ENGLISH LANGUAGE LEARNERS (ELL)

DISTRICT 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 by each statement that best describes your school district. In this district self-study guide, the term English Language Learners (ELLs) will be used instead of Limited English Proficiency (LEP). For definitions of terms please see attachments.

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 works directly with parents and students in the identification of students, who have a primary of home 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 <u>English language proficiency</u> 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 <u>language proficiency assessments</u> 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 ELL <u>academic skills</u> in relation to their grade or age level. Name(s) of instrument(s) used to assess ELL academic skills: _____	Yes	No
11. ELL 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 decision-making.	Yes	No

13a. Total number of ELL included in your district wide assessment		
13b. Number of ELL included in the district wide assessment with		
• NO accommodations		
• With accommodations **Please attach documentation on accommodations used.**		
13c. Number of ELL NOT included in your district-wide assessment.		
14. The district has established qualifications for individuals who administer language or academic assessments to ELL.	Yes	No

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

15. Programs are available for ELL at each grade level.	Yes	No
16. There are no substantial delays (e.g., more than 30 days) 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. ELL 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 ELL.	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

22. Label the program(s) at each level or attach a copy of description.			
Level	Program (See definitions)	Teachers with ESL endorsement	Paraprofessionals/aides
Elementary			
Middle school			
High school			

STAFF

23. The district has established qualifications for **teachers** who teach ELL.	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 ELL.	Yes	No
25a. Number of ELL		
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 ELL; enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELL; 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 ELL 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

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

PROGRAM EVALUATION

38. The district conducts a formal evaluation of its program for ELL to determine its effectiveness. **Please attach a copy of the report.**	Yes	No
39. The district disaggregates data of ELL.	Yes	No
39a. grade retention	Yes	No
39b. graduation	Yes	No
39c. dropout rates	Yes	No
39d. gender	Yes	No
39e. English proficiency	Yes	No
39f. economically disadvantaged	Yes	No
39g. ITBS/ITED achievement levels	Yes	No
39h. multiple measures of academic achievement	Yes	No

Please attach copies of disaggregated data

EQUITABLE ACCESS

40. The quality of **facilities and services** available to ELL 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.	ELL participate in classes, activities, and assemblies with all the other students	Yes	No
43.	ELL 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 ELL are comparable to those available to all other students.	Yes	No
45.	ELL 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 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. **Please attach copies of translated forms.**	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 _____ academic year.

District or Building: _____

Address: _____

_____

_____

Administrator: _____

Completed by: _____   **Date_____**

Title: _____

Phone #: _____

E-mail: _____

Please add comments as needed.

ELL District/Building Self-Study Guide

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 an English language background. (281--60.2 (280) Iowa)

English Language Learner (ELL)

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

English as a Second Language (ESL)

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 ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

(OCR document November 30, 1999)

Other terms

L2 = a second language
L1 = native language, primary language, first language
NEP = Non-English-proficient
FEP = Fluent (or fully) English proficient
NES = Non-native English Speaker

Typical Bilingual Program Designs

Bilingual Program Models

All Bilingual program models use the students' home language, in addition to English, for instruction. These programs are implemented in districts with a large number of students from the same language background. Students in bilingual programs are grouped according to their first language, and teachers are proficient in both English and the students' home language.

Two-Way Bilingual Education, Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE): Models that combine language minority and majority (English speaking) student. Each group learns the other's vernacular while meeting high content standards. Instruction is provided in both English and the minority language. In some programs, the languages are used on alternating days. Others may alternate morning and afternoon, or they may divide the use of the two languages by academic subject. Classes may be taught by a single teacher who is proficient in both languages or by two teachers, one of whom is bilingual.

Transitional Bilingual Education (TBE) Also known as Early Exit Bilingual Education: Models with a primary goal to "mainstream" students to all-English classes as soon as possible. Programs provide some initial instruction in the students' first language, primarily for the introduction of reading, but also for clarification. Instruction in the first language is phased out rapidly, with most students mainstreamed by the end of first or second grade.

Special Alternative Instructional Program (SAIP) Also known as Structured Immersion, Immersion Strategy, Sheltered English Instruction, or Content Based Programs: Models where language minority students are taught in classes where teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students. Although the acquisition of English is one of the goals of sheltered English and content-based programs, instruction focuses on content rather than language.

Foreign Language Immersion: Models where language minority students are taught primarily or exclusively through sheltered instruction or a second language, later combined with native language classes.

ESL Program Models

ESL programs (rather than bilingual programs) are likely to be used in districts where the language minority population is very diverse and represents many different languages. ESL programs can accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the home language(s) of their students.

ESL Pull-Out: Is generally used in elementary school settings. Students spend part of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a second language. Although schools with a large number of ESL students may have a full-time ESL teacher, some districts employ an ESL teacher who travels to several schools to work with small groups of students scattered throughout the district.

ESL Class Period: Is generally used in middle school settings. Students receive ESL instruction during a regular class period and usually receive course credit. They may be grouped for instruction according to their level of English proficiency.

The ESL Resource Center: Is a variation of the pullout design, bringing students together from several classrooms or schools. The resource center concentrates ESL materials and staff in one location and is usually staffed by at least one full-time ESL teacher.