

CUMBERLAND COUNTY SCHOOLS

ESL/OCR COMPLIANCE REPORT

1. STUDENT IDENTIFICATION

Every student in the Cumberland County School System has a Home Language Survey in his/her permanent record. The survey is issued to parents/guardians as part of the enrollment process of the student. A written or oral translation is provided for non-English or limited English-speaking parents.

The survey consists of three questions which identify the first language learned by the student, the language(s) spoken in the student's home, and the language spoken most often by the student outside of the school setting.

Within one week following the student's enrollment, K-8 school secretaries and high school guidance offices are responsible for providing to the ESL teacher the names of students whose Home Language Surveys indicate a language other than English in response to any of the three questions. The ESL teacher will screen for eligibility using the WIDA-ACCESS Placement Test (W-APT).

Tennessee is by law an "English-only" state, and all instruction and assessment is in English. Alternative language instructional programs, such as ESL, designed to increase the English language proficiency must be based on sound educational research, theory, and practices.

2. STUDENT LANGUAGE ASSESSMENT

If entering at the beginning of the school year, within 30 days of enrollment and completion of the Home Language Survey, the ESL teacher administers the W-APT to identified students, and communicates the results and support services available to parents. Parents are given the option to waive services. Students are eligible for services in accordance with the state ESL guidelines. If entering after the school year has begun, the assessment must occur within 14 days of enrollment.

Assessment of English Language Proficiency

Students who are non-English language background will be administered the W-APT.

Kindergarten:

If a first semester kindergarten student scores between 27 and 30, the student is not eligible for ESL services. If a first semester kindergarten student scores below 27 on listening and speaking, the student requires ESL services.

If a second semester kindergarten student or first grade first semester student scores less than 27 in listening and speaking, less than 14 in reading, and less than 17 in writing, the student requires

ESL services. If a second semester kindergarten or first semester first graders scores above 27 in listening and speaking, above 14 in reading, and above 17 in writing, the student is not eligible for ESL services.

First Grade Second Semester through 12th Grade:

If the student scores a grade level adjusted score of 5.0 or higher on the W-APT, the student is not eligible for ESL services. If the student's grade level adjusted score is less than 5.0 on the W-APT, the student requires ESL services.

These scores are kept on file in the ESL department and a copy is placed in the student's permanent folder to document eligibility and provide data for submission to the State Department of Education regarding program accountability.

3. PROGRAM PARTICIPATION

The ESL curriculum provides for the development of the four language skill areas of listening, speaking, reading, and writing, with emphasis given to academic language. Our school system recognizes the value of using instructional materials specific to ESL. Students are served in their home school by an endorsed ESL teacher. A bilingual or other ESL teaching assistant must work directly under the supervision of and in the presence of an endorsed ESL teacher. Services must be delivered during the regular school day; however, students may choose to participate in after-school or summer programs when available.

Our program is a pull-out program, and frequency of delivery is designed to meet the needs of each student. Every effort is made to pull students out of their regularly scheduled language arts class, as pulling students from math or "specials" classes such as art, music, and physical education is strongly discouraged. K-8 students scoring 3.6 or below in both literacy and composite/overall scores receive an hour of ESL services each day. Students scoring 3.6 or above may receive less frequent instruction. High school students receive ESL instruction during a regularly scheduled block class period for which they earn 1 credit annually. They may take ESL I and ESL II to count for 2 English credits toward graduation requirements. Additional ESL course work will count as an elective.

The progress of all students, including ELL, transitional, and consultation students, is monitored regularly by the ESL coordinator and/or the ESL teacher, and additional support services are offered as needed. Student performance is monitored by a variety of methods such as report cards, mid-nine weeks reports, test scores, informal observation, monitoring forms and discussions with classroom teacher(s), parents, and the students themselves.

ELs are entitled to accommodations and modifications in content and grading to the extent that they can be successful. Students cannot be failed based solely on language proficiency.

4. STUDENT PLACEMENT AND SERVICES

The principal, guidance counselor, ESL teacher, and parents are involved in the initial placement of NELB students. Our district has a policy that ensures age-appropriate grade level placement and prohibits retention or consideration for special education based solely on lack of English skills. High school guidance counselors employ a recognized procedure for evaluating international transcripts and awarding corresponding credits.

The Cumberland County School System offers a variety of services for ELL students, including:

- Instruction by an ESL teacher
- Modification of regular classroom assignments and tests
- Monitoring of academic progress of both instructed and consultation students
- Peer tutoring
- After school and summer programs
- other special programs/supplementary services which would be beneficial to the student
- Parent and Family Engagement Activities such as Literacy Night

Language proficiency cannot be criteria for exclusion. Other possible services include Title I, Special Education, Gifted and Talented, or Career and Technical programs.

5. RESPONSIBILITIES OF PERSONNEL

ESL Coordinator:

1. Recommends, implements, and maintains program policies, procedures, and schedules.
2. Ascertains that the goals and requirements of the program are met.
3. Supervises system-wide Home Language Survey
4. Supervises English proficiency testing, including ordering of testing materials, dissemination, development, and maintenance of records.
5. Provides to each school's testing coordinator a list of ELL students taking state mandated tests with their appropriate codes and accommodations
(NELB or ELL as determined by proficiency test scores)

6. Monitors the progress of instructed, transitional, and consultation students.
7. Coordinates ESL services with all other departments of the school system.
8. Assists the Instructional Facilitator in planning staff development activities specific to ESL.
9. Meets regularly with program staff and other school administrators.
10. Submits requests for materials to appropriate administrators.
11. Submits requests for program data and prepares reports/surveys for OCR and State Dept. of Ed.
12. Maintains membership in the professional organization TNTESOL.

Principal:

1. Promotes multiculturalism in the school environment.
2. Informs staff of the significance/procedures regarding the Home Language Survey.
3. Provides adequate space for ESL instruction.
4. Ensures that ELL students have schedules which allow them to attend ESL classes.

ESL Teacher:

1. Enforces policies and regulations as established by the Board of Education.
2. Creates and maintains an instructional climate that is conducive to learning.
3. Assists with the identification/classification of NELB/ELL students using appropriate assessment instruments.
4. Plans and implements ESL instruction based on diagnosed needs of each student.
5. Evaluates student performance in the ESL class and provides mainstream teachers with input regarding progress and suggestions for modifications.
6. Maintains individual student folders on each student attending ESL class.
7. Attends staff development programs that teach ESL strategies and methodology.

8. Maintains membership in the professional organization TNTESOL.
9. Conducts in-service training for staff on ESL issues and strategies.
10. Participates in the decision-making process for special education referrals and possible retentions of ELs, including being present at M-Teams.
11. Provides information on ELs to state and federal agencies when requested.
12. Works to assist students in understanding American culture and encourages mainstream students to understand other cultures.
13. Functions as a resource member of the local school staff.

Classroom Teacher:

1. Promotes multiculturalism in the classroom.
2. Communicates closely with the ESL teacher regarding the EL's progress and class assignments.
3. Informs the ESL teacher of any consideration for retention or special education referral of an EL.
4. Modifies tests and assignments as needed and appropriate in accordance with the suggestions of the ESL teacher.
5. Takes advantage of staff development opportunities to increase understanding of EL's needs and learn effective ESL strategies.
6. Provides to the ESL teacher requested information for program records, such as work samples, report card copies, standardized test scores, etc.

6. TRANSITION AND EXIT

Transitional ELL Students

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

Exit Criteria

Students exit from ESL services based on WIDA Literacy and Composite/Overall scores. A 5.0 score must be achieved in both areas to exit the program.

ELL students are monitored for 4 years after meeting exit criteria. These are considered transitional years to ensure grade level success. The first monitoring year, the EL is classified as T1 (Transitional 1), the second monitoring year, the student is classified as T2 (Transitional 2), the third monitoring year, the student is classified as T3 (Transitional 3), and the fourth monitoring year, the EL is classified as T4 (Transitional 4). These four additional years allow for the student to be counted as ELL for district reporting. If indications arise that the EL is not being successful, then support services are again offered, based on student needs. Services could be limited to a specific content area, or the student could be offered ESL Program services again, if necessary.

7. PROGRAM EVALUATION

All students are eligible to enroll regardless of immigrant status. If a student does not have a social security number, a pin number is assigned.

Our district has effective procedures for identifying, assessing, providing services for, and maintaining data on NELB/ELL students.

Our district evaluates its ESL program according to the academic success of its current and former ELL students by reviewing longitudinal records such as standardized and proficiency test scores and graduation statistics.

Our district submits required reports to state and federal agencies, adheres to the State ESL Guidelines, and directs any inquires to the State ESL Consultant.

8. PROGRAM MONITORING

Cumberland County annually completes the state LEP survey, which reports the number of ELL students being served. This information, in addition to the ESL State Guidelines, is used to determine the number of staff needed to meet the needs of ESL students for each school year.

Our district communicates important school information to English Learners' parents in a language they can understand by employing a bilingual assistant and/or accessing documents available on TransACT's Translation Library.

We have a procedure whereby the parents or legal guardians may waive alternative language services for their child. This procedure includes informing the parents of the potential educational implications of waiving these services.

Students whose Home Language Surveys show a response of a language other than English to any question, yet who are not considered ELL according to screening procedures, must be

reported to the state department of education as Non-English Language Background (NELB) on the annual data collection survey. Grades, academic progress in English and content areas, retention rates, drop-out rates, participation in other programs, graduation rates, and performance on state assessments are all monitored and/or reported.

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