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WASD Mission Statement

Enter to learn.....The Wilson Area School District will provide safe environments and a variety of learning experiences that embrace diversity and allow all students to achieve to their fullest potential as responsible and productive citizens, who become life-long learners. The District and community will work in partnership to prepare our students for tomorrow's challenges so that they may.....Go forth to serve

I. Program Goals and Objectives

- To develop both basic interpersonal communications skills (BICS) and cognitive academic language proficiency (CALP)
- To develop proficiency in the domains of speaking, listening, reading and writing the English Language
- To develop competence in intercultural interactions in both the social and academic setting
- To encourage participation in the full range of instructional activities in the regular education curriculum and in extra-curricular activities

Annual Measurable Achievement Objectives (AMAOs) are performance targets that are NCLB Title III. There are three categories of achievement objectives for limited English proficient (LEP) students:

- 1) Progress toward acquiring English language proficiency.
- 2) Attainment of English language proficiency.
- 3) Adequate yearly progress (AYP) as measured by the PSSA.

II. Identification of English Language Learner's (ELLs)

If the Home Language Survey (HLS) indicates a language other than English is spoken in the home, the ESL Coordinator is notified and reviews the student's transcripts to determine the degree of further assessment.

- If the transcript indicates all B's or better in core curriculum subjects and scores of BASIC, or higher on the PSSA, or other equivalent standardized assessment, no further assessment is necessary
- If the transcript indicates a need for further assessment, the ESL coordinator or teacher will test the student using the grade appropriate W-APT Assessment. Copies of the assessment will be kept on file in the ESL office and will also be placed in the student's permanent file. If the assessment indicates a need for ESL instruction a letter will be sent to parents informing them of their child's placement in the ESL program.

III. Assessment of ELLs for Entrance, Progress, and Exit

A. Entrance Criteria

- Any language other than English on the HLS

-and-

- Grades 1 – 12 - scores of 4.5 or below on the WIDA-ACCESS Placement Test (W-APT) - indicator of need for ESL instructions

-or-

- Kindergarten - scores of 14 or below on the listening and speaking portion of the W-APT-indicator of need for ESL instruction

B. Measurement of Progress

- Quarterly review of Progress/Report Cards
- ESL & Classroom teacher collaboration
- Yearly review of WIDA ACCESS for ELs

C. Exit Criteria (as per PA Department of Education)

Exit Criteria for Pennsylvania's English Language Instructional Programs for ELLs)

The exit criteria provided below for English Language Learners (ELLs) represents valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. Every LEA must include the following exit criteria in the LEA Program Plan for ELLs.

In order to meet the required state exit criteria for Pennsylvania's English language instructional programs for ELLs, LEAs must use **both of the required exit criteria** listed below. In addition, LEAs must ensure that students meet **one of the two additional exit criteria** provided below to exit from an English language instructional program:

1. Score of BASIC, or higher on the annual Pennsylvania System of School Assessment (PSSA).

SPECIAL CIRCUMSTANCES:

- For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA.
 - For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.
2. Scores of 5.0 on a Tier C ACCESS for ELLs assessment (see Items A and B below for cutoff score flexibility)
 - A. Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cut-off for program exit on the state determined date of the administration of the ACCESS for ELLs in order to demonstrate sufficient progress to justify exit.

NOTE: The W-APT may ONLY be administered to a student once during any school year.

<u>Grade Level</u>	<u>ACCESS Score</u>	<u>W-APT Scores*</u>
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

* A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

- B. A score of **PROFICIENT** on the reading section of the PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the state determined date of the administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.

A requirement of NCLB Title III: Language Instruction for Limited English Proficient and Immigrant Students is to monitor transitioned (exited) students' academic achievement and progress for two years after exit from an ESL/bilingual program. Specifically the law states:

Section 3121(a) (4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.

Monitoring of ELLs is required for two years after a student exits an ESL/bilingual program. Monitoring includes periodic review of grades, local assessments, required state assessments, and teacher observation.

IV. Instructional Program

ESL instruction takes place in the ESL classroom with English presented as the language of instruction in a language intensive setting. ESL students participate in the regular education content classes. Adaptations are made by the classroom teacher with the assistance of the ESL teacher. The ESL program includes planned instruction in the four domains of language; listening, speaking, reading, and writing at the individual student's level of language acquisition. This includes both direct language instruction and adaptations to instruction/assessment in all content areas. Levels are defined by the 5 PA English Language Proficiency Standards – PA ELPS which can be found at:

http://www.education.state.pa.us/portal/server.pt/community/measurements%2C_standards___policies/7531/elps_for_ells/509513

The CAN DO Descriptors, found in the PA ELPS, offer teachers and administrators working with English language learners a range of expectations for student performance within a designated English language proficiency level of the Pennsylvania English Language Proficiency Standards. The characteristics within each box are target skills. These descriptors can be used as a guide to develop appropriate assignments and assessments.

English Language Learners (ELLs) are graded using the same grading system as all other students. In order to achieve academic standards, content area instruction is aligned with the corresponding standards and adapted to meet the needs of the students.

V. Staffing

WASD ESL teachers hold the certification required by the Pennsylvania Department of Education and are trained in second language acquisition, instructional methodology,

and assessment techniques.

Professional development opportunities are provided by the District for both ESL teachers and content teachers.

VI. Special Education

ELLs may be eligible for Special Education. The IEP team will consider the need for ESL instruction as they address all students' needs. In determining students' needs, the IEP team will consider both special education services and ESL instruction simultaneously, as appropriate.

VII. Communication with Families

According to federal regulations, districts are required to provide program information to parents in the parent's preferred language or mode of communication. The Pennsylvania Department of Education provides communication with parents and students regarding general education and requirements via TransAct at www.transact.com.

IX. Resources

- United States Department of Education
Office of Elementary and Secondary Education
Office of Bilingual Educational and Minority Language Offices
- Teachers of English and Speakers of Other Languages (TESOL)
- Pennsylvania Department of Education
- Bureau of Curriculum & Academic Services
LEP / Bilingual Educational Advisor
- Pennsylvania Training & Technical Assistance Network
- Intermediate Unit 20