

EAST PENN SCHOOL DISTRICT

**English as a Second Language (ESL)
Program Description**

2009-2010
C&I

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EPSD Vision Statement

The East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society.

EPSD Mission Statement

The East Penn School District will provide a learning environment in which students become problem solvers, collaborators, and critical thinkers.

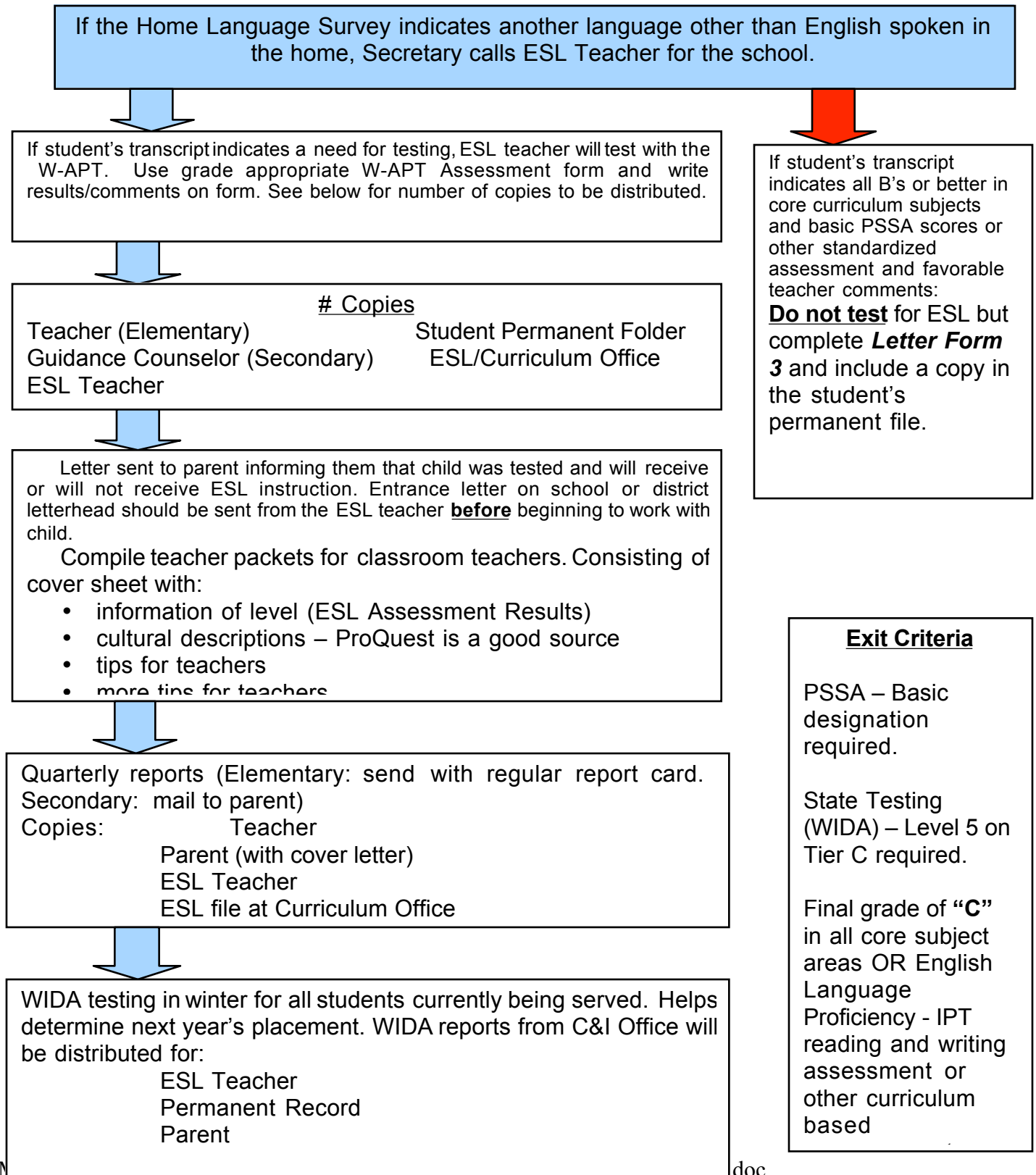
I. Program Goals and Objectives:

- To enable students who do not use English as their primary language to achieve English proficiency and the academic standards established by the Commonwealth of Pennsylvania.
- To enable Limited English Proficiency students to achieve daily functional ability in listening, speaking, reading and writing of English.
- To teach Limited English Proficiency students the appropriate use of English in different social and academic settings.

Annual Measurable Achievement Objectives (AMAOs) are performance targets that are required by NCLB Title III. There are three categories of achievement objectives for limited English proficient (LEP) students:

- (1) progress toward acquiring English language proficiency,
- (2) attainment of English language proficiency, and
- (3) adequate yearly progress (AYP) as measured by the PSSA.

II. Identification of ELLs



III. Assessment of ELLs for Entrance, Progress, and Exit

A. Entrance Criteria

- Any language other than English in the Home Language Survey.
- In grades 1 – 12, scores of 4.5 or below on the WIDA-ACCESS Placement Test (W-APT) are an indicator that a student is in need of an English Language instruction program. In Kindergarten, scores of 14 or below on the listening and speaking portion of the W-APT, are an indicator that a student is in need of English language instruction.

B. Measurement of Progress

- The LEP teachers will complete LEP Progress Reports for each of their LEP students four times a year (November, January, April, June).

Copies of these reports will go to the parents, the elementary classroom teacher, the secondary guidance counselor, the LEP teacher and be placed in the child's permanent record.

C. Exit Criteria

Required Exit Criteria:

Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners

The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. Every LEA must include the following exit criteria in the LEA Program Plan for ELLs.

In order to meet the required state exit criteria for Pennsylvania's English language instructional programs for ELLs, LEAs must use **both of the required exit criteria** listed below. In addition, LEAs must ensure that students meet **one of the two additional exit criteria** provided below to exit from an English language instructional program:

1. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA).

SPECIAL CIRCUMSTANCES:

- *For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA.*
 - *For students that are in a grade that is not assessed with the PSSA, LEA’s must use each of the remaining criteria listed below to exit students.*
2. Scores of 5.0 on a Tier C ACCESS for ELLs assessment (see *Items A and B below for cutoff score flexibility*)
- A. Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

NOTE: The W-APT may ONLY be administered to a student **once** in any school year.

<u>Grade Level</u>	<u>ACCESS Score</u>	<u>Required W-APT Scores*</u>
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

** A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.*

- B. A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.

A requirement of *NCLB Title III: Language Instruction for Limited English Proficient and Immigrant Students* is to monitor transitioned (exited) students' academic achievement and progress for a period of two years after exit from an ESL/bilingual program. Specifically the law states:

Section 3121(a) (4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.

Monitoring of ELLs is required for two years after a student exits an ESL/bilingual program. Monitoring may include periodic review of grades, local assessments, required state assessments, and teacher observation.

IV. Instructional Program

ESL instruction will take place in the ESL classroom. In the ESL classroom, English will be presented as the language of instruction in a language intensive setting. ESL students will participate in the regular education content classes. Adaptations will be made by the classroom teacher as needed and the ESL teacher will serve as a resource.

- The ESL program includes planned instruction in listening, speaking, reading, and writing at different levels of proficiency. The amount of time for direct language instruction must be commensurate with the student's proficiency level. This includes both direct language instruction and adaptations to instruction/assessment in all content areas.

(Levels are defined by the 5 PA English Language Proficiency Standards – PA ELPS which can be found at:

http://www.education.state.pa.us/portal/server.pt/community/measurements%2C_standards__policies/7531/elps_for_ells/509513

The CAN DO Descriptors, found in the ELPS, offer teachers and administrators working with English language learners a range of expectations for student performance within a designated English language proficiency level of the Pennsylvania English language proficiency standards. The characteristics within each box are target skills. These descriptors can be used as a guide to develop appropriate assignments and assessments.

English Language Learners (ELLs) must be graded using the same grading system as all other students. In order to achieve academic standards, content area instruction is aligned with the corresponding standards and adapted to meet the needs of the students.

V. Staffing

East Penn School District ESL teachers hold the certification required by the Pennsylvania Department of Education and are trained in second language acquisition, instructional methodology, and assessment techniques. Professional development opportunities are provided by the District for both ESL teachers and content teachers.

VI. Special Education

ELLs may be eligible for Special Education. The IEP team will consider the need for ESL instruction as they address all students' needs. In determining the students' needs, the IEP team will consider both special education services and ESL instruction simultaneously, as appropriate.

VII. Communication with Families

According to federal regulations, districts are required to provide program information to parents in the parent's preferred language or mode of communication. The Pennsylvania Department of Education provides translated documents necessary for communication with parents and students regarding general education and NCLB requirements via TransAct at www.transact.com. The District also provides a brochure outlining ESL services.

VIII. Resources

- United States Department of Education
Office of Elementary and Secondary Education
Office of Bilingual Educational and Minority Language Offices
- Teachers of English and Speakers of Other Languages (TESOL)
- Pennsylvania Department of Education
- Bureau of Curriculum & Academic Services
LEP / Bilingual Educational Advisor
- Pennsylvania Training & Technical Assistance Network
- Carbon Lehigh Intermediate Unit
Office of Curriculum
- Lehigh Carbon Community College
- DeSales University
- West Chester University
- Lehigh University

Interpreters

- East Penn School District
Department of Curriculum
Pupil Personnel Services Office
Language Line (Telephone)