

“Language is the road map of a culture. It tells you where its people come from and where they are going.”

Program Goals

- Provide English as a Second Language (ESL) students with equal opportunity and access to services so that they may increase their proficiency in English
- Ensure that ESL students, compared to native English speakers, make on-grade-level administered in English

Program Overview

The goal of this program is to develop students’ English language ability as quickly as possible. The program serves both students who are beginning to learn English as well as those that have already developed a good command of spoken English but are performing below grade level in reading and writing. Depending on the age and proficiency level of the student when he/she enters the ESL program, the process may take several consecutive years.

Why should my child participate in this program?

Acquiring social and academic (school) language is a complex process. On the surface the ESL student may appear fluent in English yet struggles to read and write. ESL students are constantly facing the challenge of learning a second language as well as acquiring the language skills required by each grade level and each subject area. As ESL students progress through school the language, content and skills continue to get more difficult. Although a student may gain proficiency in spoken communication in approximately two years, it can take up to six or seven years for that same student to gain proficiency in academic language skills that include reading and writing. With the active support of parents and teachers EL students, with time, will acquire the skills needed for academic success.

Steps for ESL Student Identification and Placement

1. All parents/guardians complete the DoDEA Home Language survey.
2. Parents/guardians, if applicable, are notified that their child will be screened for possible placement in the ESL program.
3. All potential ESL students are given a language proficiency assessment unless student’s standardized test scores in Reading and/or Language Arts exceed the 50th percentile (in which case the student does not qualify for ESL).
4. The parents or guardians are informed of the results of the assessment and if they student qualifies, the ESL teacher then recommends placement into one of four levels in the ESL program or placement into mainstream curriculum.
5. All ESL students are assessed annually in May to determine progress.
6. ESL students remain in the program until they meet exit requirements. After students are exited from the program their progress is monitored for one year. Students can reenter the ESL program any time if there is a need.

Did you know?

- When parents and families get personally involved in education, their children do better in school and grow up to be more successful in life. When families get involved, their children get better grades and test scores, graduate from high school at higher rates, are more likely to go on to higher education, and are better behaved and have more positive attitudes towards learning.
- Children who read at home with their parents, or talk about what they have read, perform better in school.
- Academic achievement drops sharply for children who watch more than 10 hours of television a week, or an average of more than two hours a day.