

Administrative Procedures for Assessment of English Language Learners (ELL)

Under The No Child Left Behind Act (NCLB) Humphreys County will ensure that students with limited English proficiently (LEP) receive appropriate supplemental educational services and language assistance where necessary in the provision of these services. This will be accomplished by employing highly qualified teachers, by 2005-2006, which meet the same standards as all other staff members who are actively engaged in the instruction of students to work with bilingual or English as a Second Language (ESL) children. These ESL teachers must meet the same standards for content knowledge as other core academic instructors.

Educational funds will be used to meet the unique academic needs of ELL that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school.

Immigrant children and youth and limited English proficiency have the same meanings in the context of this plan.

Information concerning student progress, to the extent “practicable”, will be provided to parents with limited English proficiency in a language the parents understand. Flexibility will be used in determining the mixture of oral and written translation services and reasonable for communicating information to LEP parents which is normally provided to non-limited English proficient parents. If it is not “practicable” to provide written translations of notices to parent with limited English proficiency oral translations of the written information will be given.

The school system will collect data on all students served in Humphreys County. The data will be collected in an effort to determine annual yearly progress of various subgroups, including students with limited English proficiency. The purpose for including ELL on the Tennessee Comprehensive Assessment Program is to help ensure that children who are LEP, including immigrant children and youth, obtain English proficiencies, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. This will be accomplished as follows:

- 1). In an effort to identify LEP students, a “Home Language Survey” will be administered to all students upon enrollment in Humphreys County schools.
- 2.) All students enrolled in grades assessed by state mandated achievement tests would be assessed unless exempted by a multidisciplinary team.
- 3.) ELL testing accommodations as stated in the Testing Coordinator’s manual on each assessment may be used if deemed necessary for the best results to be obtained.

- 4.) ELL students will be assessed using the IDEA Proficiency Test to determine annual progress and English proficiency until the child can successfully complete portions of the state mandated standardized achievement test, as a component of the No Child Left Behind's accountability requirements.
- 5.) The levels of performance will be reported to the State Department of Education on the annual LEP Prior Year Survey.
- 6.) Membership data will be gathered on every child for each state assessment.
- 7.) LEP students will be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know, and can do, to determine such students' mastery of skills in subjects other than English.
- 8.) All ELL students who have been in the state for a full academic year will be included and held accountable at some level within the state.
- 9.) The level of accountability will be determined by time of enrollment within the school, district, and state.

In order to ensure that ELL students receive language instruction designed to assist students develop English proficiency the following referral procedures will be taken.

- 1.) Upon enrollment a "Home Language Survey" will be administered.
- 2.) Based upon the results of this survey the parents will be advised of the availability of supplemental educational services.
- 3.) The teacher and/or principle will make a formal referral to the ELL supervisor.
- 4.) An ELL teacher will be assigned for translation and/or direct instruction.
- 5.) The ELL teacher will work with both the student and grade level staff to insure communications and expectations is understood.
- 6.) The ELL instructor will work with the classroom teacher and parent to insure communications; expectations and student progress are understood.
- 7.) The ELL supervisor will insure the student is assessed on the IPT and any necessary allowable accommodations will be made.
- 8.) The data from this and all subsequent achievement test will be compiled and submitted to the State Department of Education annually.