NCLB: The ELL Connection

- Development of Standards
- All states must develop valid content and language proficiency assessments for all students
- Annual assessment in all four language domains (Listening, Reading, Writing, Speaking) in all grades (Pre-K - 12)
NCLB: The ELL Connection

- Highly Qualified and informed Instructional Staff
- Identification of LEP Students
- Appropriate Program Placement
- Improved instructional services to ELLs
- ELLs Meet and Exceed Standards
- Informed and supportive parents
Section 228.10 Definitions

- Language Proficiency Assessment – ACCESS for ELLs™

- “Home Language” means that language normally used in the home by student or parents.

- “Prescribed Screening Instrument” means the WIDA ACCESS Placement Test (W-APT)™
“Students of Limited English Proficiency” means:

- Students, born in the U.S. or elsewhere
- whose native language is a language other than English
whose difficulties in understanding English may be sufficient to deny them:

- the ability to meet the State’s proficient level of achievement on State assessments;
- the ability to achieve in classrooms where the language of instruction is English; or
- the opportunity to participate fully in the school setting.
Section 228.10 Definitions

Students of Non-English Background means students:

- whose native language is other than English or
- students who come from homes where a language other than English is spoken, either by the students, by their parents or legal guardians.
Section 228.15 Identification of Eligible Students

Home Language Survey – 2 two-part questions

1. Is a language other than English spoken at home? What language?

2. Does the student speak a language other than English? What language?

- HLS in ALL student folders
Section 228.15 Identification of Eligible Students

- District shall use prescribed screening instrument (W-APT) – within 30 days of enrollment

- Proficiency score (defined by the State Superintendent) - state’s current minimum level of proficiency is a composite score of 4.0

- A school district may have/add additional/higher indicators
District shall ensure Individualized Education Program accommodations
Sec. 228.25 Prog. Options, Placement and Assessment

- The Annual English Language Proficiency Assessment is ACCESS for ELLs™
- Program Exit - composite score of 4.0 on ACCESS (districts may consider additional indicators).
- All LEP students must be annually assessed using ACCESS for ELLs™ until they score “proficient.”
As of September 30 each year - Student-teacher ratio in ESL/Bilingual classes shall not exceed 90% of the average student-teacher ratio in general education classes for the same grade in that attendance center.

Decreases to Gen Ed during year shall not require corresponding adjustments to bilingual program.

Additional students may be placed in bilingual program as long as these do not exceed a student-teacher ratio greater than the average for Gen Ed classes for that grade and center.
Administrators - Starting July 1, 2008 (current program directors starting July 1, 2010)

- TBE must hold bilingual approval/endorsement; TPI must hold bilingual OR ESL approval/endorsement

- Districts with <200 TBE/TPI students exempt, but must complete 2 hours ELL specific professional development
Administrators - Starting July 1, 2008 (current program directors starting July 1, 2010)

- PD may include annual State Bilingual conference
- Document activity
- Districts with growth to more than 200 LEPs are subject to requirements at start of year 4 of growth.
Training of bilingual staff at least twice yearly covering listed areas.

All certified staff administering ACCESS for ELLS™ or W-APT must complete and pass the on-line training.
TBE Part-time placement

- based on assessment (student’s proficiency)
- results show student would benefit from a part-time placement
- district must consider prior performance; proficiency in home language/English
Section 228.30 Establishment of Programs

**TBE Part-time program**

- consists of components of the full-time program
- shall include daily instruction in English AND
- native language (based on need)
Section 228.30 Establishment of Programs

TBE PAC (parents, teachers, community leaders)

- meets four times annually
- district provides annual training in home language on
  - instructional approaches/methods of bilingual ed
  - state/federal law
  - accountability
TPI

- Structure determined by student’s proficiency/needs

- Components **must** include
  - native language instruction (to extent necessary) to enable student to keep pace

- May include:
  - ESL
  - language arts in native language
  - history/culture of U.S.
  - history/culture of native land
Sec. 228.40 Students’ Participation; Records

- Parent’s Notice of Program Enrollment (30 days from start of school year; or 14 days of enrollment)
- Parents have absolute right to withdraw student from a program by written notice
- Article 14C-3 – student continues in a program 3 years or until s/he achieves a level enabling him/her to perform well
- Parent notification after 3 years
Sec. 228.40 Students’ Participation; Records

Records

- Include entry-exit info
- Annual English proficiency scores
- Other info (e.g. language, grade, part-time placement)
- Written communications to/from parents
- Parents have right to access records
Three criteria for districts under Title III:

1. Proficiency

2. Progress – comparison of previous scores in any one of four domains

3. AYP
Resources

- [www.isbe.net](http://www.isbe.net) and click on English Language Learning, or
- [www.isbe.net/bilingual](http://www.isbe.net/bilingual)

- **For Rules and PowerPoint:**
  [www.isbe.net/bilingual/htmls/legislation_rules.htm](http://www.isbe.net/bilingual/htmls/legislation_rules.htm)

- **ELL staff:**
  [www.isbe.net/bilingual/htmls/directory.html](http://www.isbe.net/bilingual/htmls/directory.html)
Questions?
(312) 814-3850