

English Language Learner Report Plainfield CCSD 202

November 17, 2010

Presented to
Applied Learning & Technology

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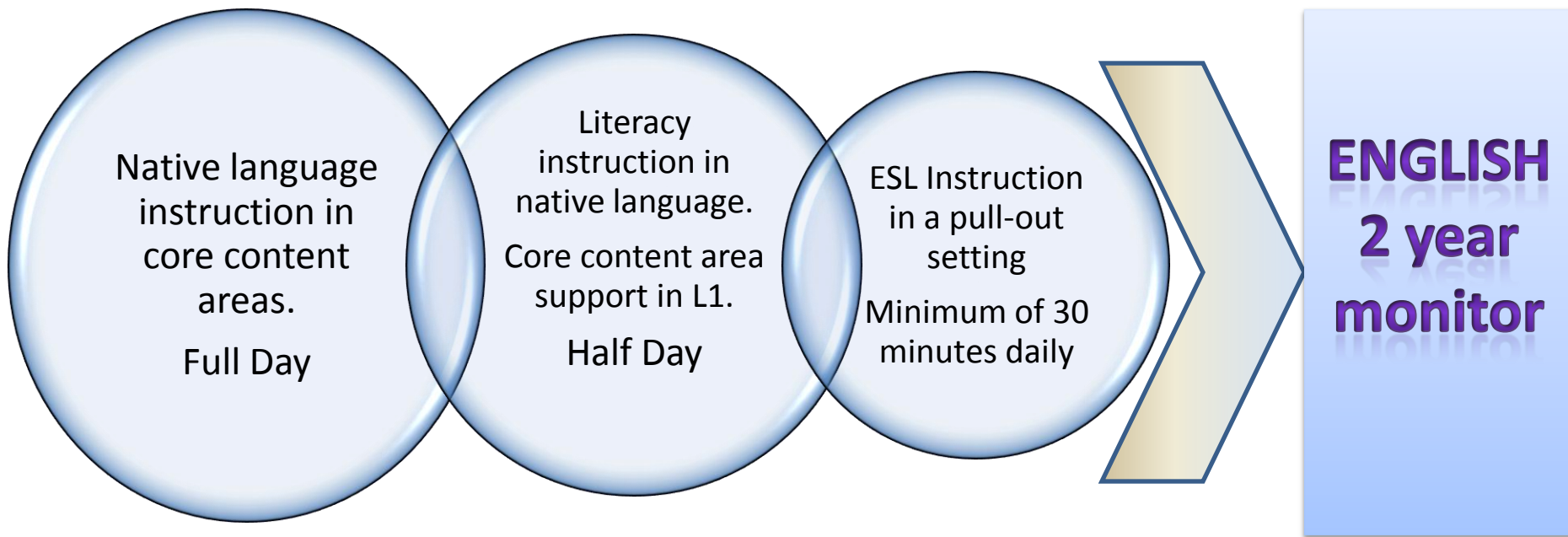
Transitional Bilingual Education (TBE)
&
Transitional Program of Instruction
(TPI)

Program Goals

To help ensure that limited English proficient (LEP) children:

- Attain English proficiency
- Develop high levels of academic competence in English
- Meet the same challenging State academic content and academic achievement standards

TBE/TPI Continuum of Services



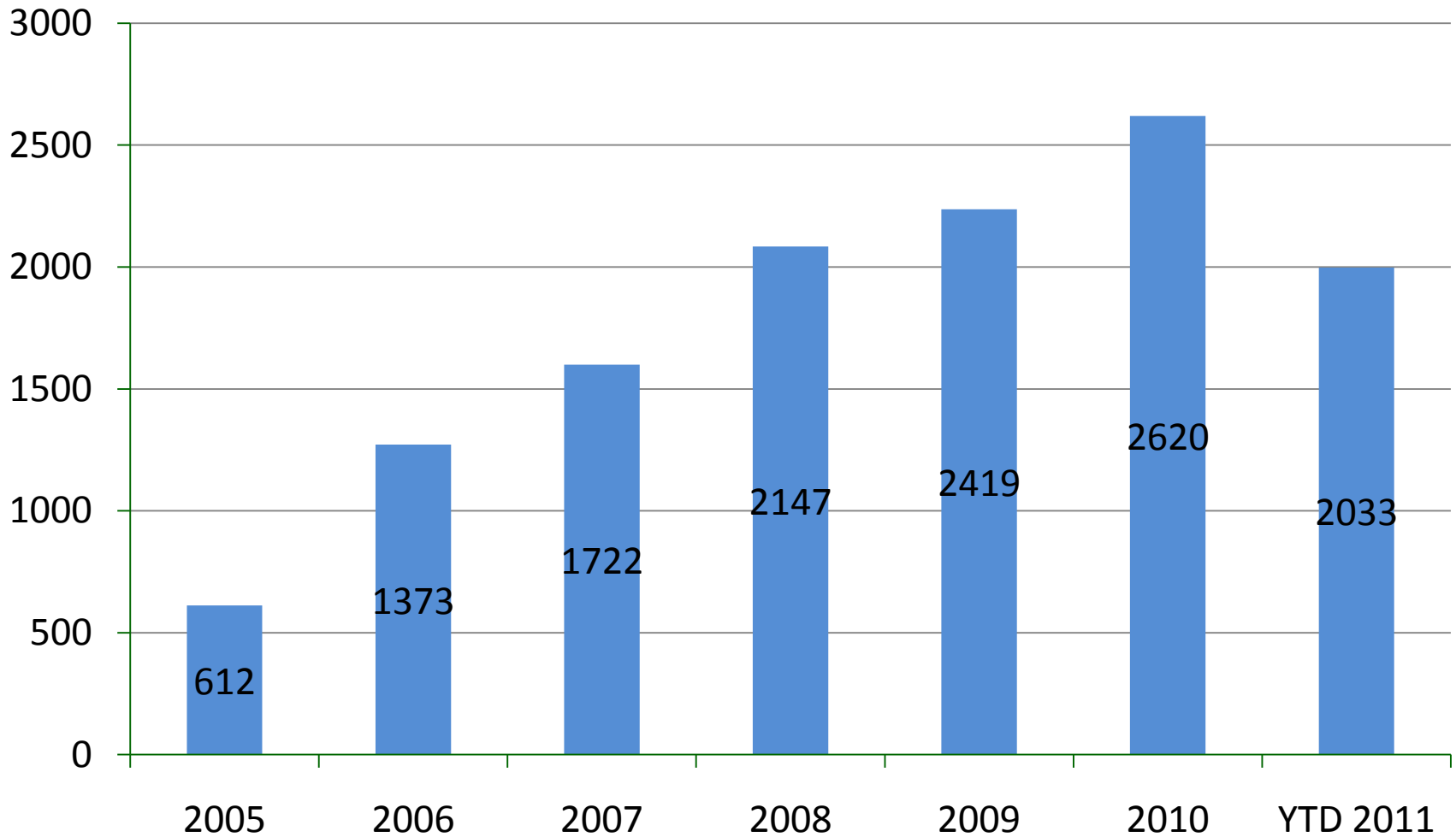
ALL English Language Learners	Transitional Bilingual Education (TBE)	Transitional Program of Instruction (TPI)
Must be assessed if a language other than English is spoken by the student or in the home (within four weeks of enrollment).	20 or more students of the same language background.	19 or fewer students of the same non-English background.
<p>Will be assessed annually:</p> <ul style="list-style-type: none"> • ACCESS = Proficiency, progress, academic (AMAOs) • ISAT = Academic English (AYP) 	Core subjects: language arts/English, math, science and social science must be offered in student's home language.	Student's proficiency in English will determine the instructional program.
Notice of enrollment: no later than 30 days after beginning of school year or 14 days after enrollment. Parental consent is not required for enrollment into the program.	Language arts must be provided in the student's home language.	Must include instruction or assistance in the student's home language to the extent necessary to enable the student to keep pace with his age or grade peers.
Parental refusal: Absolute right with written notice and parent conference.	ESL must be provided.	ESL must be provided.
Parents will receive an annual report describing English proficiency progress.	Instruction in the history and culture of the student's country and history and culture of the United States must be provided.	May include language arts instruction in the student's home language and in the history and culture of the student's country and the United States.
	May remain in program longer than three years subject to parental approval.	Program duration is defined by the student's ability to meet or exceed the state exit criteria.
	Prior withdrawal before the completion of three years must be done with written approval of the parents/guardians.	

Languages Spoken in District 202

■ Spanish	3081
■ Polish	279
■ Urdu	241
■ Pilipino/Tagalog	188
■ Arabic	148

73 languages spoken

End of Year ELL Eligible Students



Monitored Students

	Number of eligible students	Number of parent refusals	Monitor Year 1	Monitor Year 2	Total Number of students
2011	2033	111	732	182	2947
2010	2620	130	182	63	2865
2009	2419	59	63	123	2605
2008	2147	35	123	101	2371

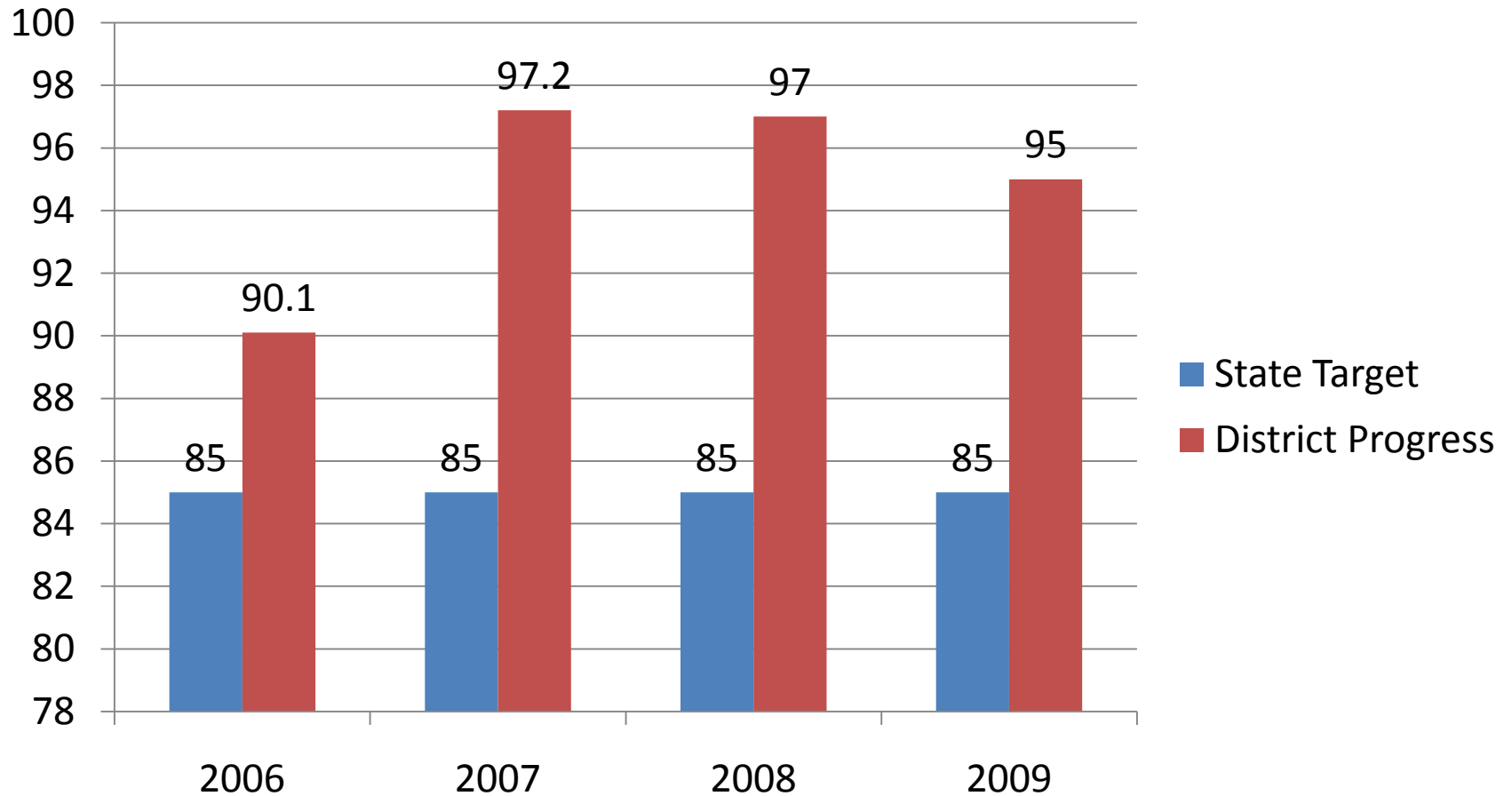
Annual Measureable Achievement Objectives (AMAOs)

Title III

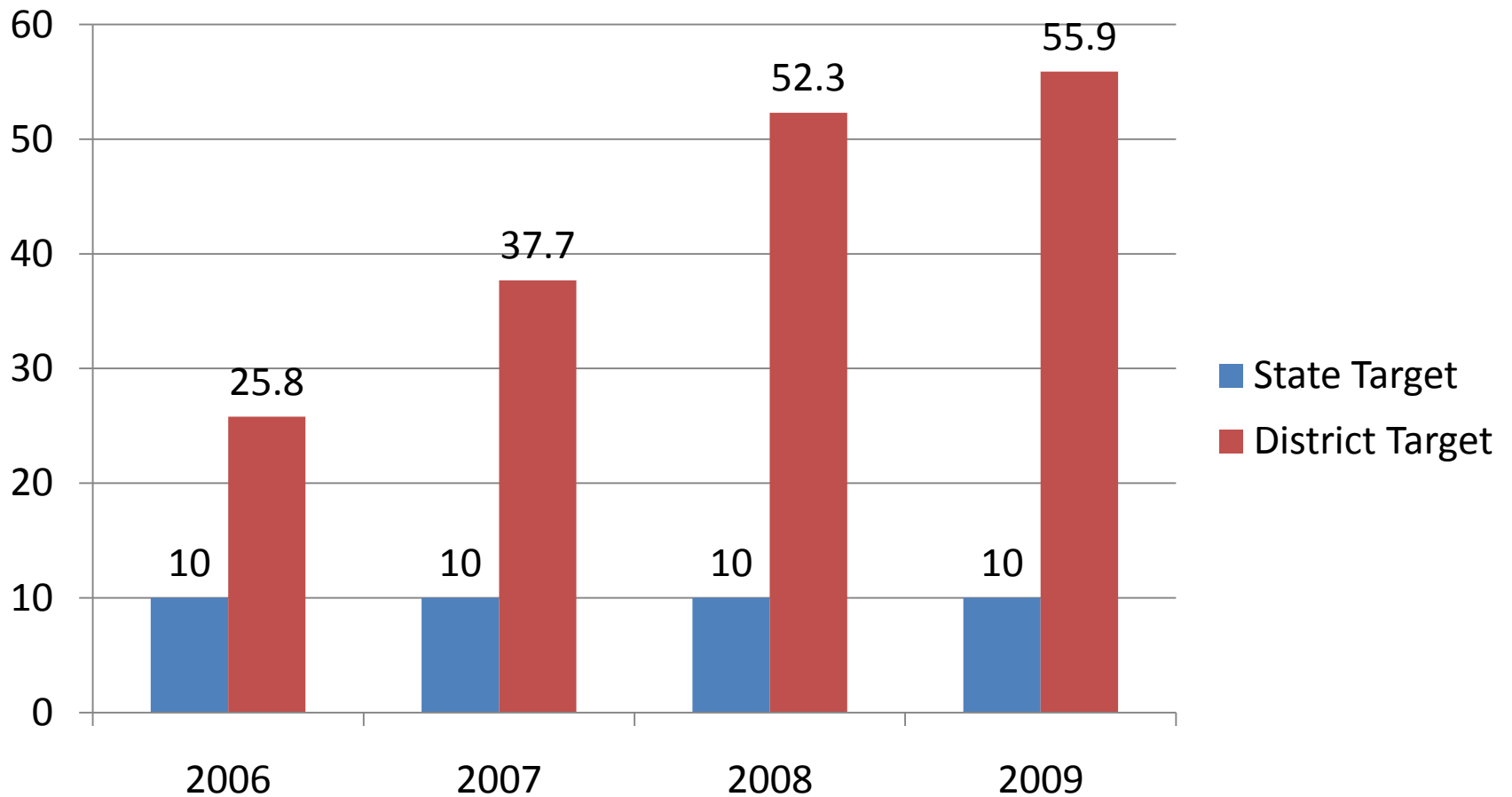
Annual Measurement Achievement Objectives (AMAO) Targets

AMAO 1	AMAO 2	AMAO 3
Annual Progress in Learning English State target 85%	English Language Attainment (Proficient) State target 10%	AYP for LEP Student Group State performance targets

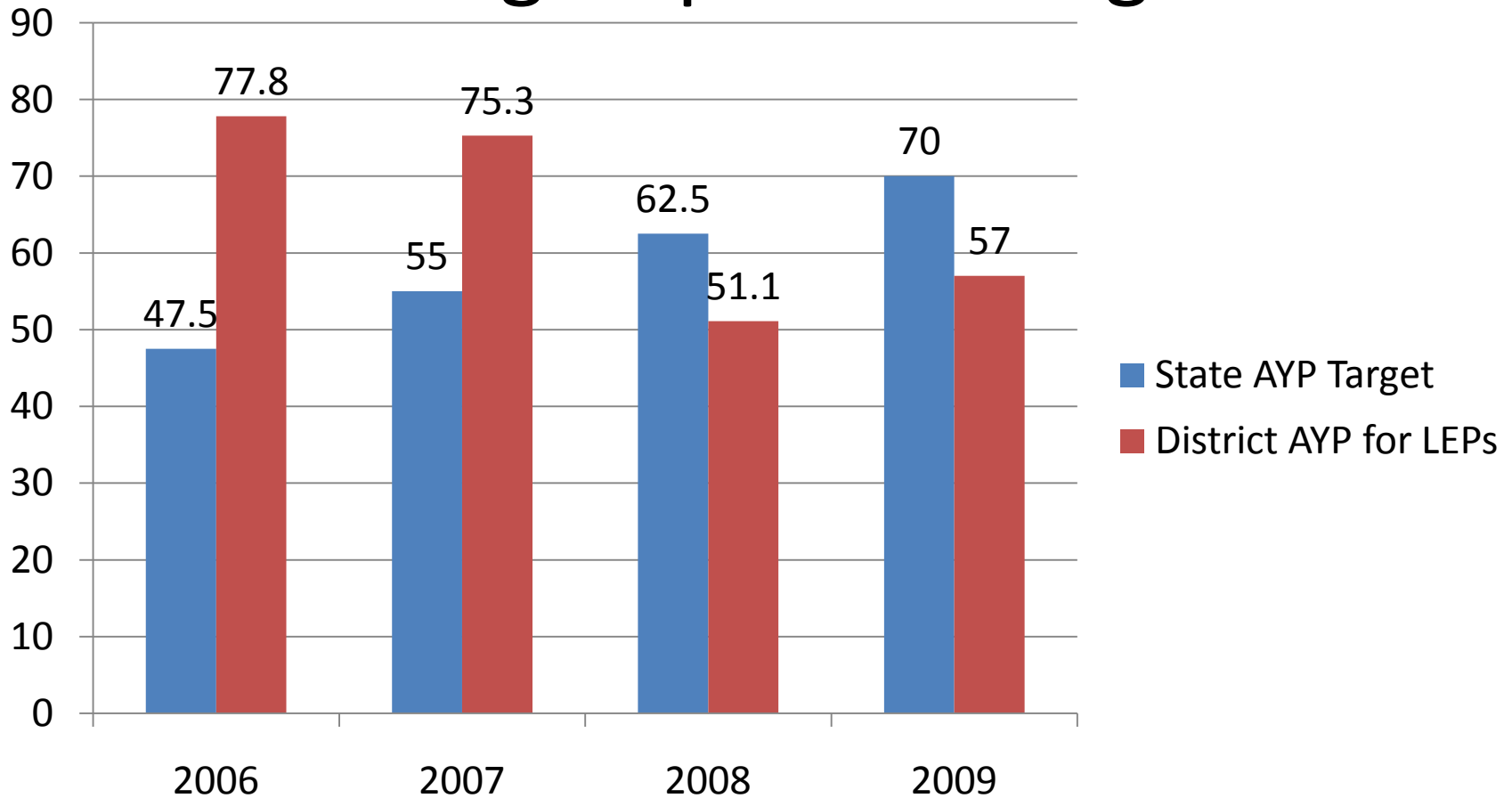
AMAO 1: Annual Progress in Learning English



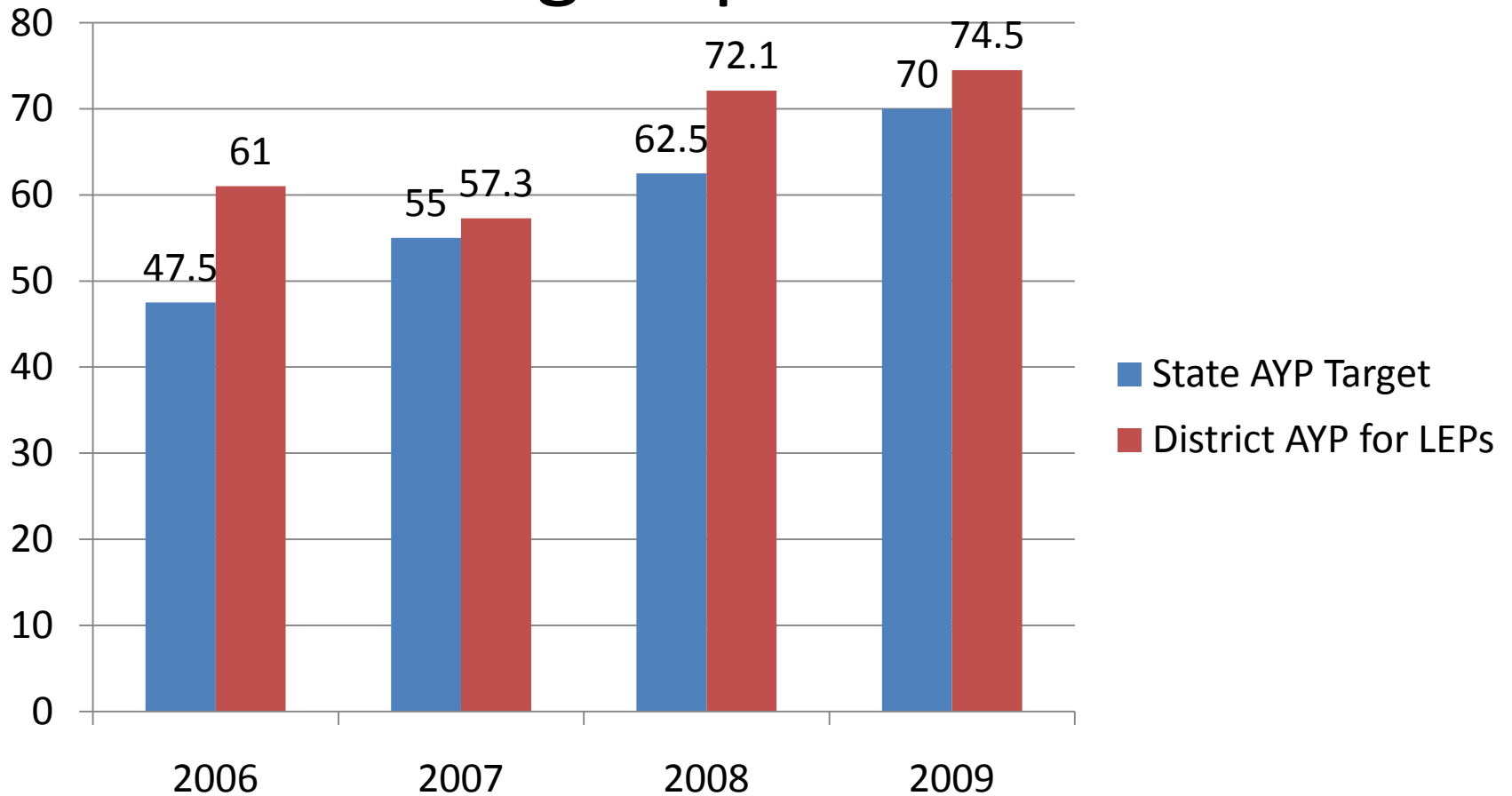
AMAO 2: Attaining Proficiency in English



AMAO 3: Adequate Yearly Progress for LEP Subgroup in Reading

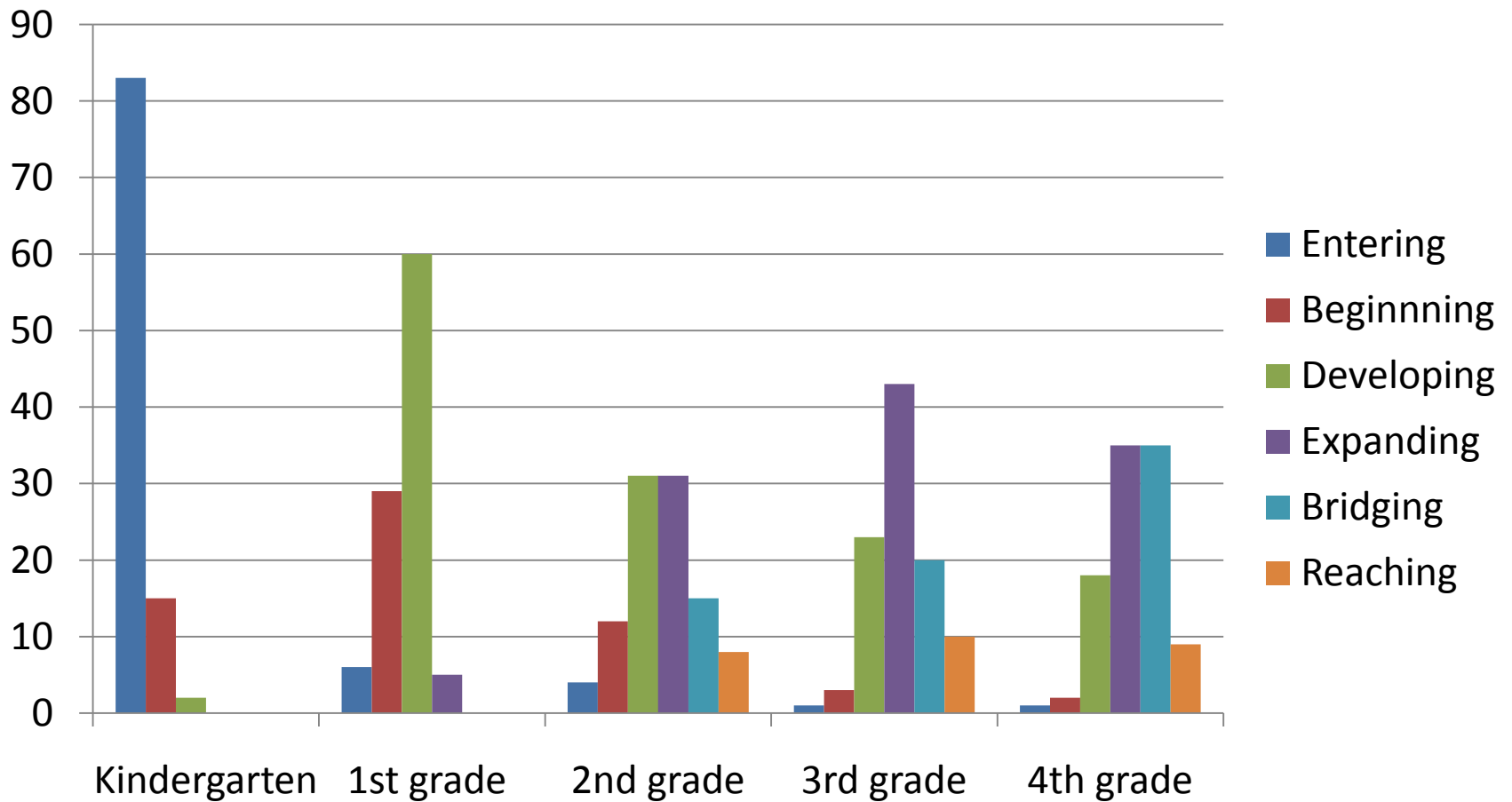


AMAO 3: Adequate Yearly Progress for LEP Subgroup in MATH



ACCESS

ACCESS Growth Kindergarten Cohort 2006-2010



Performance Definitions for Levels of English Language Proficiency

6- Reaching

- specialized or technical language reflective of the content area at grade level
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- oral or written communication in English comparable to proficient English peers

5- Bridging

- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
- oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material

4- Expanding

- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented
with oral or written connected discourse with sensory, graphic, or interactive support

3- Developing

- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented
with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support

2- Beginning

- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support

1- Entering

- pictorial or graphic representation of the language of the content areas
 - words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support

Program Focus 2011

- Sheltered Instruction Observation Protocol (SIOP) training and implementation
- Enhancing parent/community relationships:
 - Bilingual Parent Advisory Committee (BPAC)
 - Breakfasts with the Director
 - Parents as Educational Partners (PEP)
 - Parent University
 - Festival of Cultures
- Language Proficiency Standards
- High School course reconfiguration

Challenges

- Ensuring native language instruction and support in core content areas for schools with 20 or more students who are from the same language group
- Meeting the needs of students who qualify for both English language services and special education