

Jean Massieu Academy

English as a Second Language (ESL) Program

Jean Massieu Academy English as a Second Language Handbook was written based on Federal and Texas state laws, district board policies, and research-based methodologies. This handbook serves as a blueprint for all district personnel involved in such programs.

English as a Second Language Program

Vision

Jean Massieu Academy English as a Second Language Program will establish a path to language proficiency by providing rigorous academic instruction with supplemental support for students' learning experiences. As a result, the students will acquire interpersonal skills and high levels of academic achievement in English.

Mission

Jean Massieu Academy English as a Second Language program will equip and empower all emergent bilingual students with 21st Century skills to provide meaningful learning experiences to achieve academic excellence and make significant contributions to our community, nation, and world.

Program Goals

- Provide equitable instruction to all Emergent Bilingual students by meeting them at their level with rigorous learning experiences
- Support learning to ensure mastery of the state curriculum in all academic disciplines
- Provide research-based practices to ensure proficiency in the ELPS domains: listening, speaking, reading, and writing
- Promote diversity and inclusion in the school environment

Chapter 89. Adaptations for Special Populations

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

According to the Texas Education Code (TEC), Chapter 29, Subchapter B, any student who has a primary language other than English and is designated as an English learner must be given a full opportunity to engage in bilingual education or English as a second language (ESL) program. To guarantee that all students have equal access to education, as mandated by law. To provide equal educational opportunity, as required by the TEC, 1.002(a), each school district must:

1. identify emergent bilingual students based on criteria established by the state.
2. provide bilingual education and ESL programs, as integral parts of the general program as described in the TEC, §4.002.
3. seek appropriately certified teaching personnel to ensure that emergent bilingual students are afforded full opportunity to master the essential knowledge and skills required by the state; and
4. assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 29, to ensure accountability for emergent bilingual students and the schools that serve them.

ESL programs shall use instructional approaches designed to meet the academic needs of emergent bilingual students. The instruction and learning experiences shall be based on the state of Texas's essential knowledge and skills. Bilingual education programs shall aim to enable "emergent bilingual students to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English" (Commissioner's Rules Concerning State Plan for Educating English Learners, 2020).

The programs shall emphasize the mastery of all core subjects based on grade-level expectations.

Click below to access the comprehensive TEA document,

[Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students \(texas.gov\)](#)

IDENTIFICATION OF EMERGENT BILINGUALS

The state requires school districts to identify student's primary language PK-12 within 30 days of student enrollment. Emergent Bilingual students must be identified, tested, placed, and parental permission received within four weeks of the student's enrollment.

Step one of the identification timelines, procedures, assessment practices, and decision-making processes for identifying English learners is the following:

- * The first time a student enrolls in a Texas public school, **the parent/guardian is required to complete a home language survey (HLS).**
- * The home language survey is a required piece of the student's cumulative record (CUM) folder, and it **must be completed within ten days** of the student's initial enrollment to be valid.
- * **Only one Home Language Survey is completed for each student. Jean Massieu Academy** shall secure the student records. The survey follows the student for the rest of the student's academic journey. If a student transfers from another Texas school district, **the receiving district must request the Home Language Survey from the previous school.**
- * The home language survey consists of the following two questions:
 - 1- What language is used in the child's home most of the time?
 - 2- What language does the child use most of the time?
- * If the response to the questions on the home language survey indicates that a language other than English is used. In that case, **the student shall be administered the state-approved English language proficiency test** in accordance with TAC 89.1225 for identification and shall be identified as Emergent Bilingual (*LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE EB Identification, 2021*).

The receiving office clerk should send a copy of all completed home language survey forms to the campus ESL **director**.

Click the link below to access the LPAC initial review form and an example of home language survey,

LPAC Framework Manual Identification 2020-2021 (txel.org)

English Language Proficiency Test

Jean Massieu Academy utilizes the preLAS, and LAS Links placement test to assist with initial identification and placement in instructional programs for newly enrolled students. The assessment is the second step in the screening process to qualify students for the ESL program. The test is designed around the four major language sections: speaking, listening, reading, and writing, with a mix of constructed-response and multiple-choice questions. The preLAS and LAS Links placement test descriptors:

- * Test for initial placement of K-12 students
- * Align with College and Career Readiness Standards (CCRS)
- * Assess speaking, listening, reading, and writing
- * Administer paper/pencil or online
- * Complete assessments in about 30 minutes
- * NOTE: Results correspond with LAS Links Forms C and D and Espanol B

Four different levels of the LAS are administered, depending on student grade level:

Texas English Learner Identification: Program Overview



Grade Level	Approved Assessments for Identification
preK3, preK4, Kindergarten	<ul style="list-style-type: none"> • preLAS English Form C • preLAS Espanol Form C Available in Online or Paper Formats
1 st Grade	LAS Links Form A Speaking and Listening Only Available in Online or Paper Formats
2 nd - 12 th Grade	<ul style="list-style-type: none"> • LAS Links Form A Speaking, Listening, Reading and Writing Available in Online or Paper Formats
1 st - 6 th Grade	LAS Links Espanol Form A Speaking and Listening Available in Online or Paper Formats

Language Proficiency Assessment Committee (LPAC)

Texas requires school districts to establish a process for selecting and training the Language Proficiency Assessment Committee (LPAC) members. Assessment data review is the third step in the identification process.

LPAC members:

- * Campus Administrator
- * A professional ESL educator
- * A parent of a current emergent bilingual student (may not be district employee)
- * All LPAC members shall receive training and sign confidentiality oaths.

The role of the language proficiency assessment committee upon the initial enrollment to the end of each school year:

- The LPAC is required to review the home language survey for all incoming students to identify students who need to be administered the language assessment.
- The LPAC assists with parent communication and shall give written notice to the student's parent or guardian, advising the student has been classified as Emergent Bilingual and requesting approval to place the student in the required ESL program.
- The LPAC shall determine the appropriate assessment option for each Emergent Bilingual student prior to the test administration of the state assessments.
- The LPAC shall monitor the academic progress of each Emergent Bilingual and identify those who have met the criteria to exit.

The language proficiency assessment committee members shall meet in conjunction with admission, review, and dismissal (ARD) committee members to review and provide recommendations to ensure appropriate identification and reclassification about the educational needs of each Emergent Bilingual who qualifies for services in the special education program (TEA, *BEGINNING OF YEAR LPAC GUIDANCE, 2021*).

Emergent Bilingual Classification Criteria

Emergent bilingual students' classification shall be determined within 4 weeks of a student enrollment in school. In order to qualify **for a** Second language program, a student must be identified as an Emergent Bilingual student using the following criteria:

- Pre-K – Kinder - The student scored as a non-English or limited-English proficient speaker on the preLAS oral language proficiency test.
- Grade 1st 12th. The student scored as a non-English or limited-English proficiency on the LAS Battery of assessments.
- The ARD committee must work in conjunction with the LPAC committee to ensure appropriate identification and reclassification of the student and recommended placement in a bilingual education or ESL program (19 TAC §89.122 (h), (l), and (m)).

All students PK-12 who meet the criteria above and Spanish home language must be recommended for English as a Second language placement. Parents/guardians have the right to accept or deny services. Emergent bilingual students who speak another language must be recommended for ESL placement.

English as a Second Language

ESL teachers shall design lessons and incorporate instructional approaches to make grade-level academic content accessible to Emergent Bilingual students. The ESL program targets the English language development that includes all ELPS domains listening, speaking, reading, and writing skills. To inform instructional practices, teachers shall locate and analyze the most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each emergent bilingual student. TEA guidelines:

- Incorporate the ELPS alongside the content/grade level Texas Essential Knowledge and Skills (TEKS) for all EBs by providing a prioritized language objective in conjunction with the content objective for each lesson.
- Prepare for use of comprehensible input methods (visuals/gestures, clear instructions, appropriate language for proficiency/primary language resources) that support the language objective.
- Prepare to linguistically accommodate the instruction, pacing, and materials for EBs, based on their English proficiency levels.
- Integrate both social and academic language development opportunities in listening, speaking, reading, and writing with increased linguistic complexity.
- Create/Utilize classroom assessments that distinguish between English proficiency and content knowledge, providing a way for EBs at all proficiency levels to demonstrate their content knowledge.
- Evaluate the effectiveness of each lesson's language objective and ELPS integration through ongoing, formative assessments.
- Communicate to the LPAC on academic and linguistic progress of current and former EBs (up to two years after reclassification) and about which state assessment designated supports are needed and utilized in classroom instruction and assessment for each EB, as applicable.

ESL Models

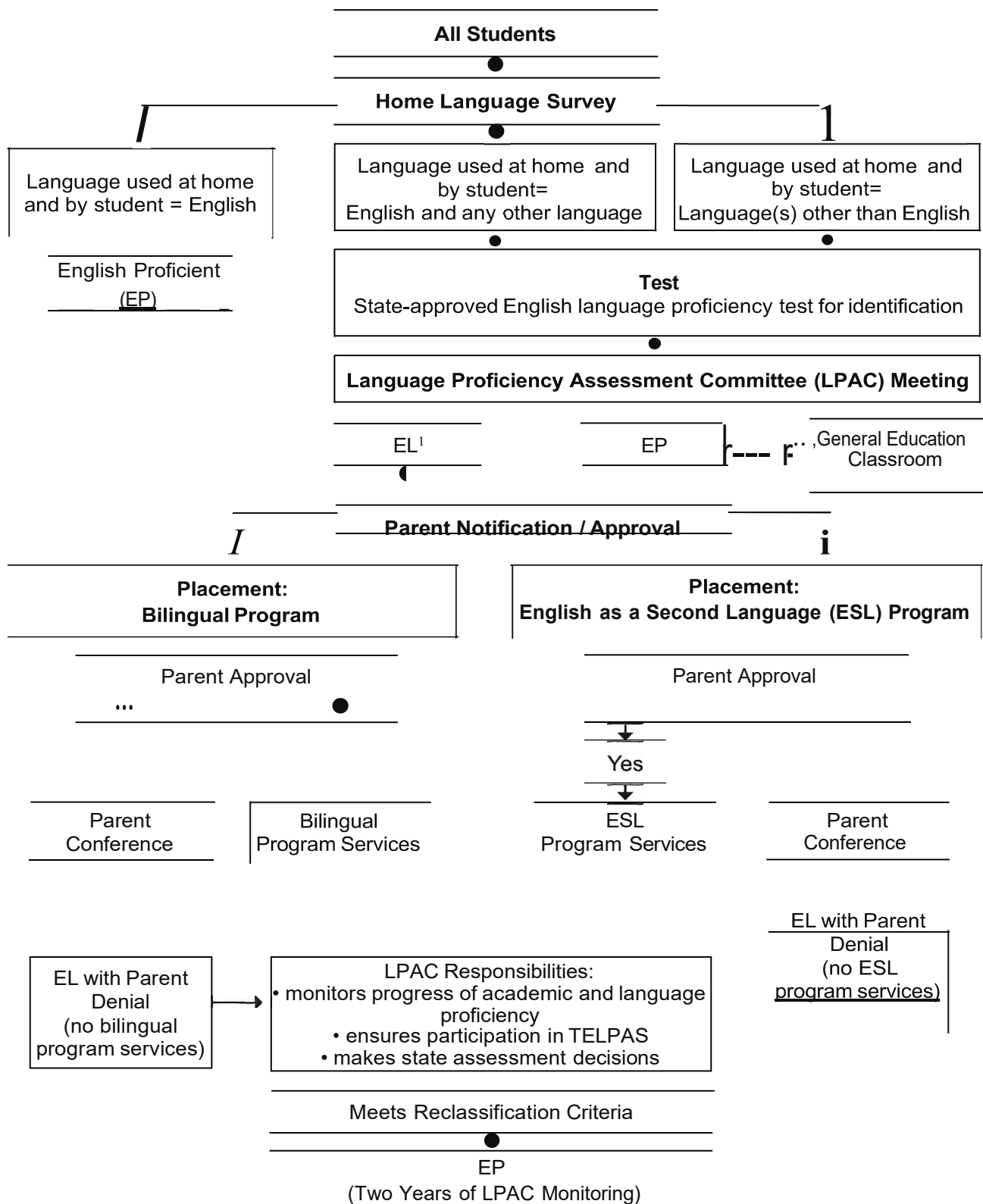
Program Model Type	Goal	Instruction
-Based ESL	Emergent Bilingual Students will attain full proficiency in English in order to participate equitably in school.	Emergent Bilingual students receive all content area instruction (English language arts and reading, mathematics, science, and social studies) by ESL certified teachers.
Pull-Out ESL		A pull-out model can be implemented within the Emergent Bilingual student's classroom, or the learner may be provided his or her English language arts and reading instruction by an ESL certified teacher in another classroom setting.

Emergent Bilingual Student Reclassification Criteria

Emergent bilingual students may be reclassified as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition assistance as determined by academic satisfactory performance 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(j). The language proficiency assessment committee (LPAC) will recommend reclassified students exit English as a second language (ESL) program. Parental approval for exit or continuation in the program beyond reclassification must be obtained (Emergent Bilingual/English Learner Reclassification Criteria Chart, 2021).

English Learner (EL) Identification/Reclassification Flowchart



¹Criteria for EL identification:

Pre-K - 1st: State-approved English language proficiency test (listening and speaking) below English proficient level = EL

2nd -12th: State-approved English language proficiency test (listening, speaking, reading, and writing) below English proficient level= EL

The terms Limited English Proficient (LEP) and English learner (EL) are used interchangeably. The term LEP is still used for data collection in the Public Education Information Management Systems (PEIMS).



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(j). 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 if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.

Grade(s)	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
Subjective Teacher Evaluation	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](#)