



English Language (EL) Services in  
Cambridge-Isanti Public Schools  
Language Instruction Educational Program

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# English Language (EL) Services in Cambridge Public Schools:

The goal of the Cambridge-Isanti EL Program is to equitably identify English Learners (EL) and meet their learning needs. This is accomplished by determining language proficiency using research-based assessments in order to provide appropriate English language development support. A differentiated service model based on English language proficiency levels is used to help students achieve school success with social and academic language.

## Mission Statement:

To empower English learners by helping them to build academic, cultural, and social competence in the English language.

## Vision Statement:

The Cambridge Isanti Public School District provides a welcoming, rigorous academic environment in which English learners are able to reach their potential and prepare for successful, productive lives.

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# EL Acronyms

ACCESS – Assessing Comprehension and Communication in English State to State for English Learners, the statewide annual assessment used by Minnesota public schools to measure progress and proficiency for English Learners (EL).

Alternate ACCESS - Assessing Comprehension and Communication in English State to State for English Learners: a language assessment for severely developmentally disabled EL students. This assessment is used for students who are unable to respond to the ACCESS test due to the barriers imposed by their disabling conditions.

BICS – Basic Interpersonal Communication Skills: English skills that have developed to a social language level. This usually takes one to two years to develop for ELs.

CALP - Cognitive Academic Language Proficiency: the ability to use the acquired language for academic purposes at a proficiency level like that of a native speaker of the language. This level of language development takes between five and ten years, depending on the academic background of the language learner.

ELD – English Language Development: the process of acquiring English for social and academic purposes. Standards used for instruction and assessment are referred to as the ELD standards.

ELL – English Language Learner: this identification term was used prior to 2010 when discussing people who were learning the English language.

EL – English Learner: The current accepted term for people learning the English language. Minnesota has officially adopted this as the term to use when referring to those learning English.

ESL – English as a Second Language: A term previously used to identify English learners or the classes they participated in to learn English. ESSA – Every Student Succeeds Act: The current education law for the United States which was enacted in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA).

L 1 – First Language: the first language spoken by the EL.

L 2 – Second Language: the second language being acquired, usually English as used for this purpose.

LEA – Local Education Agency

## EL Acronyms Cont.

LEP – Limited English Proficient: the term used in the No Child Left Behind Act to designate students who are in the process of acquiring English skills and require support to access the language of instruction. This term has now been replaced by English learner in the ESSA.

LIEP – Language Instruction Educational Programs: Title III requires that each grant recipient provide effective services that “meet the needs of English Language Learners and demonstrate success in increasing (A) English language proficiency; and (B) student academic achievement” (ESEA Section 31 5(c)(1)).

MARSS – Minnesota Automated Reporting Student System: the computer-based system used by public schools throughout Minnesota to collect and report student data.

MNLS – Minnesota Language Survey: The home language questionnaire is part of the mandatory identification process for EL students. All students enrolling in public schools are to respond to questions concerning the language first spoken by the child and the language that is most frequently spoken in the home by family members and the student being enrolled. (MN statute, section 124D.58 to 124.D.65 and PL 107-110, The No Child Left Behind Act of 2001, Section 3301).

NCLB – No Child Left Behind: refers to the federal education law passed in 2001 that includes accountability measures for ELs. This act has now been replaced by the ESSA in 2015.

SIOP- Sheltered Instruction Observation Protocol: the research-based instructional framework that intentionally builds in language development and support for ELs in the classroom.

SLIFE – Students with limited or interrupted formal education: Minnesota defines SLIFE as students who were: 1) comes from a home where the language usually spoken is other than English; 2) enters school in the U.S. after grade 6; 3) has at least two years less schooling than the English learner’s peers; 4) functions at least two years below expected grade level in reading and mathematics; 5) may be preliterate in the English learner’s native language. Minn. Stat. 124D.59, Subd. 2a

W-APT – WIDA ACCESS Placement Test: used for initial screening of students who have a home or primary language other than English. This assessment has been replaced by the Kindergarten Screener beginning on July 1, 2021.

WIDA – World-Class Instructional Design and Assessment: the consortia of states that work together to develop best practices for instruction and assessment for ELs. This organization crafted the English Language Development (ELD) standards that are used for EL instruction and assessment.

# EL Definitions

**Academic Vocabulary** – the vocabulary used in academic instruction including content-specific terminology as well as process vocabulary that is needed to comprehend and accomplish academic tasks.

**Affective Filter** – emotional issues and self-esteem influence a student's ability to acquire information. When a student's affective filter is up, meaning they are highly stressed, they will have difficulty acquiring content.

**Background Knowledge** – the experiences and knowledge that an individual acquires.

**Comprehensible Input** – information, concepts and skills presented to students in a way that promotes understanding.

**Fluency** – the degree to which one speaks freely and effortlessly. **General Vocabulary** – basic, non-specific words. Flower is a general word while daisy, tulip and morning glory are specific words.

**Home Language** – The language most often spoken by an individual or family in the home.

**Indirect Services** – services provided to EL students when they are no longer receiving services from the EL teachers. This service generally involves tracking student assessment and grade data to ensure that the student can access grade level curriculum.

**Monitoring** – The term used by the Minnesota Department of Education for the two-year period following a student's reclassification from LEP/EL to non-LEP/EL. Testing data for that student is included with active EL students when evaluating the rate of proficiency for reading and mathematics proficiency attainment.

**Primary Language** – (L1) The language an individual first learned to speak.

**Prior Knowledge** – the learning that has taken place for the student from previous lessons or schooling.

**RAELS: Recently Arrived English Learners** is a K-12 student who has been identified as an English learner in Minnesota and who has been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months at the time of testing. A student can only be identified as a RAEL one time. When a student is identified as a RAEL they must take the appropriate Mathematics, Reading, and Science MCA or MTAS and all domains of the ACCESS or Alternate ACCESS for ELLs.

## EL Definitions Cont.

Scaffolding – the provision of extensive instructional support when concepts and skills are being first introduced and the gradual removal of supports when the students begin to develop proficiency, skills or knowledge.

Sheltered Instruction – an approach for teaching content to English learners in strategic ways that make the subject matter comprehensible while promoting the development of English proficiency.

Specific vocabulary – precise rather than general words. Amusing, entertaining or enjoyable are specific alternatives for fun, a general adjective. Survival English – the most basic English words and the phrases a learner needs to understand and produce to navigate in an English environment.

Target Language – the language the learner is working to acquire.

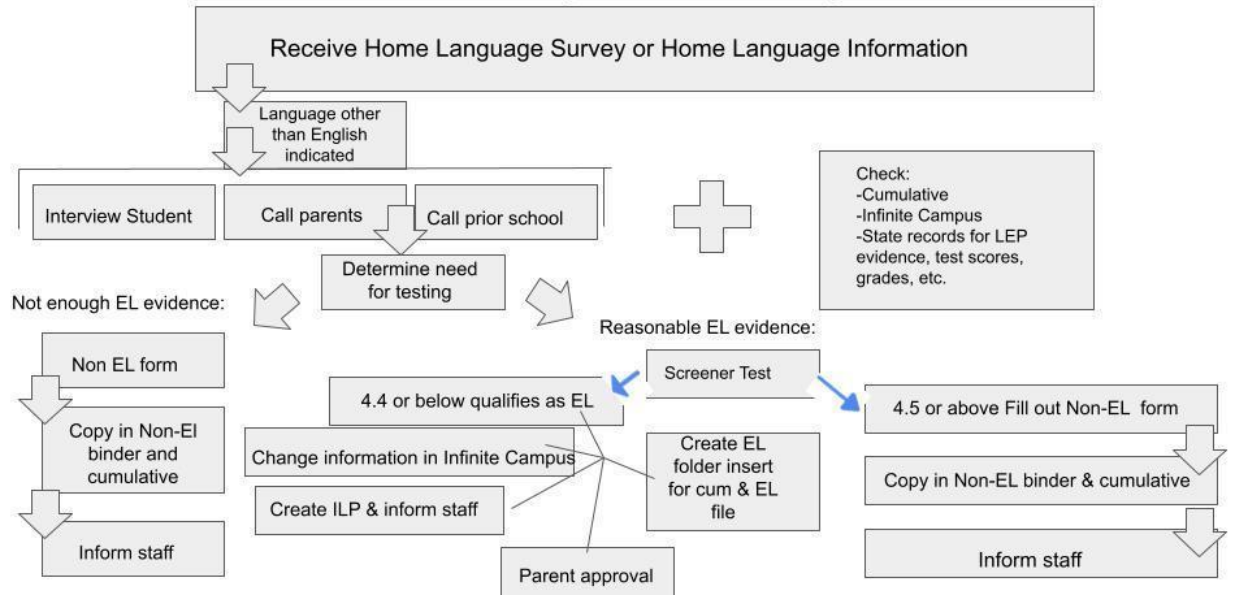
Target Vocabulary – words pertaining to the academic content areas that a learner needs to know to access the curriculum.

Technical Language – vocabulary that is associated with a content area. Petal, stigma and sepal are technical terms for parts of a flower.

Title III – Federal funding provided by the federal government to supplement, but not supplant, services provided to English learners under Title VI of the Civil Rights Act of 1964, the Equal Opportunities Act of 1974, and other requirements, including those under State or local laws. State education departments distribute Title III funds through an annual grant application process.

## Entering Services

### EL Identification Process (Modified from Cedarburg, WI)



## Cambridge-Isanti ELL Enrollment Plan

### EL Identification, Placement and Program Exit

#### Step 1: English Learner Identification Process

During enrollment, all families must complete a Minnesota Language Survey (MNLS). This document is available in multiple languages. Students noting language(s) in addition to English on the MNLS will be referred to our ELL Coordinator & ELD teachers who will determine if students have received ELL services in their previous setting or if they will need to be assessed for EL Eligibility. The identification process used by Cambridge-Isanti Schools follows the Minnesota Standardized English Learner Procedures outlined by the Minnesota Department of Education. Flowchart in Appendix B shows the identification process used by Anoka-Hennepin.



## MDE Entrance Eligibility Criteria

New students are eligible for EL service if they meet the following criteria:

Assessment	Kindergarten through 1st semester Grade 1
Kindergarten W-APT	<b>First semester Kindergarten:</b> Student is eligible if combined Listening and Speaking score is equal to or less than 27
Kindergarten W-APT	<b>Second semester Kindergarten through First Semester Grade 1:</b> Student is eligible if combined Listening and Speaking score is equal to or less than 27 AND Reading score is equal to or less than 10 AND Writing score is equal to or less than 11
Assessment	2nd semester Grade 1 through Grade 12
WIDA Screener	Student is eligible if Composite score is less than 4.5 or any single domain is less than 4.0
Assessment	Grade 1 through Grade 12
Prior ACCESS for ELL 2.0	Student is eligible if prior ACCESS for ELL 2.0 Composite score is less than 4.5 or two or more domains are less than 3.5.

## Continuing Placement Procedures

Students obtaining an ACCESS 2.0 for ELLs overall composite score below 4.5 or receiving a score below 3.5 in any two or more of the four domains of listening, speaking, reading or writing are automatically eligible for continued EL services. Ongoing placement in EL services are based upon the students' most recent ACCESS test data.

### SPECIFIC STEPS INCLUDE:

PROCEDURES FOR ALL SCHOOLS
<ul style="list-style-type: none"> <li>● Building Administrative Assistants will alert the ELD Coordinator and ELD Teachers when a Language Survey is marked with any language other than English during enrollment processes.</li> <li>● Building Administrative Assistants will request ELL records from prior school including ACCESS scores/reports</li> <li>● ELD Coordinator and/or Assessment Coordinator will look through MDE Secure Reports; Progress towards English Proficiency Roster to download previous ACCESS test data               <ul style="list-style-type: none"> <li>○ If current ACCESS scores are available:                   <ul style="list-style-type: none"> <li>■ ACCESS scores will be added to the district ELL Student Tracking Document</li> </ul> </li> </ul> </li> </ul>

- Students will be referred to the building level ELD teacher who will schedule the student(s) into ELL class periods following the procedures listed for specific grade levels below.
- The district Student Information Specialist will add the ELL record into our Student Information System, Skyward.
- Upon completion of the required procedures, the ELD Coordinator and ELD teachers will ensure that both teacher and student schedules indicate services.
- If current ACCESS score are NOT available:
  - ELD Coordinator will contact the building level ELD teacher to set up ELL screening of the newly enrolled student(s)
  - ELD teachers will administer the screener and report the results to the ELD Coordinator to record in the district ELL Student Tracking document.
  - ELD teacher will prepare and send required ELL documentation to parents
  - ELD teacher will enter data into ELL Student Tracking Document
  - If eligible for ELL services, the ELD teachers will schedule students into ELL class periods following the procedures listed for specific grade levels below..
  - Upon completion of the required procedures, the ELD Coordinator and ELD teachers will ensure that both teacher and student schedules indicate services.

#### **PROCEDURES FOR BUILDINGS SERVING STUDENTS IN GRADES K-5**

Upon completion of the Procedures for All Schools:

- ELD teachers will meet with the general education teachers to create ELL schedules that ensure that the ELL students are being pulled for ELD services at a time other than core instruction.
- ELD teachers will share the jointly created ELL schedule which includes ELL student names with the building principal and Administrative Assistants.
- Administrative Assistants will add ELL services times into the regular education teacher schedules.
- Upon completion of the required procedures, the ELD Coordinator and ELD teachers will ensure that both teacher and student schedules indicate services

#### **PROCEDURES FOR BUILDINGS SERVING STUDENTS IN GRADES 6-8**

Upon completion of the Procedures for All Schools:

- ELD Teachers will meet with the Middle School principal and Administrative Secretaries in the spring and during workshop week of each year to share current ELL student lists and develop schedules for the following year for every ELL student who has not met exit criteria through ACCESS testing.
- School Counselors will create student schedules that reflect ELL instruction courses and class periods.
- Upon completion of the required procedures, the ELD Coordinator and ELD teachers

will ensure that both teacher and student schedules indicate services

### PROCEDURES FOR BUILDINGS SERVING STUDENTS IN GRADES 9-12

Upon completion of the Procedures for All Schools:

- ELD Teachers will meet with high school guidance counselors and/or the Assistant Principal in the spring of each year to share current ELL student lists and develop schedules for the following year for every ELL student who has not met exit criteria through ACCESS testing.
- Counselors and Assistant principals will place students in the appropriate ELL Services course and class period as designated by the ELD teacher.
- ELD Coordinator and Assessment Coordinator will meet in August to evaluate the status of any students newly enrolled in the district over the summer with a language other than English reported on the language survey completed during the enrollment process and will advise next steps with the ELD teacher.
- ELD teachers will meet with the School Counselor during back to school week to ensure all new eligible students are placed in the appropriate ELL courses.
- Upon completion of the required procedures, the ELD Coordinator and ELD teachers will ensure that both teacher and student schedules indicate services

### PROCEDURES WHEN STUDENTS ENTER DURING THE SCHOOL YEAR

All procedures listed above will be followed upon enrollment of English Language Learners throughout the school year

Cambridge-Isanti Schools use the following letters and forms to communicate with parents regarding EL services.

- **English Learner Eligibility Notification**

Parents/guardians are notified within the first 10 days of initial enrollment in EL programming via a letter mailed to their residence. A copy of this notification is maintained in the student electronic file. Notification mailing includes:

- WIDA Screener results *or*
- Prior ACCESS for ELLs 2.0 test results

An annual notification of EL services is mailed to parents/guardians within 30 days of the school year.

Notification mailing includes:

- ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0 test results, if the student took the assessment and notification of eligibility for EL programming.
- If the student did not take the ACCESS for ELLs or Alternate ACCESS for ELLs assessment, the letter outlines eligibility for EL programming

- **English Learner Program Exit Letter**

When a student has met criteria to exit EL services, parents/guardians are notified by mail in July, when ACCESS for ELLs 2.0 scores have been finalized. The student will receive their actual score report (Individual Student Report) in September.

- **Refusal of English Learner Services**

Parents/guardians have the right to refuse or withdraw students from EL services. Parents choosing this option are required to sign a Refusal of English Learner Service form. Students that refuse EL services are required to take the ACCESS for ELL 2.0 assessment each year, until the student meets exit criteria.

- Buildings are responsible for collecting a signed Refusal of English Learner Service form annually.
- Signed forms are forwarded to the Family Welcome Center. MARSS reported elements are updated and signed refusal is stored in the student electronic file.

- **Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing**

Parents/guardians retain the right to refuse student participation in statewide assessments including the ACCESS for ELL 2.0. Parents must complete the Parent/Guardian guide and Refusal for Student Participation in Statewide Testing form annually. Those forms are collected and stored in our Research, Evaluation and Testing department.

Note: Professional Development and sharing of procedural expectations will be provided to all staff involved in the ELL Enrollment process on a yearly basis.