks of the assessment, parents will be notified in writing if their student has limited skills in reading, writing, speaking, or listening as determined the I-ELDA assessment. This letter will also explain the following:
1. How the student was identified for ESL services,
2. Current level of English proficiency
3. The planned method of instruction in order to help the student become proficient,
4. The program’s exit requirements, 5)
5. How ESL instruction will incorporate IEP goals if the student has an IEP
6. The fact that parents have the right to refuse ESL services.
   a. All efforts will be made to contact families who refuse services
   b. The TransAct form will be used to document refusal of services
   c. A meeting will take place to discuss recommendations, concerns, and potential outcomes with parents prior to completing a waiver of services. A discussion with parents will take place so they understand the range of strategies to meet the needs of all learners and how we will support academic progress.
   d. Support will be given to all classroom teachers to ensure academic success

The letter will be translated into the home language as necessary, and the ESL teacher will review it with parents at parent/teacher the fall conferences. (Appendix D)

**ESL Program Services**
ESL services are structured to meet the needs of the individual students and reflect the educational models provided by the Iowa Department of Education (Appendix E).

Identified students who score Beginner/Emergent on the I-ELDA will receive direct instruction in order to develop specific English skills. These students will receive direct instruction based on the district’s English Language Learner (EL) and Language Arts Grade Level Benchmarks and Components and Iowa Core Literacy skills as per Iowa code (60.3(3)a). Instruction includes Cognitive Academic Language Proficiency, to facilitate EL vocabulary building and comprehension in the content areas.

EL students will participate in the general education curriculum for all of their course work with the assistance of the ESL instructor. This assistance may be “push in” support, in which the ESL instructor serves the EL student in the general education classroom or the EL teacher may collaborate with the general education teacher(s) to make accommodations or modifications to instruction, assignments, and assessments as necessary to meet the needs of the individual EL students. This latter model of support in
referred to as “Sheltered English Instruction” in which the ESL instruction is supported by the content area teachers in collaboration with the ESL teacher in order to make the academic subject matter comprehensible.

Students whose scores are fluent or nearly fluent in English as measured by I-ELDA will be considered for transition services provided by the ESL instructor. Transition services include: assisting the general education teacher in making accommodations in instruction, assignments, and assessments as needed and resource assistance. Resource support provides EL students with an additional period in which they receive direct assistance from the ESL instructor to assist with their content area course work.

The ESL Coordinator will monitor EL students’ progress in the general education curriculum (classroom) for 2 years. Any EL who is struggling may receive further instruction/ or assistance within the ESL program as needed. Successful students who meet the exit criteria described below will no longer be monitored after the two years.

**Progress Monitoring**
Student progress will be measured annually using I-ELDA between February 1st and April 30th, an instrument approved for this purpose by OELA (Office of English Language Acquisition) and the U.S. Department of Education. District assessments will also be used to monitor student progress as appropriate. EL students will participate in district assessments as per the No Child Left Behind (NCLB) legislation (see Appendix F for guidelines). Parents will be notified of their child’s progress in the program, at the end of each trimester, by the ESL teacher. A meeting will take place between the ESL teacher and the General Education teacher to discuss and evaluate the results.

**Accommodations on Testing**

**Classroom Testing**
- The ESL teacher collaborates with the general education classroom teacher to ensure the appropriate accommodations are provided to each EL. A meeting will be set to discuss assessment results and a plan to accommodate or modify existing classroom assessments to match the EL student goals.
- The ESL teacher will outline the accommodations and/or modifications in the EL student file and will communicate those with the EL parents and general education teachers.
- The ESL teacher collaborates on a weekly basis with grade level and department professional learning communities. Individual student data is gathered and shared one-on-one with each classroom teacher to determine next steps for the EL.

**District-Wide Testing**
- All students take the district-wide assessments as outlined in the district assessment calendar:
  - Fountas and Pinnell Benchmarking K-5
  - Aimsweb Screening and Progress Monitoring – TEL K-1
  - Aimsweb Screening and Progress Monitoring – CBM K-12
• Aimsweb Screening and Progress Monitoring – COMP – 6-9
• Measures of Academic Progress (MAP) – 3-10 in Reading, Math, Science
• Iowa Assessments – 3-11

• Accommodations are made for EL students on all assessments when appropriate. They include:
  o Longer time to complete the test
  o Taking the test with the ESL teacher
  o Read in target language by an interpreter

Exit Requirements
Exit requirements from the Oskaloosa School District ESL Program as defined the Iowa Department of Education and approved by the U.S. Department of Education, must include:

1. Sufficient input from teachers, parents, and staff and
2. A composite level 5 or 6 on the I-ELDA.
3. In addition the student must meet any three of the following four criteria:
   a. Fluent English language skills as measured by the I-ELDA
   b. Success in the general education classroom
   c. Iowa Assessment scores that indicate grade level proficiency based on National Standard Score (NSS) in reading.
   d. Other district-wide assessments indicating grade level performance in reading.
      (District screener and progress monitoring along with text leveling)
   e. Content area teacher recommendation indicating that the student is performing successfully without modifications in general education courses.

Students who exit the ESL program will be closely monitored through Oskaloosa’s student management system (Infinite Campus) for a minimum of two years. If students fail to meet proficiency, it should be determined whether to continue EL services until they can meet academic goals without support.

The ESL instructor will track students annually and annually this data will be analyzed along with the program data. Parents will be notified of the change in status of the EL – whether a change in status or exiting the program - through a letter and spring conferences.

Program Evaluation
The district’s ESL program will be periodically reviewed using the Program Evaluation matrix created for the ESL program. As per the Comprehensive School Improvement Plan this review will take place at least once every two years. The district will analyze program effectiveness yearly through development of program goals and data collection to determine impact of the program for students. A matrix will outline essential questions to address, formative and summative data to collect, when and how to analyze the data.

EL student data will be collected annually and students’ progress will be monitored for as long as the students are eligible for services. This data includes: I-ELDA scores, Iowa
Assessment Reading Comprehension, Math, and Science scores, and other district assessments. District assessment may include text leveling, screening/progress monitoring, and NWEA/MAP scores as appropriate.

**Professional Development**
- The district’s ESL teacher annually attends local, state, and regional English Language conferences and trainings.
- The district’s teachers are provided with professional development opportunities in the area of differentiated instruction and research based reading and math strategies designed to meet the individual needs of learners as described in the district’s annual and comprehensive school improvement plans.
  - The ESL teacher holds weekly meetings with teachers to discuss the accommodations and/or modifications needed for the EL’s success.
  - Topics of general education teacher professional development range from differentiation, SIOP strategies, vocabulary acquisition, and how to modify or accommodate the curriculum.
- The ESL teacher is part of a Professional Learning Community (PLC) where they participate in discussions around student learning.
- In addition to the collaboration in the district the ESL teacher attends a variety of professional learning provided by the AEA and state conferences.

**Parental Participation**
- Parents are highly encouraged to engage in the experiences and learning opportunities of their children. The ESL teacher meets with parents to inform parents of the educational opportunities and outcomes of their children on an ongoing basis.
- Materials are shared so parents have an understanding of the curriculum, instruction, and assessment used in the general education classroom along with how supplementary instruction done by the ESL teacher.
- A meeting schedule is sent to parents to sign up for an individual conference with the ESL teacher to discuss the growth and success of the EL student.
- On going contact through e-mail and phone calls take place throughout the year to engage and inform parents of EL students.
- A parent log is kept of all contacts made with EL parents – phone calls, e-mails, face-to-face conversations or notes home.

**Curriculum and Supplemental Resources**
- The district will purchase the necessary curriculum resources or modify existing materials appropriate to the needs of the learner and the goals of the EL program as per Iowa code (280-180.4). For example, Rosetta Stone may be purchased for students who require additional instructional support.
- State funding for the ESL program is used for excess costs or for professional development opportunities for the instructor. These funds should be used in ways that makes the program more effective and provides for the needs of each learner as per Iowa code (280-60.4 and 60.6 (280)).
• Current instructional materials used are consistent with core instruction for Math and Reading. ESL is part of a resource-purchasing schedule to ensure consistency in instructional delivery. In addition, resources should be purchased to meet the individual needs of EL students.

**Annual Measurable Achievement Objectives (AMO’s)**

<table>
<thead>
<tr>
<th>Annual Measurable Achievement Objective</th>
<th>2012 Targets</th>
<th>2013 Targets</th>
<th>2014 Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Progressing in English language acquisition (I-ELDA)</td>
<td>59.5%</td>
<td>60.8%</td>
<td>62.1%</td>
</tr>
<tr>
<td>#2 Attaining or reaching English proficiency (I-ELDA)</td>
<td>22.3%</td>
<td>23.2%</td>
<td>24.2%</td>
</tr>
<tr>
<td>#3 Making Adequate Yearly Progress (Iowa Assessment)</td>
<td></td>
<td></td>
<td>District AYP Data</td>
</tr>
</tbody>
</table>

As part of Program Evaluation, the data will be gathered and analyzed by the ESL teacher and administration. If Oskaloosa fails to meet its Annual Measurable Achievement Outcomes, we will work with the AEA to notify parents in writing and formulate a plan to reach the goals set the following year.

A SMART Goal and Action Plan will be formulated annually to monitor closely the goals set for the EL program. As outlined in Program Evaluation, formative and summative data points will be collected and analyzed annually to determine whether program goals have been met.

**TAG or Special Education Considerations**

Students who are identified for an individualized education plan (IEP) or those who qualify for Talented and Gifted (TAG) services will be identified through the established district process. (Add more here)
Appendix A
State and federal program definitions

**Limited English Proficient (LEP)** (the Federal term)
Refers to a student who has a language background other than English, and the proficiency in English is such that the probability of the student’s academic success in an English-only classroom is below that of an academically successful peer with and English language background. (281—60.2 (280) Iowa)

**Fully English Proficient**
A student who is able to read, understand, write and speak the English language and to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. (280.4)

**English Language Learner (EL)**
A national origin student who is limited – English proficient. (This term is often preferred over LEP as it highlights accomplishments rather than deficits.) (OCR document November 30, 1999)

**English as a Second Language (EL)**
Refers to a structured language acquisition program designed to teach English to students whose native language is other than English, until the student demonstrates a functional ability to speak, read, write, and listen to English language at the age- and grade-appropriate level. (281—60.2 (280) Iowa)

A program of techniques, methodology, and special curriculum designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. EL instruction is usually in English with little use of native language. (OCR document November 30, 1999)

**Proficient**
A student will be considered proficient when he/she achieves a composite Iowa ELDA (I-ELDA) level of 5 or 6.

**Transitional**
A student will be considered transitional when he/she receives minimal EL support, and sustained academic progress is evidenced for a period of up to 2 years. Transitional students must take the I-ELDA as part of a demonstration of English language proficiency.
Appendix B
TESOL GOALS

TESOL has established three broad goals for ESOL learners at all age levels, goals that include personal, social, and academic uses of English. Each goal is associated with three distinct standards. In TESOL’s vision, ESOL learners will meet these standards as a result of the instruction they receive, thereby achieving the goals.

Goal 1: To use English to communicate in social settings

Standards for Goal 1

Students will:
1. use English to participate in social interaction,
2. interact in, through, and with spoken and written English for personal expression and enjoyment,
3. use learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in content areas

Standards for Goal 2

Students will:
1. use English to interact in the classroom,
2. use English to obtain, process, construct, and provide subject matter information in spoken and written form,
3. use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways

Standards for Goal 3

Students will:
1. use the appropriate language variety, register, and genre according to audience, purpose, and setting,
2. use nonverbal communication appropriate to audience, purpose, and setting,
3. use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Source: ESL Standards for Pre-K-12 Students, 1997, Teachers of English to Speakers of Other Languages, Inc.  www.tesol.org

Guidelines for the Inclusion of ELLs in K-12 Assessment (2003) Iowa Department of Education  www.state.ia.us/educate
Appendix C
Iowa Department of Education

HOME LANGUAGE SURVEY

Student Name: __________________________ Birth Date: ____________ Sex: ☐ Male ☐ Female

Parent/Guardian Name: __________________________

Address: ____________________________________________________________

Home Telephone: __________________________ Work Telephone: ____________

School: __________________________ Grade: ____________ Date: ____________

1. Was your child born in the United States? ☐ Yes ☐ No
   If yes, in which state? ________________________________________________
   If no, in what other country? __________________________________________

2. Has your child attended any school in the United States for any three years during their lifetime? ☐ Yes ☐ No
   If yes, please provide school name(s), state, and dates attended:
   Name of School __________________________ State __________________________ Dates Attended ____________
   Name of School __________________________ State __________________________ Dates Attended ____________
   Name of School __________________________ State __________________________ Dates Attended ____________

3. What language is spoken by you and your family most of the time at home? ____________________________________________

4. If available, in what language would you prefer to receive communication from the school? ____________________________________________

5. Please check if your child is:
   A. ☐ Native American Indian       C. ☐ Native Pacific Islander
   B. ☐ Alaska Native              D. ☐ Native U.S. Virgin Islander

6. Is your child's first-learned or home language anything other than English? ☐ Yes ☐ No

If you responded "Yes" to question number 5 above, please answer the following questions:

7. What language did your child learn when he/she first began to talk? ____________________________________________

8. What language does your child most frequently speak at home? ____________________________________________

9. What language do you most frequently speak to your child? (Father) ____________________________________________
    (Mother) ____________________________________________

10. Please describe the language understood by your child. (Check only one)
    A. ☐ Understands only the home language and no English.
    B. ☐ Understands mostly the home language and some English.
    C. ☐ Understands the home language and English equally.
    D. ☐ Understands mostly English and some of the home language.
    E. ☐ Understands only English.

   __________________________ __________________________
   Parent or Guardian's Signature Date

OFFICE USE ONLY

<table>
<thead>
<tr>
<th>Student ID #</th>
<th>Date Distributed</th>
<th>Date Received</th>
</tr>
</thead>
</table>

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Appendix D
Iowa Department of Education
Notification of English Language Development Program Placement

Name of Student: ___________________________ Date: ___________________________

School Location: ___________________________

Dear Parents:

Based on your child’s English proficiency test scores and level of academic achievement, we are pleased to inform you that your child will receive instruction in our district’s English language development program. The goal of our English language development program is to help your child learn English so that she/he will be able to meet age appropriate academic standards for grade promotion and graduation. The high school graduation rate for students participating in an English language development program is ______ %. If your child has a disability and an Individualized Education Program (IEP), improvement in his/her ability to speak and write in English will help meet the objectives of their IEP. Although you may request to have your child exit the English language development program at any time, students normally participate for a period of _____ to _____ years.

Your child’s level of English proficiency was measured using the following test(s):

☐ (That used to measure level of English proficiency)

☐ (That used to measure level of English proficiency)

☐ (That used to measure level of English proficiency)

Level of English Proficiency: ___________________________

If applicable, your child’s level of academic achievement was measured using the following test(s):

☐ (Test used to measure level of academic achievement)

☐ (Test used to measure level of academic achievement)

☐ (Test used to measure level of academic achievement)

Level of Academic Achievement: ___________________________

The method of instruction used in your child’s English language development program is:

☐ Bilingual: Instruction provided in both English and your child’s home language

☐ Transitional Bilingual: Instruction provided mostly or all in English adapted to student’s level

☐ Content-based English Language Learner (ELL)/English as a Second Language (ESL): Instruction is provided in English only and adapted to student’s level

☐ Pull-out ELL/ESL: Student leaves his/her English-only classroom during the day for ELL/ESL instruction

☐ Other: ___________________________

Your child’s program X is not the district’s only English language development program. Additional information about your child’s program and other district language programs, if available, is attached.

Please contact the person below or ___________________________ if you would like to request: (a) immediate removal of your child from the English language development program; (b) options available for your child if you decline enrollment or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: Taeko Cohran Title: ESL Teacher

Telephone Number: 673-3407 Email Address: ___________________________
The goal of each of the district's English language development programs is to help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. Each program identifies the educational strengths and needs of your child using instructional methods described below. It is anticipated your child will continue in an English language development program for ___ years or until he/she is able to successfully transition to a full day schedule that is not tailored for limited English proficient students.

Your Child's Program: 

Instructional Method(s): **Content based ELL instruction in mainstream classroom with intensive language instruction (pull-out) by ELL teacher.**

Program Content for Meeting State Proficiency: **Classroom teacher will modify instruction and assessment for all subject areas.**

Native Language Used in Instruction:  

- Yes  
- X  
- No

English Language Used in Instruction: 

- X  
- Yes  
- No

Program Exit Criteria: 

a. Fluent (proficient) English language skills as measured by the ELPA

b. ITBS scores that indicate grade level proficiency in reading and language development

c. Content area teacher recommendation indicating that the student is performing successfully without modifications in general education courses.

Description of Other Available Program(s): **More**

Instructional Method(s): 

Program Content for Meeting State Proficiency: 

Native Language Used in Instruction:  

- Yes  
- No

English Language Used in Instruction: 

- Yes  
- No

Program Exit Criteria: 


Appendix E
**ESL Program Models** (Districts may refer to these models when completing annual BEDS reports.)

<table>
<thead>
<tr>
<th>Source:</th>
<th>Iowa Department of Education - Data Dictionary for Project EASIER 2006-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Name</strong></td>
<td><strong>Program Description</strong></td>
</tr>
<tr>
<td>English as a Second Language Sheltered English Instruction</td>
<td>An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aides, and the environment to teach vocabulary, for concept development in mathematics, science, social studies, and other subjects.</td>
</tr>
<tr>
<td>English as a Second Language Structured English Immersion Program</td>
<td>The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary/native language.</td>
</tr>
<tr>
<td>Other English as a Second Language Program (not listed)</td>
<td></td>
</tr>
<tr>
<td>English as a Second Language Program Specifically Designed Academic Instruction Delivered in English (SDAIE)</td>
<td>Specially Designed Academic Instruction in English is a program of instruction in a subject area, delivered in English, which is specially designed to provide LEP students with access to the curriculum.</td>
</tr>
<tr>
<td>Content-based English as a Second Language Program</td>
<td>This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.</td>
</tr>
<tr>
<td>English as a Second Language Pullout Program</td>
<td>A program in which LEP students are &quot;pulled out&quot; of regular, mainstream classrooms for special instruction in English as a second language.</td>
</tr>
</tbody>
</table>
Process and Procedures for Delivery of ELL Services
NEW STUDENT REGISTERS

All students complete Home Language Survey (HLS) IA Code 281.60.3

A Language other than English is in the Child’s Background?

YES

To Determine Eligibility for Supplemental Language Services, the District:
1. Assesses English Language Proficiency
2. Assesses Academic Skills
3. Collects Pertinent Data

Completed within first 30 days of school year or within 2 weeks if students enter after the start of the year.
(NCLB, Sec. 3302(d))
Iowa Code 281-60.3(1)b
NCLB Sec. 3302(a)2

NO

HLS Filed in Student’s Cumulative Folder

Is Student Limited English Proficient?

YES

Preliminary Program Placement Recommendation & Parent Notification

NCLB, Sec. 3302

NO

Parents Decline Enrollment in ELL Program

Placement in Program with Highly Qualified Teacher

LEAs must ensure that limited English proficient children master English and meet the same standards for academic achievement as all other children.
(NCLB, Sec. 3302)
Iowa Code 281-60.3(2)

Students Tested Annually with I-ELDA Until Attaining Exit Criteria

OBSERVATION AND ASSESSMENT
1. Ongoing Assessment of Progress
2. Adjust Services as Needed
3. ELLs Participate in District-Wide Assessments
4. Annual I-ELDA Testing

NCLB, Sec. 1111(b)(3)
(NCLB, Sec. 3113(b)(3)(D)

TRANSITION – UP TO 2 YEARS
1. Student Meets State/District Criteria
2. No Additional Language Support Offered
3. ELL Participates in Mainstream Classes
4. Progress is Monitored
5. Language Support Resumes if Needed

NCLB, Sec. 3113(b)(3)(D)

EXIT FROM ELL PROGRAM
1. Student Meets State/District Criteria
2. Recommendation of ELL & Mainstream Teachers, Administration and Parents
3. Progress Monitored for 2 Years (Past Exit)
4. Re-Entry into Program is an Option if Needed

Iowa Code 281-60.3(3)b4

Source: Lisa Wymore and Annalisa Miner, AEA 267 · based on Educating Iowa’s ELL’s; NCLB Act of 2001.
Appendix G
ELL Assessment Timeline

**TELPA (required)**
Initial Placement Assessment
- Given one time when the student enters the district
- Measures English proficiency in reading, writing, and oral
- Testing, program placement and parent notification need to be completed:
  - 30 days from beginning of year
  - 14 days after start of year
- IPT/LAS may be used for additional data

**I-ELDA**
- Given annually
- Measures English proficiency in reading, writing, speaking, and listening
- February 1 - April 30 (testing window)

---

Student registers in district

Give the Home Language Survey. If there is a language other than English in student's background, progress

If no other language is marked, proceed to mainstream instruction only

Make program placement decisions

Items to consider:
- English proficiency in reading, writing, listening, and speaking
- Academic skills in first language
- Previous report cards, assessments, records
- Collect pertinent family, academic, health, and cultural information
- Length of time in U.S.

This information will help teachers and administrators provide the most appropriate program for the student.

Notify parents of program eligibility and placement

Testing, program placement and parent notification need to be completed:
- 30 days from beginning of year
- 14 days after start of year

Find NCLB forms at:
www.transact.com

Flexibility: If a student has been in the country for 12 months or less, they qualify for the I-ELDA to replace the reading comprehension on ITBS.

Districts must provide information and communication to parents in a language they understand (to the extent practical).
[NCLB Sec. 3302(c)]

Resource provided by AEA 267-Wymore/Miner. Permission granted to educational organizations to copy and use.
ENGLISH LANGUAGE LEARNERS (ELL) 
DISTRICT/BUILDING SELF-STUDY GUIDE

This Guide is designed to provide the district/building with a comprehensive overview of its practices and procedures. Please mark the answer next to each statement that best describes your district or building. In this self-study guide, the term English Language Learners (ELLs) will be used instead of Limited English Proficiency (LEP). For definitions of terms, please see the final two pages.

IDENTIFICATION
1. The district has a procedure to identify all students who have a primary or home language other than English. 
   Please attach a copy of the procedures. 
   Yes No
2. District staff is knowledgeable of the procedures for identifying students who have a primary language other than English. 
   Yes No
3. School/district staff that work directly with parents and students in the identification of students, who have a primary or first language other than English, speak and understand the appropriate language(s). 
   Yes No
4. Documentation regarding each student’s primary or home language is maintained in student’s file. 
   Yes No

ASSESSMENT AND EVALUATION
5. The district assesses on a yearly basis the English language proficiency of all students identified as having a primary or home language other than English in the four language areas (oral/speaking, reading, writing, and listening). 
   Yes No
6. The district conducts language proficiency assessments for students who have a primary or home language other than English, using: 
   6a. Formal assessments (e.g., tests). 
       Name of test(s) used: 
       Yes No
   6b. Informal assessments (e.g., teacher interviews, observations). 
       Yes No
7. Students who have a primary or home language other than English are assessed for language proficiency in their primary or home language. 
   Yes No
8. The district has developed procedures to determine the effectiveness of its informal assessment procedures. 
   Please attach a copy of it. 
   Yes No
9. The district has determined the level of English-language proficiency at which students are considered English proficient. 
   Please attach copy of description. 
   Yes No
10. The district assesses ELLs’ academic skills in relation to their grade or age level. 
    Name(s) of instrument(s) used to assess ELL’s academic skills: 
    Yes No
11. ELLs who have been in the U.S. for 3 consecutive years are tested in English in reading/language arts. 
    Yes No
12. The district assesses ELL in the language and form most likely to yield accurate and reliable results. 
    Language(s) used: 
    Yes No
13. The district uses the “Guidelines for the Inclusion of English Language Learners in Your District-wide Assessment Program” or similar documents to guide. 
    Yes No
<table>
<thead>
<tr>
<th>Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>13a. Total number of ELLs included in your district-wide assessment</td>
</tr>
<tr>
<td>13b. Number of ELL included in the district-wide assessment with</td>
</tr>
<tr>
<td>• NO accommodations</td>
</tr>
<tr>
<td>• With accommodations</td>
</tr>
<tr>
<td>Please attach documentation on accommodations used.</td>
</tr>
<tr>
<td>13c. Number of ELLs NOT included in your district-wide assessment.</td>
</tr>
<tr>
<td>14. The district has established qualifications for individuals who administer language or academic assessments to ELL.</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

**PROGRAM (e.g., ESL, Bilingual, etc.)**

| 15. Programs are available for ELLs at each grade level. | Yes | No |
| 16. There are no substantial delays (e.g., more than 30 days from the beginning of the year or more than two weeks if the student arrives later in the year) in placing ELL into an appropriate educational program. | Yes | No |
| 17. There is coordination of curriculum between teachers for ELL and teachers in the regular program. | Yes | No |
| 18. ELLs in the high school program earn credits toward graduation. | Yes | No |
| 19. Instructional materials are adequate to meet the English language and academic needs of ELLs. | Yes | No |
| 20. Parents are involved in the process of placing ELL in an appropriate educational program. | Yes | No |
| 21. The district has a system to evaluate the success of their ELL program. Please attach a copy of the description of the evaluation plan. | Yes | No |

**STAFF**

| 23. The district has established qualifications for teachers who teach ELLs. | Yes | No |
| 24. The district has established qualifications that the teachers’ aides and/or paraprofessionals must meet. | Yes | No |
| 25. The district has teachers with ESL endorsement to teach ELLs. | Yes | No |
| 25a. Number of ELLs |
| 25b. Number of teachers with ESL endorsement |
| 26. The district provides high-quality professional development to classroom teachers and other district personnel. | Yes | No |
| 26a. Number of mainstream teachers that participated. |
| 26b. Number of ESL teachers that participated. |
| 26c. Number of paraprofessionals/teacher aides that participated. |
| 27. The district provides training for interpreters and translators. | Yes | No |
| 28. Professional development activities are designed to improve instruction and assessment of ELLs; enhance teachers’ ability to understand and use curricula, assessment measures, and instructional strategies for ELLs; are based on scientifically based research; and are of sufficient intensity and duration to have a lasting impact on teachers’ performance. | Yes | No |
| 29. Teachers of ELLs are fluent in English and, when appropriate, in any other language(s) used for instruction, including having written and oral communication skills. | Yes | No |
| 30. The district has provided training to staff who administer, evaluate, and interpret the results of the assessment methods used. | Yes | No |
### EXIT CRITERIA

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>31. The district has established exit criteria.</td>
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<tr>
<td>Please attach a description of it.</td>
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<tr>
<td>How many ELLs exit the program after:</td>
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<tr>
<td>31a. less than 1 year</td>
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<td>31b. 1 to 3 years</td>
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<td>31c. 3 to 5 years</td>
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<td>31d. 5 years or more</td>
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<td>32. The exit criteria ensures that ELLs can:</td>
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<tr>
<td>32a. Speak English sufficiently well to participate in the district’s general educational program.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>32b. Read English sufficiently well to participate in the district’s general educational program.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>32c. Write English sufficiently well to participate in the district’s general educational program.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>32d. Comprehend English sufficiently well to participate (meaningfully) in the district’s general educational program.</td>
<td>Yes</td>
<td>No</td>
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<td>33. The district monitors the academic progress of ELLs who have exited the program.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>33a. Average years of monitoring (at least 2, as required by NCLB)</td>
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<tr>
<td>34. The school district determines whether ELLs are performing at a level comparable to their English-speaking peers?</td>
<td>Yes</td>
<td>No</td>
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<td>Please attach documentation (e.g., disaggregated results from ITP).</td>
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<tr>
<td>35. The district has established procedures for responding to deficient academic performance of ELL.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Please attach a copy of procedures.</td>
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<td>36. ELL re-enter the alternative language program if they experience academic difficulties in the regular program.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Please describe under what conditions.</td>
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<td>37. Achievements, honors, awards, or other special recognition rates of ELL are similar to those of their peers.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>37a. Percent of English-monolingual students in Talented and Gifted programs</td>
<td></td>
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<tr>
<td>37b. Percent of ELLs in Talented and Gifted programs</td>
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<tr>
<td>37c. Percent of ELLs in district</td>
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</table>

### PROGRAM EVALUATION

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>38. The district conducts a formal evaluation of its program for ELLs to determine its effectiveness.</td>
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<td>Please attach a copy of the report.</td>
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<td>39. The district disaggregates data of ELLs:</td>
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<tr>
<td>39a. grade retention</td>
<td></td>
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<td>39b. graduation</td>
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<tr>
<td>39c. dropout rates</td>
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<td>39d. gender</td>
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<tr>
<td>39e. English proficiency</td>
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<td>39f. economically disadvantaged</td>
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<td>39g. ITBS/TED achievement levels</td>
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<td>39h. multiple measures of academic achievement</td>
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<tr>
<td>Please attach copies of disaggregated data.</td>
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</table>

28
40. The quality of facilities and services available to ELLs are comparable to those available to all other students. | Yes | No |
41. The quality and quantity of instructional materials in the program are comparable to the instructional materials provided to all other students. | Yes | No |
42. ELLs participate in classes, activities, and assemblies with all the other students | Yes | No |
43. ELLs have access to the full school curriculum (both required and elective courses, including vocational education) while they are participating in the language program. | Yes | No |
44. Counseling services provided to ELLs are comparable to those available to all other students. | Yes | No |
45. ELLs have opportunities for full participation in special opportunity programs, (e.g., Gifted & Talented, Advanced Classes, Title I, Special Education programs, etc.) | Yes | No |
46. ELL are not segregated while taking their classes | Yes | No |
47. In general, ELL are integrated in classes such as P.E. music, arts, etc. | Yes | No |

**SPECIAL EDUCATION**

48. The district utilizes procedures for identifying ELL who may be in need of special education services. Please attach copy. | Yes | No |
49. The district’s procedures for identifying and assessing ELL for special education takes into account language and cultural differences. Please attach a copy. | Yes | No |
50. Testing instruments used to assess ELL for special education placement are valid and reliable for these specific students. | Yes | No |
51. Persons who administer special education assessment tests to ELL are specially trained in administering the tests. | Yes | No |
52. Staff who conducts special education assessments for ELL are fluent in the student’s primary language. | Yes | No |
53. The instructional program for ELL in special education takes into account the student’s language needs. | Yes | No |
54. The district ensures coordination between the regular and the special education programs in meeting the particular needs of ELL who are in special education. | Yes | No |
55. The district identifies and places all ELL who need special education services in a timely manner. | Yes | No |
56. The parents or guardians of special education ELL are notified of their rights and responsibilities in a language they can best understand. | Yes | No |

**NOTICES TO PARENTS**

57. The district communicates with parents/guardians of students with a primary home language other than English, in a meaningful way (a form that parents can understand). For example, school forms are translated or school district uses TransACT Language Library. | Yes | No |
58. Parents of ELL are notified no later than 30 days after the beginning of the school year of their child identification, participation, and students and parental rights. | Yes | No |
59. The district uses interpreters or translators to assist in communicating with parents/guardians who do not speak English. | Yes | No |
60. Parents/guardians of ELL are well informed of the district’s special educational programs. | Yes | No |

This self-study is based on data from the _______________ academic year.

District or Building:

Address:

Administrator:
Completed by: ___________________________ Date __________

Title:

Phone #: 

E-mail: 

Please add comments as needed.