

What does it mean to receive English Learner (EL) Program Services?



The goal of English Learner (EL) instruction is to support students in achieving the English language proficiency needed to succeed academically and to realize personal, social, and career goals. Licensed EL teachers work with students during the school day to support and accelerate language development across content areas.

Academic Language

EL teachers work with students to support and accelerate their English language development in academic subjects:

Math, Science, English Language Arts, Social Studies



Social and Instructional Language

EL teachers support and accelerate students' English language development for social and instructional purposes.



Sheltered Courses

In Middle and High School, students who are beginning to learn English attend content courses with other students at similar language proficiency levels taught by EL teachers.



Co-taught Classes

An EL teacher and a classroom or content teacher work together to provide standards-based instruction supported for language development. Each teacher guides the instruction from the knowledge base of their specialty or content area.



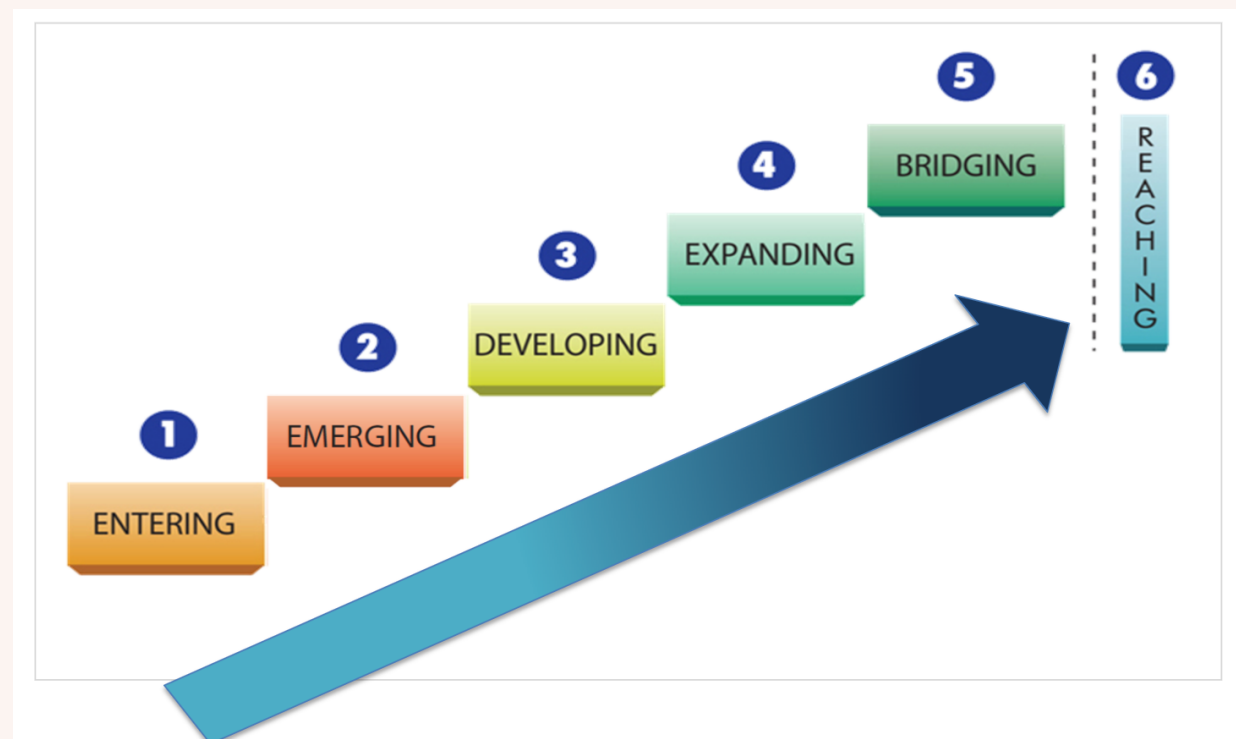
Small Group Instruction

EL teachers provide language development instruction in small groups targeted to student's needs and language levels.



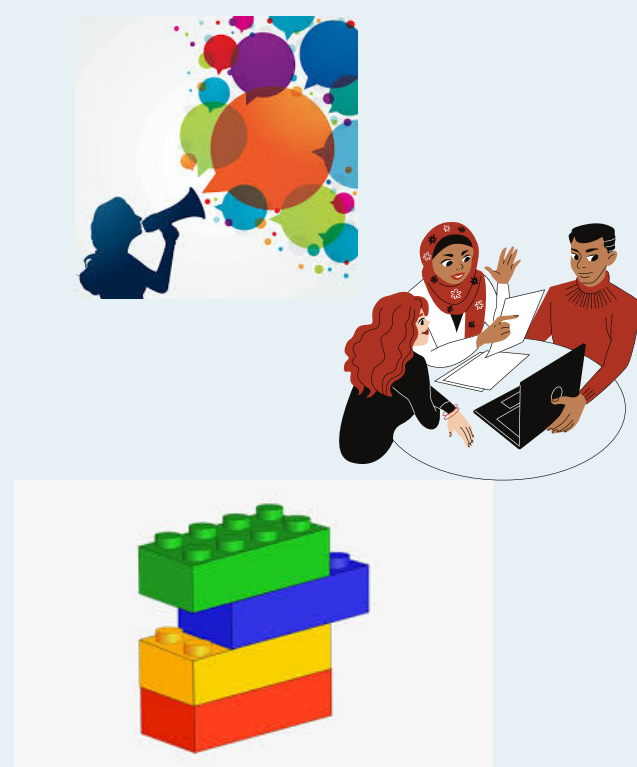
Progress to Proficiency

EL teachers support students in their language development towards full proficiency in English in Listening, Speaking, Reading, and Writing. Proficiency is measured by the ACCESS assessment.



Essential Practices

EL, classroom, and content teachers embed specialized instructional practices that support and accelerate language development while students are learning school content subjects.



For specific information about the services your student receives please contact your student's EL teacher.

How was my child identified for English Learner (EL) Program Services?



Students entering Osseo Area Schools are identified for English Learner (EL) services following state and federal guidelines and procedures for EL program services. State and federal guidelines include determination of students' home languages and English proficiency levels.

1

Enrollment Center

New students enroll in Osseo Area Schools at the Enrollment Center to register for school and be assigned to a school site.



Minnesota Language Survey

All students entering Osseo Area Schools complete the Minnesota Language Survey. This form indicates which languages the child uses. If a language other than English is included, the student may be eligible to receive EL services.

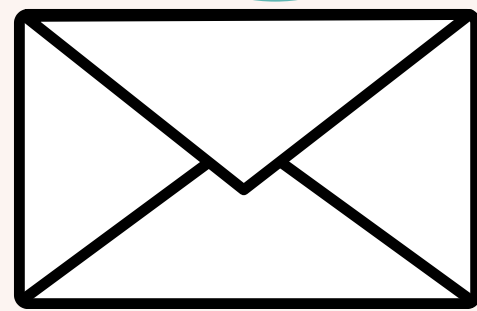
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Parent Notification Letter

When a student receives a qualifying test score, the district mails a letter to parents letting them know that their child is enrolled in EL services. Parents have the right to refuse EL services for their child.

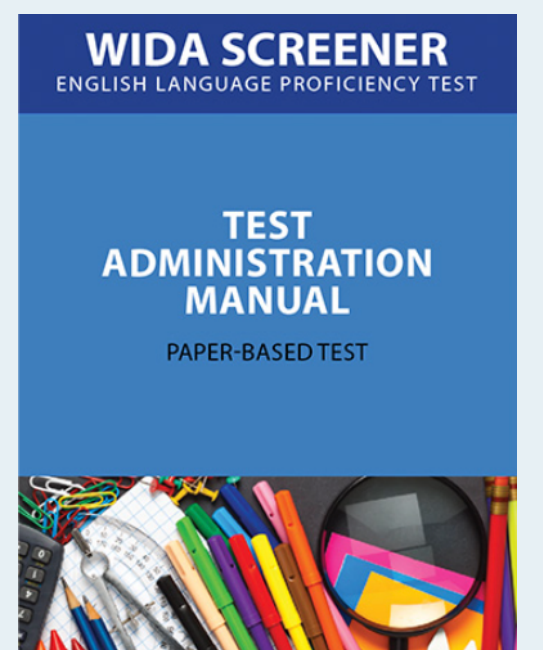
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English Proficiency Testing

If a family indicates on the Minnesota Language Survey that their child speaks a language in addition to, or other than English, an enrollment specialist will administer an English proficiency screener test. If the student's test results indicate a need for support in developing English, the student will be enrolled in EL program services.

3



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EL Services Begin

Licensed EL teachers provide language development instruction and support via co-teaching, small groups, or sheltered instruction.

6

ACCESS Testing

Each year in February and March, students identified for EL program services take the ACCESS test. The test assesses students' English proficiency in Reading, Writing, Listening, and Speaking.



Continued Service

If a student's ACCESS test scores indicate a need for further support in developing English, the student continues to receive EL services as they progress towards full proficiency in English. State policy determines the ACCESS scores for exiting services or for a student to continue receiving EL service.

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Will my child always receive English Learner (EL) Program Services?

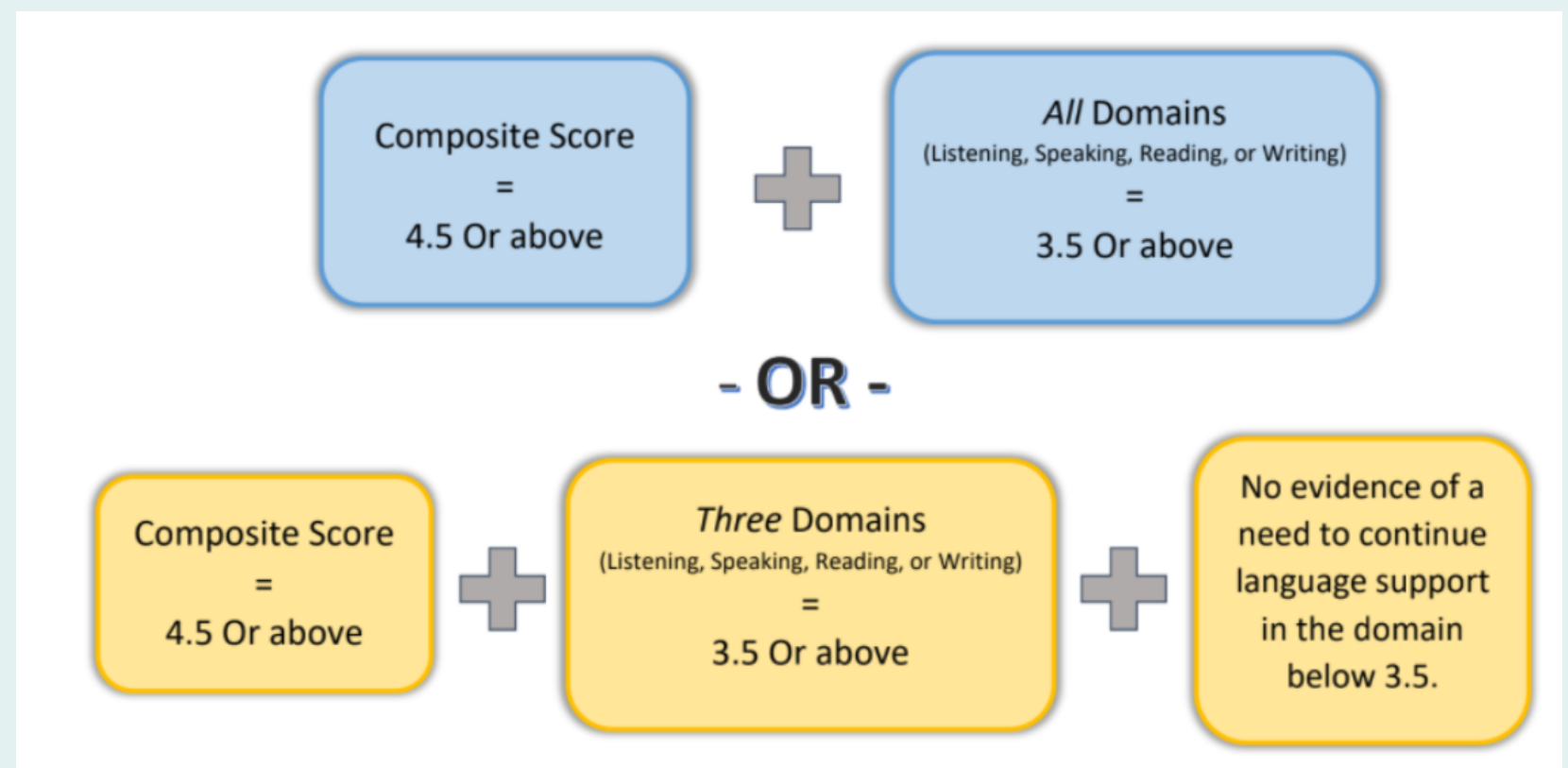


The goal of English Learner (EL) instruction is for students to reach English proficiency and to exit EL program services. Osseo Area Schools follows state and federal guidelines for determining when a student has reached the level of English proficiency necessary to fully participate in all academic subjects without need for further language supports. After achieving this proficiency level, students no longer receive EL services.

Exit Criteria

Students identified for EL program services "exit" services when they achieve a qualifying score on the ACCESS test. A qualifying score indicates a high level of proficiency in reading, writing, speaking, and listening and shows that a student no longer needs language supports to be successful academically. The graphic to the right shows the qualifying scores for exiting EL. The Composite Score is a combination of all four domains (reading, writing, speaking, listening) but more weight is given to reading and writing in the score. The Composite Score consists of 35% Reading, 35% Writing, 15% Listening, 15% Speaking.

ACCESS Test Scores Qualification for EL Exit



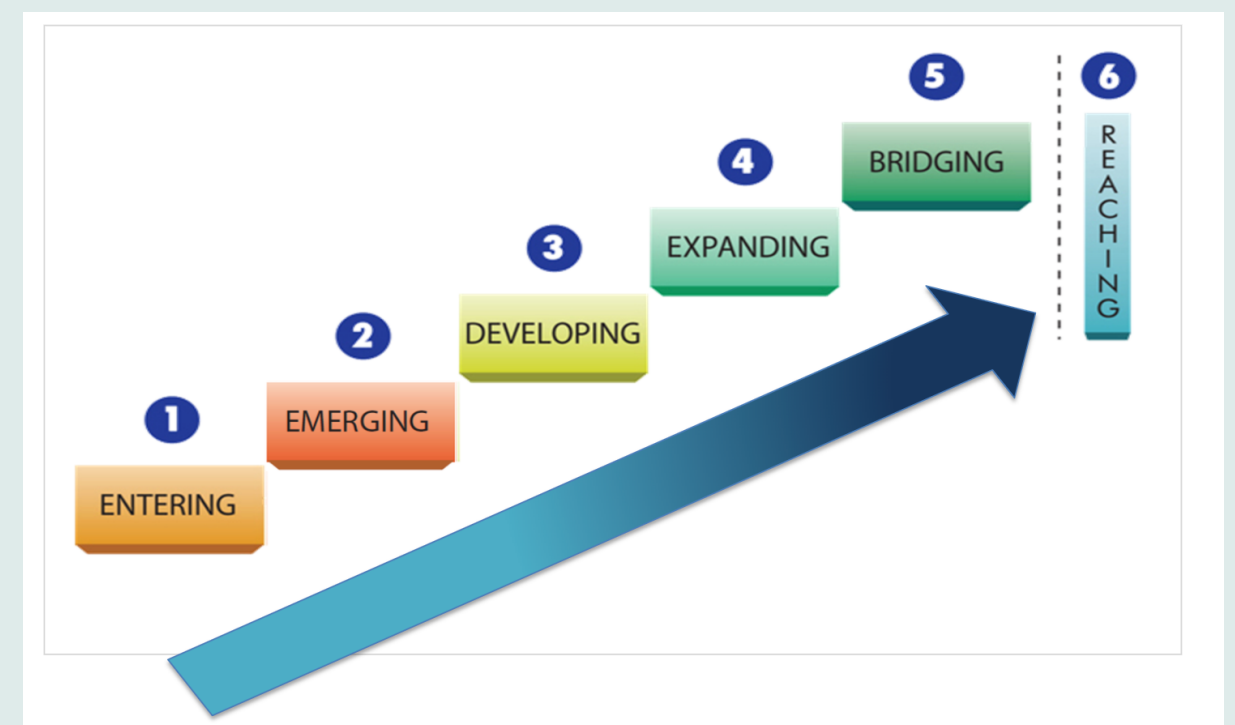
ACCESS testing

The ACCESS test is administered annually in February and March. Students identified for EL program services take the ACCESS test. The test assesses students' English proficiency in Reading, Writing, Listening, and Speaking.



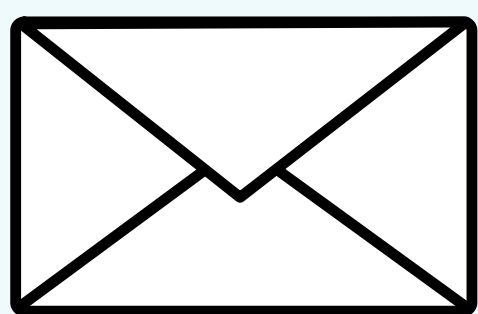
ACCESS Levels

The ACCESS test proficiency level scores describe the students' performance in terms of the six WIDA English Language Proficiency Levels. At a Composite level of 4.5 and above, with 3 or more domains above 3.5, a student exits EL services.



Exit Procedures

For all students who exit, parents receive an exit letter in the mail communicating that their child has met proficiency and will exit from EL services at the end of the school year.



Student Monitoring

School districts are required by MN state law to monitor students' academic progress for two years after exiting EL program services. In Osseo Areas Schools, enrollment specialists work with classroom and content teachers to assess student progress and determine any further need for language support. In the rare case that a student may need to return to EL services, parents are included in the decision making process.

For specific information about the services your student receives please contact your student's EL teacher.