



*Every child. Every day.*

# Mooresville Graded School District

## English as a Second Language Program

### **Program Goals**

The goal of the English as a Second Language (ESL) Program is to increase the acquisition of academic English and English literacy in students who have been identified as English Language Learners (ELLs) in grades K-12. The program provides ESL instruction and consultative services to ELLs and monitors the progress of students who have obtained “Fully English Proficient” (FEP) status for two years.

It is our goal to promote the development of academic skills for ELLs with instruction that will improve their proficiency level. The ESL Program is designed to meet both federal and state guidelines and to maximize each student’s potential for success.

### **Service Delivery Model**

ESL students are served by the ESL teacher assigned to the student in a pull-out or scheduled class, according to their grade level. Students are grouped for ESL classes by English language proficiency levels. Placement in a level within the program is flexible and is re-evaluated annually or upon teacher request based on the progress of the student. ESL teachers use “content-based ESL instruction” to teach ELLs. Research shows that this approach is effective for teaching the English language and academic content simultaneously (Thomas and Collier).

ESL teachers may combine grade-level content standards from the NC Standard Course of Study in English Language Arts, Math, Science and Social Studies, with the WIDA Proficiency Standards (see addendum #1) to plan their lessons. It is the goal of Mooresville City Schools to provide time in ESL class consistent with these recommendations.



## **Recommended Instruction**

The focus of instruction is the integration of academic content and English language skills, with the goal of enabling ELLs to achieve proficiency in the four domains of listening, speaking, reading and writing, along with grade-level academic competency. To achieve this goal, ESL teachers must be highly qualified and must be knowledgeable of the varied cultures represented by their students. Students in the ESL program are continually assessed for their English language proficiency. ELLs may change levels and/or schedules within the school year in order to meet their instructional needs.

The ESL teacher is the person responsible for documenting the progress of ELLs in both ESL and regular classes through frequent contact with the classroom teacher and use of the Interim Progress Report.

**Please Note:** All students will have an LEP designation of LEP and an LEP Status of LEP Direct with services of Level 1, 2, or 3 listed, until they have shown English Proficiency on the ACCESS test. They may also have a monitored status during this period based on their service, or some other factor.

**Please see Services Rubric on the next page**

## LIEP Services Rubric

The U.S. Department of Education’s (ED) Student Achievement and School Accountability Programs (SASA) office, Title III State Consolidated Grant Group monitored the North Carolina Department of Public Instruction (NCDPI) the week of October 24-27, 2011. This was a comprehensive review of NCDPI’s administration of Title III, Part A, authorized by the Elementary and Secondary Education Act of 1965 (ESEA), as amended. As a result of this monitoring visit, NCDPI is collecting each LEA’s Language Instruction Education Programs (LIEP) information.

**Note:** All LEP identified students in Mooresville Graded School District receive service within our Language Instruction Educational Program (LIEP) unless parents have formally refused such services in written form. Students receive varying amounts and types of service based upon their individual language needs as well as other criteria such as academic performance (in the classroom and on standardized tests). Students with greater need are provided more services with greater time, frequency and intensity. Students with lesser need are provided fewer services with less time, frequency and intensity. The descriptions that follow outline the criteria, context and extent of LIEP services offered in Mooresville Graded School District.

**All students will have an LEP designation of LEP and an LEP Status of LEP Direct with services of Level 1,2 or 3 listed, until they have shown English Proficiency on the Access test. They may also have a monitored status during this period based on their service, or some other factor.**

**After students have shown proficiency on the ACCESS, they will still have a designation of Not LEP and will have a Monitoring status of “Monitored”.**

**Students who take the W-APT test and show English Proficiency will still have a status of Not LEP and an LEP Status of Never Identified as LEP.**

## LIEP Continuum of Services Rubric

**Students receive ESL instruction at their proficiency levels (entering, beginning, developing, expanding and bridging) in the following types:**

	Level 1: INTENSIVE Services Content Based ESL Classes	Level 2: MODERATE Services Content Based ESL Classes	Level 3: TRANSITIONAL Service
<b>Criteria:</b>	<p><b>General Proficiency Levels 1-2 R/W, Typically 2 Years or less in U.S. Schools</b></p> <ul style="list-style-type: none"> <li>ELP below Expanding in Reading, Writing, Speaking.</li> <li>Requires support with class work.</li> <li>Below proficient on standardized tests of reading/writing.</li> <li>High School, failure to make progress toward graduation requirements or struggling academically based on formative and summative assessments.</li> </ul>	<p><b>General Proficiency Levels 3-4 R/W or mid, Years, More than 2 years in U.S. schools or long term ELL</b></p> <ul style="list-style-type: none"> <li>ELP below Expanding in Reading, Writing and Speaking.</li> <li>Requires support with class work.</li> <li>Below proficient on standardized test of reading/writing</li> <li>High School, failure to make progress toward graduation requirements or struggling academically based on formative and summative assessments.</li> </ul>	<p><b>General Proficiency Levels 4-5 R/W, Years in U.S. schools varies</b></p> <p>A Kindergarten student must have a total W-APT score 22-26 or above in Listening and Speaking.</p> <p>A student grades 1-12 must be identified as LEP. Every student who does not have MINIMUM or MODERATE proficiency, by default, will be designated as TRANSITIONAL. May be long term ELL but meeting HS graduation requirements or grade level requirements in most subject areas or language domains.</p>
<b>Context:</b>	<p>ESL pull-out services/push in delivered by an ESL certified teacher.</p> <p>ESL teachers are itinerant and may serve more than one school.</p> <p>The WIDA ELP Report (ELLEVAIONS data base) is shared with all teachers to determine objectives, appropriate modifications and accommodations.</p>	<p>ESL pull-out services/push in delivered by an ESL certified teacher.</p> <p>ESL teachers are itinerant and may serve more than one school.</p> <p>The WIDA ELP Report (ELLEVAIONS data base) is shared with all teachers to determine objectives, appropriate modifications and accommodations.</p>	<p>ESL teacher and content teacher/s will collaborate on a monthly basis to check on the student’s progress and monitor if additional services are needed such as tutoring, etc.</p> <p>ESL teachers are itinerant and may serve more than one school.</p>
<b>Services:</b>	<ul style="list-style-type: none"> <li>K- 5 ESL pull-out 30-45 minutes sessions, 3 to 5 times a week, in small groups not exceeding 10 students.</li> <li>Grades 6-8 ESL pull-out 30-45 minute sessions multiple times a week, in small groups not exceeding 10 students.</li> <li>Grades 9 -12 pullout at least 90 minutes (block), ESL instruction daily. Students in grades 9-12 receive elective course credit for the ESL class. They are grouped for instruction according to the ELP level. Service is based on availability of scheduling.</li> </ul>	<ul style="list-style-type: none"> <li>K- 5 ESL pull-out 30-45 minutes sessions, a minimum of 2 days times a week, in small groups not exceeding 10 students.</li> <li>Grades 6-8 ESL pull-out 30-45 minute sessions a minimum of 2 times a week, in small groups not exceeding 10 students.</li> <li>Grades 9 -12 pullout at least 90 minutes (block), ESL instruction daily. Students in grades 9-12 receive elective course credit for the ESL class. They are grouped for instruction according to the ELP level. Service is based on availability of scheduling.</li> </ul>	<p>K – 12 LEP Students at the expanding/bridging level, <b>Level 3</b> are served on a collaborative basis. The ESL teacher will be in contact with the classroom teacher and student at least once a month. ESL support will be given as needed (1 on 1, small group, content specific) to meet specific language needs as identified through data reflection. Appropriate instructional modifications will be in place.</p> <p>Academic and linguistic support for major assignments and projects (such as science projects, research papers, and Graduation Project) is provided by ESL teacher and staff upon student or teacher request.</p>

- ***Grades K-5: ESL pull-out class***

Students spend most of the school day in a mainstream classroom and are pulled out to receive ESL instruction. They are grouped in small groups, not exceeding 10 students, for instruction according to their levels of English proficiency and grade levels.

The following guidelines are applied when possible:

- Students at the **entering/emerging level** receive ESL pull-out instruction for multiple times within a week for 30 to 45-minute sessions.\* The ESL teacher and the classroom teacher work collaboratively together for small group instruction as needed.
- Students at the **developing level** receive ESL pull-out instruction at least once a week in sessions lasting no more than 45 minutes.
- Students at the **expanding/bridging level** are served on a **Level 3** basis. The ESL teacher is **responsible for keeping a record of contact with the classroom teacher and for providing additional service as needed.**

- ***Grades 6-8: ESL pull-out class***

ELLs in grades 6-8 receive services in ESL pull-out classes. They are grouped in small groups, not exceeding 10 students, for instruction according to their levels of English proficiency and grade levels.

The following guidelines are applied when possible:

- Students at the **entering/emerging level 1** receive ESL pull-out instruction for 30 to 45-minute sessions.\*
- Students at the **developing level** receive ESL pull-out instruction at least once per week in sessions lasting no more than 45 minutes.
- Students at the **expanding/bridging level** are served on a **Level 3** basis. The ESL teacher is responsible for keeping a record of contact with the classroom teacher and for providing additional service as needed.

- ***Grades 9-12 / ESL Classes***

ELLs at the entering/emerging levels in grades 9-12 receive at least 90 minutes (one class period) of ESL instruction daily. In some cases, students at the developing level may be included in the class. Students in grades 9-12 receive elective course credit for the ESL class. They are grouped for instruction according to the English language proficiency level.

\* Service is based on availability of scheduling.

Students at the **expanding/bridging level** are served on a **Level 3** basis. The ESL teacher is responsible for keeping a record of contact with the classroom teacher and for providing additional service as needed.

## **Assessment/Placement**

The ESL Program uses the state-mandated WIDA-ACCESS Placement Test (W-APT) to assess a student's English proficiency upon enrollment and to place the student into ESL services as needed. All ELLs are assessed annually to measure their on-going progress in English using the ACCESS Test to determine their need for future ESL services.

An ESL teacher or parent may believe that a student has a different proficiency level that is indicated by his/her assessment. A change in placement may occur as a result of collaboration among the regular classroom teacher(s) and the ESL teacher. Parents also have the right to refuse ESL service; however, the student will still be considered a student with limited English proficiency for testing purposes.

Our goal is to transition ELLs from LEP identification within five to seven years. When the ACCESS scores indicate that a student has achieved full English proficiency in all four language domains, a student is considered to have exited the ESL Program.

## **Special Education Placement**

Mooresville City Schools follows all federal and state laws regarding the screening, testing and placement of students in programs for special education. Every effort is made to determine whether or not any student is in need of special services from the exceptional children's program. Best practices are followed in referring and evaluating limited English proficient students for special education programs. The Exceptional Educational Program Director is responsible for making an annual report to the ESL Program Director that identifies any and all LEP students who are served in special education programs. This includes those in Gifted Education programs as well as Exceptional Children's Programs.

### **Referring and Evaluating Limited English Proficient Students for Special Education Programs**

Best Practices (adapted from Best Practices – Referring and evaluating LEP students July 2001)  
Division of School Improvement, Dept. of Public Instruction in cooperation with the North Carolina School Psychology Leadership Task Force Dr. Cynthia Howard, Consultant for School Psychology.

Primary Author: Cecelia J. Lee, Rockingham County Schools

#### **1. Introduction:**

Considering whether or not it is appropriate to refer a limited English proficient (LEP) student to the special education referral committee is a difficult decision in the light of the Student's limited proficiency in English, amount of formal education, and cultural differences. Care must be taken to determine whether learning and behavior problems demonstrated by the student indicate a disability or, instead, manifest cultural, experiential, and/or sociolinguistic differences. Historically, language-minority students have tended to overpopulate special education classes VI of the Civil Rights Act of 1964 (Title VI) and the Individuals with Disabilities Act (IDEA) provide protection against discrimination based upon race, color, or national origin. Decisions affecting students' educational opportunities must be made fairly and accurately. The referral, evaluation, and placement decisions must be made based upon information that accurately reflects what the student knows or is able to do.

These laws also prohibit the discriminatory denial of educational opportunities based upon race, color, or national origin. Thus a student may not be denied evaluation for special education services solely due to the late of proficient in English.

## 2. Considerations

When an LEP student is experiencing academic difficulties, there are a few important things to consider before assuming that the student might have a disability. As with all students experiencing learning problems, one must look at the environment and strategies in place in the regular classroom.

This is particularly important with LEP students due to the following reasons:

1. It takes approximately two years to learn common communication skills.
2. It takes at least three times that long to develop academic language (approximately 5 - 7 years).
3. If a student is not literate in the first language, it can take up to ten years for the student to acquire academic language in English.
4. Cultural differences impact on the way education is viewed in the home and in the way the student behaves at school.
  - In some cultures, students may not speak out or ask questions; lack of assertive behavior may signify deference rather than disinterest.
  - In some cultures, such as Asian cultures, lack of eye contact is a sign of respect for elders or authority figures and not a sign of anxiety or interpersonal problems.
  - Parents may not speak English, making it very difficult to assist with homework. No one may be available to check homework.
  - Oftentimes, survival may be more valued than the quality of academics in that newcomer families by virtue of circumstance must have focus on the need to survive economically in a new culture.
  - Students may not have attended school every year, may have had a high number of absences, or may have attended many different schools.

## **Modifications**

*Regular teachers are required by law to make classroom modification to ensure that their instruction and evaluation is comprehensible to ELLs. Every teacher must have knowledge of the language proficiency of the ELLs in his or her class in order to modify classroom instruction and evaluation appropriately.*

## **Monitoring**

Students who exit the ESL program as fully English proficient must be monitored for two academic years and may be readmitted to the program if they are in need of supplementary language support services.

It is the responsibility of the ESL teacher to monitor these students a minimum of four times a year and to maintain documentation that the student is performing successfully in content area classes. For this purpose, ESL teachers use the Monitoring Form for FLEP students to record the student's progress. The Monitoring Form is kept in the student's ESL folder.

# Documentation

## ESL Folder

The ESL teacher is responsible for keeping an ESL Folder in a secure place within the ESL classroom and inside the cumulative folder. The ESL folder contains documents and information relevant to the ESL student, such as:

- WAPT/ACCESS Test Scores (sent by the ESL Department)
- Screening form (if applicable)
- Parental Refusal of Service form (if applicable)
- PEPs (with most recent on top)
- Promotion/Retention forms or waivers

## The Personal Education Plan

All ELLs are entitled to receive instructional modifications in the classroom and state testing accommodations. Eligibility is based on the most recent W-APT/ACCESS scores. Using guidelines and information from the ESL Department and given by the ESL Contact Person, classroom teachers are required to complete Personal Education Plans (PEPs), indicating the instructional and assessment modifications they will use to instruct and assess the ELLs. The ESL Contact Person is responsible for overseeing the completion of PEPs. PEPs may be amended by adding or reducing modifications, as needed, throughout the school year.

## ESL Portfolio

All ESL teachers must keep a portfolio of work samples for each ESL student receiving ESL instruction. The portfolio must include samples of student work at different points throughout the year and any relevant anecdotal evidence collected by the ESL teacher concerning the student's progress. When students transfer to other schools in the county, the portfolios can be transferred to the new ESL teacher. After one school year, all work samples may be destroyed. Examples of work samples may include:

- Hand written/"published" products – including first and final drafts
- Power Point files, stored on a disk or printed
- Photographs of student projects
- Tape recordings/electronic recordings of student's speech
- Video recordings of student presentations
- Rubrics/notes from reading/writing conferences with teacher
- Self-assessments, teacher-made assessments, ready-made assessments

## Staffing

An **ESL Director** and **ESL Program Specialist** supervise the implementation of the ESL Program.

An **ESL Director** is responsible for:

- confirming (to the extent possible) schedules for all ESL teachers (copies of schedules sent to principals and administrator).
- managing the budget for the ESL program as well as accessing materials needed by schools and teachers for improved delivery of instruction of English language learners.
- supervising of the ESL teachers in areas related to the program and ELL instruction
- insuring that the needs of English language learners are served in all areas of the district
- ensuring that the district is in compliance with all state and federal legal mandates and regarding alternative language programs for ELLs.

An **ESL Program Specialist** is responsible for maintaining a database of the ELLs in the system, indicating personal information, first/home language, English proficiency level, W-APT/ACCESS testing scores, school enrollment and withdrawal dates, services received, and any other relevant data. This database is kept up-to-date with information that the ESL Contacts and ESL staff provides on an on-going basis. The ESL Program Specialist is also responsible for completing and submitting yearly reports to the North Carolina Department of Public Instruction, including the LEP Survey Reports every fall and the Immigrant Count Report every spring and disseminating information to all ESL teachers in areas related to the program and ELL instruction.

An **ESL Testing Coordinator** oversees the administration of the K-12 W-APT/ACCESS test. Testing is conducted on an annual basis and for any new enrollees. Duties also include monitoring students who have exited the ESL program as fully English proficient and providing training for key school personnel to administer the state assessment.

**ESL Teachers** are assigned to schools based on the number and needs of the students in the ESL Program. The ESL Staff meets on a regular basis to engage in collaborative lesson planning.

Prospective candidates for ESL teacher positions are assessed by the Human Resources Department prior to employment. Specific rubrics are used to evaluate oral and written English proficiency.

## **Professional Development**

Professional development is provided for various groups of staff: principals and administrators, K-12 classroom teachers, new and continuing ESL teachers, and ESL staff. Training is on-going and planned on an annual basis. Training may include conferences, seminars, and workshops during the school year or in the summer.

## **Supplemental Services**

### **Parent Outreach**

The ESL Program provides support to families through a variety of approaches:

- Parents are encouraged to participate in making decisions that will impact the education of their children by being involved in school and district activities.
- System wide/schools forms and documents are provided to parents in both Spanish and English.



## ESL Teacher

The ESL Teacher shares information regarding a student's English language proficiency with classroom teachers.

The ESL Teacher has the following responsibilities:

- Disseminating information regarding a student's language proficiency to the student's regular classroom teachers if the student is identified as an English language learner and ensuring that the student's (ESL) folder is filed in the cumulative folder.
- Arranging for PEP meetings to distribute PEP information and assist classroom teachers in completing them.
- Ensuring that PEPs are signed by teachers and principals and that they are filed in the (ESL) folder, in a timely manner.
- Scheduling additional PEP meetings with classroom teachers to amend the PEP if an ELL student is not performing successfully in the regular classroom.
- Ensuring that W-APT/ACCESS scores are placed in the student's cumulative folder.
- Reporting possible retentions or course failures in a timely manner to the ESL Department.
- Arranging for interpreters for parents at conferences/meetings.
- Assisting the school's Testing Coordinator as needed during the annual ACCESS testing window.

## ESL Acronyms List with Definitions

**ACCESS**– *Assessing Comprehension and Communication in English State-to-State for English Language Learners*: annual assessment used to measure progress in English in the four language domains of listening, speaking, reading and writing for all English language learners.

**AMAOS**- *Annual Measurable Achievement Objectives*: objectives that limited English proficient students must achieve in order to comply with the requirements of NCLB Title III (Language Acquisition).

**ELL** – *English Language Learner*: a student with limited English proficiency; a student who is in the process of acquiring English.

**ELPT** – *English Language Proficiency Test*: the state-mandated English language proficiency test (the W-APT or ACCESS), used to determine both a baseline of English language proficiency and the annual progress of non-native English speakers.

**ESL** – *English as a Second Language*: a program of instruction designed to teach English to students with limited English proficiency. (Refers to a student who is placed in the ESL Program).

**FEP** – *Full English Proficiency/Fully English Proficient*: a descriptor of a non-native English speaker who has obtained English skills comparable to his/her native English speaking peers; a term indicating that a non-native English speaker has reached proficiency in all four language domains.

**HLS** – *Home Language Survey*: a form on which parents report the language that a student first acquired or the language most frequently used at home.

**LEP** – *Limited English Proficiency/Limited English Proficient*: a descriptor of a non-native English speaker who has not obtained English skills comparable to his/her native English speaking peers and has not reached proficiency in all four language domains.

**NOMS** – *National Origin Minority Student*: a non-native English speaker; a student whose Home Language Survey indicates he/she did not acquire English as a first language or does not use English most often at home.

**PEP** – *Personal Education Plan*: a plan listing instructional modifications and testing accommodations used by teachers to support ELLs in the regular classroom.

**SIOP** – *Sheltered Instruction Observation Protocol*: combines academic objectives with English language development to raise achievement.

**WIDA** – *World-Class Instructional Design and Assessment*: a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners.

**W-APT** – **WIDA ACCESS** Placement test: test administered to all initially enrolled language minority students.

### **Forms List (see ESL Contact for copies of forms)**

**Contact Record for Consultative Services** – used by ESL teachers to document contact with the classroom teachers of advanced-level ELLs.

**Home Language Survey** – used by schools during student registration to determine the student's native language or the language used most frequently in the home.

**National Origin Minority Student (NOMS) Referral Form** – means the student put a language other than English on the HLS. The NC Wise manager uses this information to refer newly enrolled NOMS students to the ESL teacher so that the students can be screened and/or formally assessed for language proficiency.

**Personal Education Plan** – used by classroom teachers to record the instructional modifications and testing accommodations they will use to instruct English language learners.

**Promotion/Retention Form for English Language Learners** – used by a School-level Promotion Committee when an ELL is considered for grade or course retention. (found in ESL database)

### **Testing Accommodations and Limited English Proficient (LEP) Students**

LEP testing issues are constantly changing and policies become obsolete before new ones may be written. Always check the Testing and Accountability website, which can be found at [www.ncpublicschools.org](http://www.ncpublicschools.org), for changes.

The September 2010 Guidelines for Testing Students Identified as Limited English Proficient can be found at <http://www.ncpublicschools.org/docs/accountability/policyoperations/lep/lepguide1011.pdf>

#### *Purpose and philosophy of testing accommodations*

The purpose of testing accommodations is to provide for equalization, not performance enhancement.

Accommodations should be consistent with instructional practice. LEP students who do not receive ESL Services are still eligible for instructional and testing accommodations. Work with your testing coordinator to ensure that accommodations are appropriate and allowable.

- Standard administration is essential.
- The need for accommodations must be documented.
- A proctor must be present during test administration.

There are 6 accommodations available for use by limited English proficient students:

- Testing in a separate room
- Scheduled extended time
- Multiple test sessions
- Test administrator reads test aloud in English (non-reading tests only)  
Administrator reads the test verbatim in English. Administrator does not provide explanation or answer questions
- Student Reads Test Aloud to Self
- Use of English/native language dictionary or electronic translator

The dictionary or electronic translator is word-to-word/phrase. It may not contain written notes, formulas, diagrams, examples, or sample sentences. It must be approved in the school system prior to its use during state tests. Caution: any activity that undermines the reliability and/or the validity of inferences drawn from the test results is inappropriate.

\*Testing Accommodations from ncdpi

[http://esl.ncwiseowl.org/accountability/testing\\_accommodations](http://esl.ncwiseowl.org/accountability/testing_accommodations)