

Outline of the Nevada Department of Education's English Language Learner Program

September 18, 2009

Title III of NCLB

1. Identification:

- a. Home Language Survey
 - i. When your child first learned to speak, what language did he/she first speak?
 - ii. What language is most often spoken in the home?
 - iii. What language does your child most often speak?
- b. Initial Identification Assessment
 - i. Contact CTB McGraw/Hill:
Elma N. Pineda-Raney, Ed.D.
800.538.9547 x 6706 Tel.
505.797.9894 Tel.
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2. Instruction:

- a. Very limited English proficient (Levels I & II) need a TESL trained teacher
- b. All levels of Limited English Proficient (LEP) students need Sheltered Instruction Observation Protocol (SIOP) or equivalently trained classroom teachers who fully implement the SIOP instruction model

3. Assessments:

- a. Initial Identification Assessment
- b. Annual English Language Proficiency Assessment (ELPA/LAS Links)
 - i. Same contact person as for the Initial Identification Assessment
- c. CRT, HSPE and Writing Assessments

4. Accountability ~ Annual Measurable Achievement Objectives (AMAOs)

- a. LEP students must make progress in English language proficiency
- b. LEP students must achieve attainment of English language proficiency
- c. LEP students must achieve academic proficiency (AYP)

5. Records and Reports:

- a. Records
 - i. Annual scores of the ELPA: Listening, Speaking, Reading, Writing, Comprehension and Overall
 - ii. LEP Re-designation/Exit Requirements:
 1. Overall score of proficient on the ELPA
 - iii. Former LEP student AYP data:
 1. First year after exiting
 2. Second year after exiting
 3. More than two years after exiting
- b. Reports:
 - i. AMAO achievement (annually)
 - ii. Immigrant (February 4th)
 - iii. State Consolidated Performance Report

5. Parent letters:

- c. Initial placement
- d. Continuing placement

- e. Exit from ESL
- f. Failure to meet AMAOs
- 6. Parent outreach and training programs:** designed to assist parents of LEP children to become active participants in the academic education of their children.
- 7. Professional development,** "...of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences)..."
- 8. Needs for a typical LEP student in Nevada to achieve academically:**
 - a. ESL program must be school wide, not just with the "ESL Teacher"
 - b. School must have a strong and effective parent outreach program that teaches parents how to motivate their children and how to help them academically
 - c. Sufficient trained and effective ESL Teachers/Specialist to help the very limited English proficient students
 - d. Sheltered Instruction Observation Protocol (SIOP) or equally rigorous program, and trained classroom teachers/specialist that effectively implement the instruction program
 - e. The school (including teachers and administration) must have high expectations of all students and place strong emphasis on academic achievement for all.

For more information contact:

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For copies of Title III contact:

The National Clearinghouse for English Language Acquisition
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