



2023-2024

ESL

(English as a Second Language)

Handbook

rhodesschool.org

TABLE OF CONTENTS

Introduction	3
GOALS	4
Purpose	4
State Law	5
Language Proficiency Assessment Committee	5
Members	5
Responsibilities	5
Training of LPAC Members	6
Identification	6
Home Language Survey	6
Assessment and Classification	7
Initial LPAC Meeting	8
Description of RSPA Program	8
ESL Programs	8
RSPA's Elementary ESL Model	8
RSPA's Secondary ESL Model	8
Annual Review for Exit/Reclassification	9

Rhodes School for the Performing Arts' (RSPA) goal of the bilingual programs shall be to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

RSPA's goal of the ESL programs shall be to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

The Rhodes School for the Performing Arts ESL Handbook has been created to assist campuses to understand the process in implementing the ESL programs. In order to close the achievement gap, RSPA will commit to ensure English Language Learners achieve a high level of academic achievement and reduce the dropout rates of students through the following goals:

- The ESL program will be an integral part of the existing elementary and secondary program.
- The instructional utilization of both the primary and English languages to achieve mastery of the English language as prescribed by the Texas Essential Knowledge and skills (TEKS).
- Bilingual and English as a Second Language (ESL) programs will be implemented to facilitate English Language Learners to become proficient in the comprehension, speaking, reading and composition of the English language.
- Bilingual/ESL programs will emphasize the mastery of mathematics, science, and social studies as integral parts of the academic goals for all students by providing ample opportunities for English Language Learners (ELLs) to participate equitably in school.
- Methods, instruction, pacing, materials and/or language of instruction must be accommodated to ensure that ELL students have a full opportunity to master the essential knowledge and skills of the required curriculum.
- Involve the learning community by providing information and encouraging participation in public and professional development about the bilingual/ESL program and ELL students' needs on a continual basis.

GOALS

The goal of RSPA's English as a Second Language (ESL) education program is to enable English Learners to become competent in listening, speaking, reading and writing the English language through the integrated use of second language methods.

The ESL program shall be an integral part of the total school program. It shall address the affective, linguistic, and cognitive needs of English language learners.

PURPOSE

- Identify English Learners based on criteria established by the state
- Assess and place students who speak a language other than English in the appropriate instructional program
- Ensure that English Learners are afforded full opportunity to master skills and knowledge as outlined in Texas Essential Knowledge and Skills (TEKS)
- Monitor academic achievement of essential knowledge and skills as measured by STAAR and TELPAS
- Provide monitoring of students for five years who have exited the ESL Program to ensure academic success

STATE LAW

ESL/bilingual programs are required when school districts have 20 or more students identified as English Language Learners (ELs) in any language in the same grade level across the district. Students are identified as ELs according to state policy based on the Home Language Survey (HLS). Any student who has an HLS that indicates the primary language spoken in the home is any language other than English will be administered language proficiency assessments approved by Texas Education Agency (TEA).

Texas Education Code §29.051 – State Policy Public Schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language. The mastery of basic English language skills is a prerequisite for effective participation in the state’s educational program.

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

As outlined in Chapter 89 of the Texas Administrative Code, each RSPA campus establishes and operates a Language Proficiency Assessment Committee (LPAC).

MEMBERS

The Language Proficiency Assessment Committee consists of:

- A campus administrator
- One or more professional bilingual/ESL personnel.
- A parent of a current English learner participating in the program (this parent may not be an employee of the school district).

RESPONSIBILITIES

The LPAC is responsible for the review of all information and decisions about placement, testing, and exits concerning English Learners in accordance with Chapter 89, including observing all laws and rules governing confidentiality of information concerning individual students.

The campus LPAC is responsible for determining, implementing and documenting all actions impacting the English Learner including:

- Identification of the student as an EL/LEP
- Designation of the student's level of language proficiency
- Recommendation of program placement
- Parental approval of placement into the program

- Timeline - dates of entry into and placement within the program
- Testing recommendations for state assessments
- Exits and parental notice
- Monitoring the academic progress of each student who has been exited from a bilingual or ESL program for the first two years after exit.
- Meeting with ARD for decisions concerning Special Education students (SPED/LEP)
- Annual/end of year LPAC review

TRAINING OF LPAC MEMBERS

The district LPAC coordinator will provide orientation and training for all LPAC members. This orientation will include discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties committee members will be acting for the district and shall observe requirements regarding confidentiality of student records.

IDENTIFICATION

HOME LANGUAGE SURVEY

RSPA will conduct a home language survey of each student in accordance with Texas Administrative Code §89.1215 (b). The home language survey will be given to each student new to RSPA upon enrollment. The survey must be signed by the parent or guardian and will be administered in both English and Spanish (or other languages whenever possible). The survey will answer the following questions:

1. What language (s) is/are used in the child's home most of the time?
2. What language(s) does your child use most of the time?
3. If the child had a previous home setting, what language(s) was/were used for communication in that home setting? If no previous home setting, answer Not Applicable (N/A).

The home language survey is used to determine the student's language classification and to determine if language assessment is needed. Only ONE Home Language Survey (Original) is kept on file. If a student is enrolling in RSPA for the first time, but has been previously enrolled in another Texas school district, a request will be made of

the prior school requesting the ORIGINAL Home Language Survey via the Texas Record Exchange (TREx) system.

ASSESSMENT AND CLASSIFICATION

For each student who has a home language survey response of any language other than English (to either of the two questions) the district shall administer an assessment to determine if the student meets the criteria as an English Learner. A student may be eligible for services as determined through the administration of an English language proficiency test that is approved by the Texas Education Agency.

This testing will be completed within **4 weeks of initial enrollment** in the district and will be administered by staff who are proficient in the language of the test and who are trained in language proficiency training. Criteria for classification as an EL is established by TEA. Students will be identified as English language learners and enrolled in the appropriate bilingual or ESL classes also within four weeks of initial enrollment when applicable.

The language proficiency assessment committee in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English oral language proficiency or norm-referenced assessments cannot be administered. The decision for entry into a bilingual education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee.

When a student from out of state enrolls in RSPA with a home language survey answer of any language other than English, the student will be scheduled for testing. For all students enrolling in Pre-K-8th, the campus will administer the assessment.

Each district employee who will administer the assessments will be trained in the administration and scoring of the test. Additionally, those who administer the Spanish Language Proficiency Test will be proficient in Spanish.

INITIAL LPAC MEETING

After the screening process is completed, the Language Proficiency Assessment Committee (LPAC) will conduct the initial LPAC meeting to determine eligibility and make program recommendations according to Chapter 89 of the Texas Administrative Code. If there is no language need, then the student will be placed in a regular ALL English program and will not be considered EL. The LPAC will make the determination that the student Does Not Qualify (DNQ) for language services. If there is a language need, the LPAC will determine that the student is an English Learner and will recommend the student to be served in either a Bilingual or ESL program based on test scores, family interviews, and other factors. Placement requires parent contact and permission. If a language other than Spanish is spoken (Vietnamese, Malayalam, Gujarati, Arabic, Hindi, etc.) those students will be served through the ESL program.

DESCRIPTION OF RSPA PROGRAM

ESL PROGRAMS

English as a Second Language (ESL) Programs must be offered when school districts have one or more students enrolled identified as an English Learner. RSPA currently offers ESL programs and supports in grades Pre-K to 8. English as a Second Language (ESL) is an intensive instructional program designed to develop proficiency in the listening, speaking, reading, and writing of the English language. All instruction is provided in English and utilizes the TEKS and the ELPS for the development of English language skills and the promotion of academic success in all grade level content areas.

RSPA'S ELEMENTARY ESL MODEL

At the elementary level (PK-5th), RSPA implements an ESL content based or pull-out method (whichever is applicable). This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading.

RSPA'S SECONDARY ESL MODEL

At the secondary level, ESL Content based/pull-out method (whichever is applicable). English Learners are eligible to receive linguistic accommodations to provide the support needed to comprehend the grade level content material while acquiring the English language. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading.

All classroom teachers at all grade levels are required to implement the English Language Proficiency Standards (ELPS) in their daily instruction of ALL ELLS as part of the curriculum requirements in CHAPTER 74 of the Texas Administrative Code.

ANNUAL REVIEW FOR EXIT/RECLASSIFICATION

The LPAC meets at the end of the school year to review progress and determine reclassification or exit. A student may not be exited from the ESL program in pre-kindergarten or kindergarten. In order for a student to be exited from the program, they must meet the following criteria established in 19 TAC §89.1226(i):

Emergent Bilingual/English Learner Reclassification Criteria Chart



At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(i). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.

	1 st /2 nd	3 rd through 8 th	9 th	10 th	11 th /12 th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading, and Writing				
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 th percentile or above on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 th percentile or above on each

Form: [Emergent Bilingual/English Learner Reclassification Rubric](#)

*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.

Notes:

- Students for whom the LPAC recommends the use of Oral Administration or Content and Language Supports as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.
- EB students/ELs with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: [Individualized Reclassification Process for a Student with a Significant Cognitive Disability](#).
- For an EB student/EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student/EL who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.

Additional Information:

- [TEA Approved Norm-Reference Standardized Achievement Test](#) (new site)
- [State Assessments for English Learners](#)
- [Guidance Related to ARD Committee and LPAC Collaboration](#)
- [LPAC Guidance for Deaf or Hard of Hearing English Learners](#) and associated training [video](#)

The parent or legal guardian will be notified of exit or reclassification and must give written approval. After a student is exited from either program (ESL/Bilingual), they are monitored for a period of 2 years by the LPAC, but will be monitored by the state for a total of 5 years.

For an English learner with significant cognitive disabilities, the language proficiency assessment committee in conjunction with the ARD committee may determine that the state's English language proficiency assessment for exit is not appropriate because of the nature of the student's disabling condition. In these cases, the language proficiency assessment committee in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment and shall determine an appropriate performance standard requirement for exit by language domain. (See specific guidance given from TEA)

REFERENCE:

Chapter 89. Adaptations for Special Populations

Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners

<https://www.region10.org/r10website/assets/File/Chapter%2089-Revised.pdf>