

Allentown City School District



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Purpose and Program of Study

Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a Second Language (ESL) instruction by a teacher with the ESL Program Certificate.

In accordance with the Allentown School District Board of Directors Policy #138, the District shall provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The goal of the program shall be to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students, who are English Learners (ELs) shall be identified, assessed and provided instruction, and shall be provided an equal opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations. **(Policy #138 – English as a Second Language/Bilingual Education Program)**

Allentown School District Language Instruction Educational Program

Program of Study

The Office of English Learners Services will promote and nurture the following principles and actions:

- Explicitly target and prioritize English learners in the vision for student's success.
- Develop educators who have an asset-based approach to students' multiple identities, including cultural and linguistic identities, and who are equipped with strategies to integrate language and content instruction.
- Implement systems that collect data on English learners and make data easily accessible for educators and communities.
- Implement a more robust plan to engage families and diverse communities.

English Language Development (ELD) Instruction

Pennsylvania Department of Education states that ELD instruction needs to provide “systematic, explicit, and sustained language instruction designed to prepare students for the general academic program by focusing, in meaningful and contextualized circumstances, on the academic language structures that underpin social and academic constructs.”

It is the mission of the Office of English Learners Services to ensure that this population is supported and is integrated into every facet of what Allentown School District has to offer. It is the responsibility of the District to develop a program of study or planned instruction to make sure English learners are attaining English language proficiency in listening, speaking, reading, and writing in 5 years or less by implementing the PA English language Proficiency Standards and the PA Core Academic Standards. In order to achieve linguistic and academic success for English learners, the Office of English Learners Services will conduct intense, targeted and research-based professional development for ESL teachers and teachers with ELs in their classrooms.

Elementary Program of Study

The instruction of English learners needs to be centered on the opportunity to acquire English language proficiency in listening, speaking, reading, and writing. In order to align English language development as required by PDE, the following strategies need to be implemented:

English learners will be clustered in grade level classrooms based on their levels of English language proficiency. These English language development classrooms will be called “ELD Friendly classrooms”. Each ELD Friendly classroom will have a cluster of English learners up to 50% of the classroom population. In this model, ESL teachers can pull-out and provide intense English language development instruction to all ELs in Levels 1 and 2, who are the students who need the most language acquisition targeted instruction. English learners in Levels 3 and 4 can receive ESL instruction that focus on the development of reading comprehension and writing. We have developed a process and the LIEP Supervisors of Instruction and LIEP Facilitators assigned to each Network Improvement Community will work with Principals to cluster English learners in ELD Friendly classrooms.

The clustering of English learners in designated ELD Friendly classrooms will facilitate the following:

- Promoting equitable instructional practices providing English learners with targeted language instruction and the supports necessary to acquire English language proficiency.
- Expanding students’ content-area knowledge and skills by supporting the ELD Friendly classroom teachers with targeted strategies to support the English learners in her/his classroom. There will be support of an ESL paraprofessional and on- site training by the LIEP Facilitator.
- Supporting language development by providing targeted ELD instruction based on research-based practices and the use of resources, and a newly developed ELD curriculum Framework based on the PA Language Development Standards and the WIDA ELD Standards, aligned to the PA Core Academic Standards.
- Bolstering student engagement by providing opportunities to develop language and concepts through social interaction with peers who are native speakers of the target language. By creating classroom environments and activities with ample opportunities for purposeful student collaboration and discussion, teachers can capitalize on the ways youngsters naturally learn from one another. (Billings and Muller, 2018)

Sheltered Instruction

Grade level teachers in ELD Friendly classrooms will implement the effective strategies of sheltered instruction to teach grade level content to their students. These strategies will not only benefit English learners, but all students who are struggling to learn new concepts.

Sheltered Instruction (SI) is a method of teaching English Learners that fits the recommended model of culturally responsive education. The goal of SI is to help students develop content knowledge, language proficiency, and academic skills at the same time. Sheltered Instruction teachers support content comprehension through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, quality student interaction, peer tutoring, multicultural content, and strategic native language support. They create a non-threatening environment where students feel comfortable interacting with one another and taking risks.

Middle School Grades 6 to 8 Program of Study

English learners in Levels Entering/ Level 1 and Beginners/ Level 2 in Grades 6 to 8 will receive English language Development Instruction in self-contained classrooms during the Literacy Block. English language development instruction will focus on Language acquisition as a social / interactive / collaborative process that occurs over time. Students will be engaged in a social process where they talk together in purposefully structured collaborative groups to learn language and content. English as a Second Language teachers will teach language taking into consideration that language acquisition is nonlinear and a complex process with the goal of comprehension and communication. Lessons will be grounded on the Pennsylvania English Language Proficiency Standards and the English Language Development Framework in which instruction is contextualized and grammatical instruction is embedded and based on the text and genre to support understanding. Lessons focus on how language is purposeful and patterned. Students will learn language functions and features in context.

English as a Second Language teachers will participate in intense training so they can transition into instruction with a strong language development focus.

Grade 6-8 English Learners in Developing /Levels 3 and Expanding/Level 4

ESL teachers will be assigned to Collaborative Classrooms to support content instruction

These teachers will work collaboratively with the Language Arts teachers to provide instruction to students in Levels 3 and 4 in small groups. Their instruction will focus on academic vocabulary development, reading comprehension and writing. These teachers will have flexibility in their schedules to be able to target small groups of students to develop literacy and challenge their students to be able to reach PDE Reclassification Criteria before going to High School.

The addition of English Language Development paraprofessionals will be part of the support during content instruction.

Content Instruction for English Learners

Content teachers will receive professional development on Sheltered Instruction strategies and will have the support of LIEP Facilitators to guide them in the implementation of effective teaching strategies for English learners.

Sheltered Instruction has the following effective teaching strategies

- **Explicit Instruction:** Sheltered Instruction emphasizes clear and direct teaching methods. Teachers explicitly teach academic content, language skills, and learning strategies, making learning objectives and expectations transparent to students.
- **Models Best Practices:** Sheltered Instruction incorporates evidence-based instructional strategies that are known to be effective for English Learners. These may include visual aids, hands-on activities, cooperative learning, and scaffolding techniques to support comprehension and engagement.
- **Differentiated Instruction:** Sheltered Instruction recognizes the diverse needs of English Learners and incorporates differentiated instruction to address varying language proficiency levels, learning styles, and cultural backgrounds within the classroom.

- **Language and Content Integration:** In Sheltered Instruction, language development is integrated with content learning. Teachers help students make connections between language use and academic concepts, providing opportunities for language practice in meaningful contexts.
- **Culturally Responsive Teaching:** Sheltered Instruction values and incorporates students' cultural backgrounds and experiences into the learning process. Teachers create a supportive and inclusive classroom environment that respects and celebrates diversity.
- **Assessment and Feedback** are ongoing to monitor student progress and provide timely feedback. Assessments are designed to be fair and accessible to English Learners, taking into account their language proficiency and academic growth.
- **Sustained Language Development:** Sheltered Instruction aims for sustained language development by providing ongoing opportunities for students to practice and refine their language skills across various academic subjects. This includes consistent exposure to academic vocabulary, structured language activities, and meaningful interactions that promote language proficiency over time.

Curriculum and Resources

An English Language Development curricular resource will be implemented to address the diverse needs of Language Learners (ELs) in English Language Development classrooms and in the Language Arts collaborative teaching classrooms. The English Language Development Curriculum Framework addresses all levels of English language proficiency and incorporates the Key Language Uses: Narrate, Inform, Explain, and Argue as a thread to develop language through social interaction. The other component of the English Language Development Framework targets the components of language: Phonology, Morphology, Orthography, Semantics, Syntax, Register and Oral and Written Discourse. Teachers will use StudySync and other English Language Development supplementary resources to provide multiple opportunities to learn.

High School Program of Study

Overview

In order to effectively address the diverse needs of English Learners (ELs) at the high school level, our Language Instruction Educational Program will be structured to provide targeted support and instruction tailored to students' language proficiency levels and completion of their high school education. This document outlines the protocol for English language development at the high school level, including class structures, curriculum, teacher qualifications, and support services.

Grade 9 and 10 - Levels Entering/Level 1 and Beginner/ Level 2

Double-Period English as a Second Language English Class

For students enrolled in US schools for less than 3 years and at WIDA Level 1 to 2.7, a double-period English Language Development class will be provided. This extended instructional time allows for intensive language development and linguistic support.

Regular progress monitoring will be conducted, and instructional adjustments will be made based on students testing data and evidence of progress.

Grades 11 and 12 - Levels Entering/ Level 1 and Beginner/ Level 2

Students will have a Double-Period English Language Development Class. Similar to grades 9 and 10, students enrolled in US schools for less than 2-3 years and at WIDA Level 1 to 2.7 will have a double-period English Language Development class to support their language development.

Progress monitoring will be ongoing to inform instructional decisions and accommodations to meet students' language and graduation needs.

Grade 9, 10, 11, and 12 - Developing/ Level 3

Students will have one period of English Language Development instruction and English Language Arts Class. Students enrolled in US schools for less than 3-4 years and at WIDA Level 3 will attend a single-period English Language Development class focusing on language forms and functions, along with English Language Arts class to provide opportunities to experience grade-level content instruction.

Grade 9, 10, 11, and 12 - Expanding/Level 4

Grade Level English Language Arts Class

Students at WIDA Level 4 will participate in an English Language Arts Class, providing them with opportunities to engage in grade-level content instruction and literature. Language Arts teachers will be supported by participating in professional development addressing effective strategies to teach English learners. English Language Development teachers will monitor student progress and offer as needed support in the development of reading comprehension skills and writing.

Long-Term English Learners (LTELs) Students (Levels Entering/Level 1 to Expanding/ Level 4)

Long -Term English Language Learners are students who have been enrolled in U.S. schools for several years but have not yet reached proficiency in English. The following identification criteria will be used to determine schedule placement.

- Long- Term English Learners scoring at Levels 1 or 2 after being in the Language Instruction Educational Program for 4 years or more.
- Long -Term English Learners scoring at Levels 3 or 4 after being in the Language Instruction Educational Program for 5 or more years.
- These students will receive support from the English as a Second Language teacher in a flexible manner with an instructional target of literacy development. These students need to intensify instruction in literacy development.

Interventions for Long -Term English Language Learners are designed to address their specific needs and accelerate their language development. Here are some examples of interventions for Long Term English Learners:

- **Structured Language Instruction:** Provide explicit and systematic instruction in English language skills, including vocabulary development, grammar rules, sentence structure, and language conventions. Use scaffolded activities to gradually increase complexity and support comprehension.

- **Content-Based Instruction:** Integrate language learning with content areas such as science, social studies, and math. Use thematic units and projects that require reading, writing, speaking, and listening in English while learning about academic topics.
- **Language and Literacy Support:** Offer targeted support in reading and writing skills. Use strategies like guided reading, reciprocal teaching, graphic organizers, and writing workshops to improve literacy proficiency and comprehension.
- **Peer Tutoring and Collaborative Learning:** Encourage peer interactions and cooperative learning activities where Long-Term English Learners can practice English language skills with proficient peers. Pairing Long Term English Learners with English-speaking partners can provide valuable language modeling and support.
- **Technology-Assisted Instruction:** Utilize technology tools and digital resources to enhance language learning. Interactive language software, educational apps, multimedia presentations, and online resources can engage Long Term English Learners and provide additional practice opportunities.
- **Extended Learning Opportunities:** Offer extended learning opportunities such as after-school programs, summer academies, and enrichment activities focused on language development. These programs can provide intensive support and additional instructional time for Long Term English Learners.
- **Family and Community Engagement:** Involve families and community members in supporting Long Term English Learners' language development. Provide resources, workshops, and outreach efforts that empower families to reinforce English language skills at home and connect with school initiatives.
- **Differentiated Instruction:** Differentiate instruction based on Long Term English Learners' individual language proficiency levels, learning styles, and strengths. Use flexible grouping, tiered assignments, and personalized learning strategies to meet their diverse needs.
- **Monitoring and Progress Tracking:** Implement ongoing assessment and progress monitoring to track Long Term English Learners' language growth and identify areas for targeted intervention. Use formative assessments, language proficiency tests, and portfolio assessments to inform instructional decisions.

English Learners enrolled in US schools for longer than 5 years without adequate language progress will receive targeted support taught by an English Language Arts teacher who will emphasize literacy development, and Foundations of Literacy class taught by an English as a Second Language teacher.

Protocols and Procedures to Identify, Place, and Reclassify English Learners (ELs) in the Language Instruction Educational Program (LIEP)

Legislation and Policies Regarding the Education of English Learners (ELs) Basic Education Circular (BEC)

The Allentown School District adheres to federal and state laws regarding protocols and procedures to identify, place, reclassify, and monitor English learners (ELs). All protocols and procedures are completed by trained professional staff.

If a student will be, or potentially will be, enrolled in Special Education programming, a staff member from the ESL department will consult with a staff member from the Special Education department to ensure that federal and state laws are being followed regarding student placement and programming.

Additionally, coordination between staff in multiple departments will occur if a student is identified as a refugee, experiencing homelessness, or an unaccompanied youth.

English Learner Identification Procedures Grades K-12

The EL Identification Procedure is a multi-faceted process that uses multiple steps to help assess a student's English proficiency, including the Home Language Survey (HLS), family interview, reviewing past academic records, and potentially, administering an English Language Screener. In adherence with federal and state law, this process must be completed within 30 days for students who enroll at the start of the school year or within 14 days for students enrolling after the start of the school year. Further information on the identification of can be found on the website for the [Pennsylvania Department of Education](#) (PDE).

Home Language Survey

The Allentown School District utilizes an online enrollment system that is accessible through the main page of The District's website. A page in the enrollment document is titled, Student Language Information: Student Language Survey. The Allentown School District's ESL Department and PDE refer to the Student Language Survey as the Home Language Survey (HLS). If the responses on the HLS indicate that a student's primary language, first language, or language spoken at home is one other than English, then the Family Interview will be conducted by a trained bilingual staff member.

Family Interview

The Family Interview is utilized to garner further information to determine if the student is potentially an EL. The Family Interview will be conducted by a trained bilingual staff member and reviewed by a trained member of the ESL department.

If the responses to the Family Interview indicate that a student has had significant exposure to a language other than English and may have impacted their development of English, then a review of the student's previous academic records will be conducted, if available.

Previous School Transcripts

Families should provide a student's prior academic records as a part of the Enrollment and Registration procedure. A member of the ESL Department will review prior academic records for compelling English proficiency. If prior academic records indicate passing grades in core content area classes in English for at least one year, then the student will not be administered the English language screener or enrolled in ESL programming in Allentown School District.

Evaluation of Foreign Transcripts

A newly enrolling student from another country may provide Allentown School District with a foreign transcript. Evaluation of foreign transcripts is conducted by a member of the ESL Department and when necessary in conjunction with the counseling department, using PDE's [Resource Guide for School Districts in Evaluating Foreign Transcripts](#). If the foreign transcript indicates passing grades in core content area classes in English for at least one year, then the student will not be administered the English language screener or enrolled in ESL programming in Allentown School District.

The WIDA Screener

If the results of the HLS, Family Interview, and review of a student's prior academic records indicate that a

student is potentially an EL, the student will be administered an English language screener by a trained, professional staff member in the ESL Department. Allentown School District, as dictated by PDE, utilizes the WIDA Screener to assess a student's proficiency with the English language in all four language domains: listening, reading, speaking, and writing.

The results of the WIDA Screener produce a student's overall proficiency level in the English language. When the results of the WIDA Screener indicate a student is proficient in the English language they will not qualify for placement in ESL programming in Allentown School District. If the results of the WIDA Screener show that a student is not proficient in the English language, then they will qualify for placement in ESL programming in Allentown School District. Further information regarding the WIDA Screener is available on the website for [WIDA: University of Wisconsin, Madison](#).

Previous WIDA Screener or WIDA ACCESS Score

If prior academic records contain documentation that a newly enrolling student was administered the WIDA Screener or the WIDA ACCESS by a school outside of Allentown School District in PA, or by a school in another state, this documentation will be reviewed. If a student was administered the WIDA Screener or the WIDA ACCESS within one year and has a score that does not meet or exceed 4.5 they will not be re-screened for the purpose of identification. The student will be enrolled in ESL programming utilizing the EL proficiency level provided in the documentation. If the scores are older than one year and/or there is no documentation identifying the student has been reclassified as a former EL they will be re-screened for the purpose of identification.

ELs and Special Education Programming

If a student will be, or potentially will be, enrolled in Special Education programming, a staff member from the ESL department will consult with a staff member from the Special Education department to ensure that federal and state laws are being followed regarding student placement and programming.

If a potential EL has an IEP, English language screening, if required, will be completed with appropriate accommodations. Results of the WIDA Screener will be reviewed by ESL Department staff in consultation with Special Education Department staff.

If a potential EL is suspected of having a disability, but a determination of having a disability cannot be made prior to completing ESL identification procedures, the WIDA Screener, if required, will be completed with administrative considerations, universal tools, or accommodations that the ESL and/or Special Education staff determine are necessary. Determination if the student should be enrolled in ESL programming in Allentown School District will be based on the information available at the conclusion of the identification procedure. If, after the student is placed in ESL programming, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student will be re-screened with the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then Allentown School District will contact PDE to remove the EL identifier and the student should be removed from ESL programming.

[ELL-Identification-Procedure K-12 \(1\).docx](#)

If a student is unable to complete all domains of the WIDA Screener due to their disability: The determination of enrollment into the LIEP will be based on the domains that could be completed by applying the appropriate cutoff score to all completed domains individually.

If a student is unable to complete any domains of the WIDA Screener due to a disability: The decision to identify a student as an EL will be based on the available information obtained from the HLS, the family interview, and the review of prior academic records. The student should be identified as an EL if following criteria are met: the HLS indicates a language other than English was the student's first spoken language, is their primary language, and/or is the language spoken at home, the family interview confirms that the student's language is tied to national origin and usage/exposure is significant, and academic records do not supply evidence of English proficiency.

Refugee Students

The U.S. federal government defines a refugee as, "A person outside his or her country of nationality who is unable or unwilling to return to his or her country of nationality because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion." ([Office of Homeland Security, 2/6/2024](#)).

Allentown School District acknowledges that refugee students may not have prior academic records or other documentation to prove their schooling history. Due to a possible lack of prior academic records as well as other factors associated with refugee status, ESL staff in conjunction with staff from other departments (e.g., the counseling department, parent and family liaisons) will establish communication with a refugee student's family to build a file with information regarding the student's schooling history. This information will be utilized to make the most effective and appropriate decisions regarding the student's educational programming.

The McKinney Vento Act: Students Experiencing Homelessness & Unaccompanied Youth

In accordance with the [McKinney Vento Act](#), Allentown School District supports the educational rights of homeless students and unaccompanied youth. Homeless students and unaccompanied youth will immediately be enrolled in a new school, regardless of ability to provide records normally required for enrollment. For unaccompanied youth this includes immediate enrollment without proof of guardianship.

A student may be identified as both experiencing homelessness and as an unaccompanied youth. A refugee student may also be identified as an unaccompanied youth if they are under 18 and do not have a parent or legal guardian in the U.S. or a parent or legal guardian in the U.S. that is available to provide the child with care and physical custody.

The steps for identifying a homeless student and an unaccompanied youth as a possible EL may be modified and similar to those taken for refugee students. Staff from the ESL department will work in conjunction with staff from other departments to support the student and ensure their placement in appropriate programming.

English Learner Placement Procedures Grades K-12

The WIDA Screener, W-APT score, Home Language Survey ([Student Language Survey per Sapphire](#)), and student prior academic records inform the identification and/or placement decision.

- Kindergarten placement criteria
- Grades 1-12 placement criteria

Following the assessment, parents are provided with a detailed program description that explains the identification and placement prior to student placement into the LIEP. Parents are sent the Allentown School District Parent ESSA/Title III/LIEP Letter informing them of assessment results and/or placement in the district's LIEP. A copy of the letter must also be placed in the child's cumulative file.

Parents have the right to refuse placement in a specialized, separate LIEP if the program includes instruction that is different from grade level core instruction. This decision must be informed and voluntary. Should a parent choose to refuse placement, the procedures outlined in [PDE's English Language Development Program Parental Waiver Form](#) shall be followed. This form is to be completed by the parent/guardian only after the LEA has provided them with a detailed explanation of the proposed program, the benefits the program would have for their child, and evidence of the program's effectiveness.

It should be noted that the Federal law requires that ELs be tested annually with the WIDA ACCESS for ELs until the child attains English proficiency. This includes ELs whose parents have completed the Parental Waiver Form.

Instructional placement of ELs must be age and grade appropriate. Students with an IEP must be screened with appropriate accommodations. Students with an IEP must be placed in coordination with the IEP team. ELs must be given equal WIDA ACCESS to all educational programs, scholastic achievement, awards and honors, special opportunity programs, extracurricular activities and interscholastic athletics.

English Learner Reclassification Procedure Grades K-12

Reclassification for ELs enrolled in ESL Programming

Districts must employ uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. An EL must demonstrate the ability to WIDA ACCESS challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, WIDA ACCESS for ELs, and gathered by teachers using standardized language use inventories. Using the following system, the WIDA ACCESS for ELs and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

Districts are free to develop their own form of documenting the reclassification decision for ELs, but it must, at a minimum, include the information contained on the [sample form](#). Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the

inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. The two inventories do not need to agree. The language use inventories must be completed prior to the release of WIDA ACCESS scores each year for students who, based on teacher input and previous WIDA ACCESS scores, are likely to reach the threshold. Once WIDA ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

NOTE: In some cases, students who were not identified as likely to reach the WIDA ACCESS score threshold and for whom no language use inventories were completed will unexpectedly achieve a score exceeding the threshold. Language use inventories may be completed after WIDA ACCESS scores are released in these limited cases, but they must be completed prior to October 1 of the following school year. The reclassification window begins when WIDA ACCESS scores are published and ends on October 1 of the following school year. Although language use inventories must be completed as part of the reclassification decision-making and evidence-gathering process prior to the opening of the window, no changes to a student’s status can be made in local data systems or in PIMS between October 1 and the date on which the district receives WIDA ACCESS scores each year.

LEAs must develop local plans for how to:

- Select content teachers who will complete the inventories
- Manage the decision-making/reporting process using this procedure and these criteria
- Train staff to use the rubrics and evaluate the students’ language use
- Hold teachers accountable for completing the inventories
- Select students for whom inventories will be completed in anticipation of qualifying WIDA ACCESS scores

Each language use inventory produces a single score and the sum of the two inventory scores is added to the WIDA ACCESS for ELLs *points assigned* to determine if the student meets the minimum threshold for reclassification.

The following tables display the points possible from the WIDA ACCESS for ELLs and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

(Department of Education, 2023)

Total possible points from both inventories 7.6

Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the WIDA ACCESS for ELLs score report and language use inventory forms, then the EL status may be retained.

Reclassification Procedures for ELs enrolled in ESL and in Special Education Programming

ELs with Disabilities - Taking the WIDA ACCESS for ELLs

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an LIEP for at least four years, **AND**
3. The student's overall composite proficiency level score* on the WIDA ACCESS for ELLs has not increased by more than 10% between any two years or total over the three most recent testing cycles, **AND**
4. The school has documented evidence** that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, **AND**
5. A school-based team recommends reclassification. *See below for team composition and recommendation protocol.*

* For students who cannot complete all four domains of the test as a direct documented result of their disability, an overall composite proficiency level can be calculated with fewer than all four domains. LEAs may use the overall composite proficiency level calculation tool (for ELs with disabilities) linked below.

[Download the OaCPL Calculation Tool](#) (Excel)

Please review the instructions for using this tool before proceeding. This tool may only be used for students who have IEPs and documented disabilities that prevent them from participating in up to two domains of the ACCESS or Alternate ACCESS.

* Documented evidence can include schedules indicating ELD instructional times, specific language supports used, ELD curriculum indicating areas of language instruction covered, language use evaluations based on WIDA rubrics or PA reclassification rubrics, modifications made to assessments, IEP addressing ELD instruction or language needs, etc.

School-based team composition and recommendation protocol:

The following individuals must be included on the team that considers the body of evidence and determines whether to reclassify an EL with a disability:

- At least one expert on the student's English language acquisition
- At least one expert (ex. Speech clinician, Special Education case manager, Special Education facilitator, or Special Education supervisor) on the student's Special Education goals and services
- At least one expert on the student's general education content achievement
- At least one family member (and any requisite interpreters/cultural liaisons)
- Any related service providers who work with the student

A single team member may fill more than one of the roles identified above.

High Priority Evidence to consider:

- Standardized or curriculum-based assessments Special Education teachers and related service providers use to monitor students' progress towards IEP goals that are relevant to developing English language proficiency
- Classroom observations of students' language use
- Language samples demonstrating listening, speaking, reading, and writing skills
- Student work samples or portfolios
- Teacher input on students' English language development progress 5 June 2021
- Family input on students' language development and use at home
- Data related to how the student was initially identified as an EL
- Review of English learner services across the most recent four years to ensure the student has received adequate English language development instruction and language support for content learning during that time.

Evidence to consider if available:

- Assessments that evaluate students' proficiency in their home/primary language
- Language use inventories • Comparable data from similar EL peer group (other ELs with similar profiles).

Questions that must be addressed by the team:

- Has the student received adequate ELD instruction and language supports commensurate with his/her ELP level for the most recent four years?
- Is this student able to effectively communicate in English?

- Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
- Are any WIDA ACCESS for ELLs domain scores that affect the student’s ability to reach an overall composite proficiency level of 4.5 directly related to the student’s disability? If the answer to any of these questions is ‘no’, then the team must carefully consider the student’s continued participation in the LIEP until such time that the student will no longer benefit from continued specialized English language development instruction and supports.

Districts are free to develop their own form of documenting the reclassification decision for ELs with disabilities, but it must at a minimum include the names of the team members involved, the evidence that was analyzed, the student’s current WIDA ACCESS scores, and answers to the four questions above. Refer to the [sample form](#) for guidance. The form should be filed with the student’s permanent record.

ELs with Disabilities (taking the Alternate WIDA ACCESS for ELs) ELs who are eligible for and take the Alternate WIDA ACCESS for ELs may be considered for reclassification when:

- They achieve a score of at least P2 on two consecutive administrations of the test OR achieve the same score for three consecutive administrations of the test

AND

- The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

* For students who cannot complete all four domains of the test as a direct documented result of their disability, a proficiency level can be calculated with fewer than all four domains by using the tool provided on the [Reclassification, Monitoring, and Redesignation of ELs webpage](#).

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification and for future reference if needed.

Four--Year Monitoring Process for Reclassified Students

Allentown School District follows federal and state regulations regarding the required four-year monitoring process for all reclassified students. Reclassification is also known as “exiting” from an ESL program. All reclassified students are actively monitored for two years. In addition to the two-year active monitoring period, there is an additional monitoring period for the third and fourth year after reclassification. Four years after reclassification, EL students are considered Former ELs (FELs).

Two-Year Active Monitoring Period

There is a two-year active monitoring period for reclassified ELs in which a student’s progress and achievement in the general academic program is actively monitored. During the two-year active monitoring period, specific Monitoring Forms are at the end of each marking period.

There are two sets of specific Monitoring Forms: Elementary Post-Exit EL Monitoring Form and Middle/Secondary Post-Exit EL Monitoring.

The two-year monitoring period and the Monitoring Forms are completed to assess if a reclassified EL is not meeting academic expectations as a result of persistent language barriers. Monitor Forms are completed collaboratively by an ESL staff member(s), a student's core content area teacher(s), as well as staff from other departments when applicable. Staff from the Special Education department will participate in this collaborative process for reclassified students enrolled in Special Education programming. Completed paper-based Monitor Forms will be placed in the student's file.

If during the two--year active monitoring period, a reclassified EL is not progressing academically as expected and evidence suggests there are persistent language needs, steps will be taken to determine if the student should be reentered into EL programming. As a part of this process, the student should be re-tested with a valid, reliable, and grade-appropriate English Language Proficiency assessment. Parental/guardian consent is required to reenter a student in ESL programming in Allentown School District. In the event a reclassified EL is reentered into ESL programming in Allentown School District, information will be documented and placed in the student's file.

Additional Monitoring Period: Year-Three and Year-Four

Although active monitoring is not required by PDE for the third and fourth years after reclassification, Allentown School District is mandated to continue reporting reclassified ELs to the state in PIMS for an additional two years after the active monitoring period. At the conclusion of the fourth year after reclassification, ELs will be re-designated as Former ELs (FELs). FELs will not be monitored for the remainder of their time in school. FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified again as FELs. In the event of this occurrence, the monitoring process for a student will start over from year one upon the second reclassification.