

Whitehall-Coplay School District



LIEP Description

Language Instruction Educational Program

2024-2025

LIEP PROGRAM MEMBERS

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I. PURPOSE

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 certified ESL specialist. The goal of the Whitehall-Coplay's Language Instruction Educational Program (LIEP) is to facilitate the acquisition of English language skills of students whose native or first language is not English. Core program instruction in social and academic English and appropriate support for learning academic content is important so these students are not at risk of losing educational opportunities.

II. IDENTIFICATION, SCREENING, and PLACEMENT of ELs

ESL teachers and the Whitehall-Coplay School District staff use the following process and resources to identify and place English Learners (ELs) in the Whitehall-Coplay School District Language Instruction Educational Program (LIEP).

IDENTIFICATION PROCESS

Upon registration, parents/guardians of new students must complete the Home Language Survey (HLS). This survey is included in the registration packet for all new students. A translated version of this document can be generated from the Trans ACT website www.transact.com. Administrative staff will place a completed copy of the HLS in the student's cumulative/permanent file.

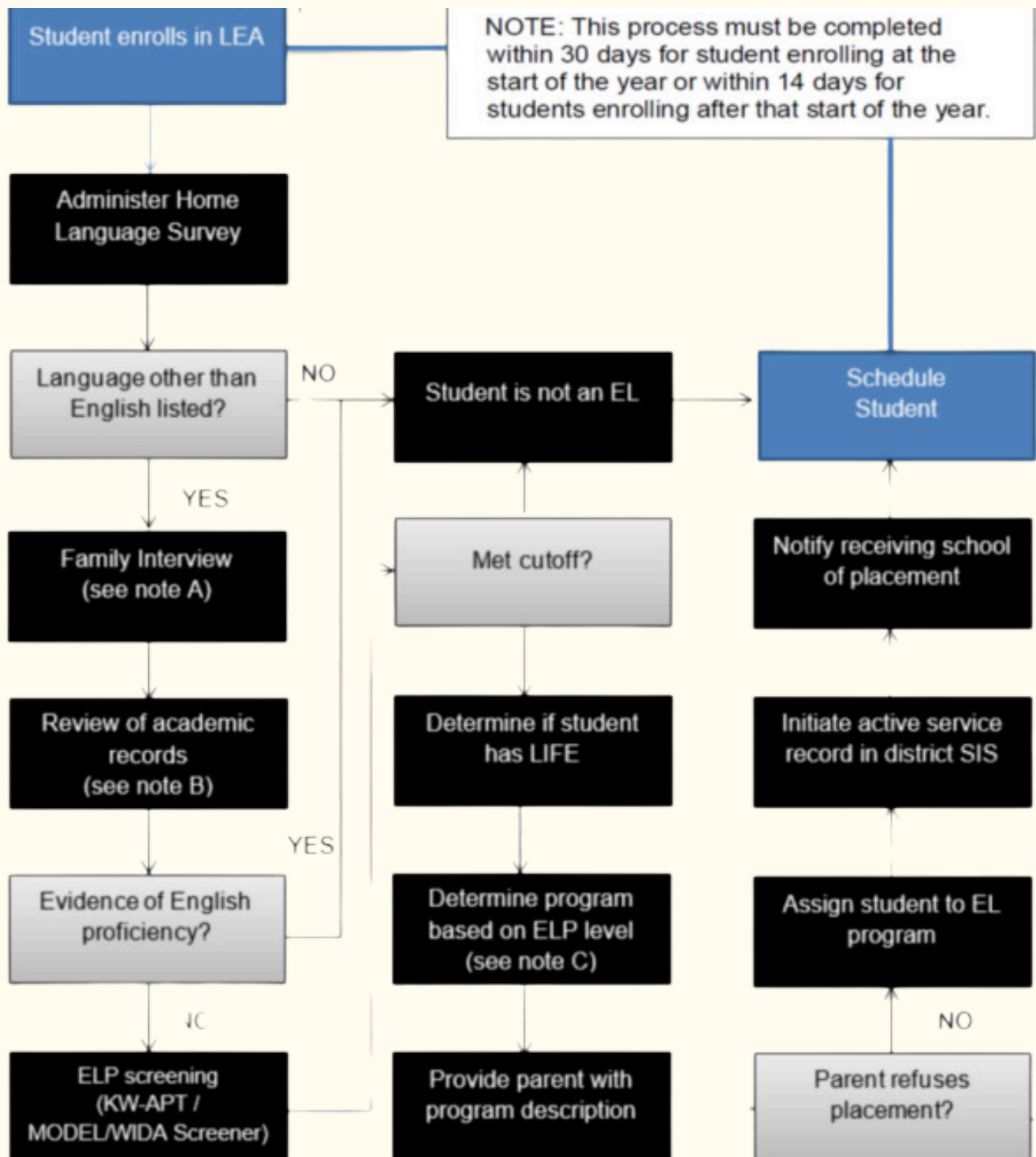
If the parent/guardian responds YES to any question on the HLS, the office staff forwards a copy of it to the ESL teacher. Based on the responses to the HLS, the ESL teacher will screen and/or assess a newly enrolled student for his/her English language proficiency within 30 calendar days of the beginning of the school year and within 14 calendar days during the school year.

SCREENING PROCESS

1. If records indicate a student was enrolled in a Language Instruction Educational Program at the time of transfer, the student will be placed in Whitehall-Coplay's Language Instruction Educational Program.
2. There will be a review of academic records.
3. A student without academic records will be assessed using the WIDA Screener. The WIDA Screener is an identification and placement assessment for LIEPs. It is an initial measure of a student's English language proficiency for potential placement in an English language development program. Other formal standardized assessments may be used for additional information including the WIDA-ACCESS Placement Test (W-APT).
4. A student may be exempt from screening and/or assessing when rare circumstances occur such as an adoption of a foreign born child or an error on the HLS.

For all students with a YES on the HLS, the ESL teacher will attach at least one of the following forms to the HLS on file in the student's cumulative folder.

- ESL Screening Checklist
- Exemption from ESL Screening
- ESL Student Testing Form



Note A:

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in English. Parent permission to screen for language proficiency is NOT required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

Note B:

If after the parent interview it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records.

NOTE: A determination of English proficiency for the purpose of precluding screening MUST be based on compelling and robust evidence.

Note C:

If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement. The process must be completed within 30 days for students enrolling at the start of the school year or within 14 days for students who enroll after the start of school.

All students enrolling with academic records indicating EL or Monitor status in an LIEP will be placed in Whitehall-Coplay School District's LIEP at their current level.

III. PLACEMENT PROCESS

Parent permission to assess is not required, but a parent should be notified prior to testing (phone call or personal contact).

The WIDA Screener, W-APT score, along with multiple criteria, must inform the identification and/or placement decision.

- In Kindergarten, during the first semester only oral language is assessed; an oral language score below 5.0 is criteria for identification as an EL. During the second semester, all 4 domains are assessed. An oral language composite score below 5.0 OR a literacy composite below 4.2 are criteria for identification as an EL.
- A first semester first grader, shall be administered the Kindergarten screener in all 4 domains. An overall composite proficiency level below 5.0 is criteria for identification as an EL.
- In Grades 1-12, a composite proficiency score below a 5.0 on the WIDA Screener is the minimum requirement for a student to be placed in the LIEP. Scores of 5 or higher on the WIDA Screener meet the minimum requirement for a student to be exempt from an English language instructional program. Additional criteria must include current or previous grades and performance on state assessments and district assessments.
- Placement into the LIEP may **not** be made without notifying parents. Following the assessment, the ESL teacher will send home the Whitehall-Coplay School District Parent Letter informing parents of assessment results and/or placement in the district's LIEP. A copy of this letter must also be placed in the child's cumulative folder.
- Parents also have the right to refuse placement in Whitehall-Coplay's LIEP. 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. It should be noted that Federal law requires that ELs be tested annually with the WIDA ACCESS for ELLS 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.
- Further, ELs must be given equal access to all educational programs, opportunities and extra-curricular activities.
- For newly enrolled, previously identified ELs and students who qualify for the Whitehall-Coplay Language Instruction Educational Program based on WIDA Screener scores, the new EL information needs to be sent to the district's PIMS Administrator as soon as possible.

III. INSTRUCTIONAL PROGRAM

The Language Instruction Educational Program (LIEP) includes instruction based on:

- A student's English language proficiency level.
- The PA ELPS for ELs.
<https://www.stateboard.education.pa.gov/Documents/About%20the%20Board/Board%20Actions/2017/ELD%20Standards.pdf>
- CAN DO Descriptors. <https://wida.wisc.edu/teach/can-do/descriptors>
- The Pennsylvania Academic Standards.

Planned English instruction by a qualified ESL teacher is provided in the language intensive ESL classroom. ELs will participate in the regular education content classes. Adaptations/modifications to content instruction will be determined and provided as a result of collaboration between ESL and content teachers.

Placement and instruction in the LIEP is based on the student's level of English proficiency using the following PDE recommendations:

- Entering Level 1
- Beginning Level 2
- Developing Level 3
- Expanding Level 4
- Bridging Level 5
- Monitoring First/Second/Third/Fourth Year

Instructional models within the LIEP include:

- Pull-Out Direct Instruction - provides direct instruction to students in addition to regular education instruction. This leads to increased English proficiency and mastery of English language skills. Pull-out instruction may include one-on-one instruction/support and/or small group instruction. Small groups may be formed based on the English language proficiency level of the students and may span grade levels.
- Push-In Classroom Support - provides support to students in the application of English language skills during regular education instruction.
- Observation/Consultation - ESL teacher monitors student progress with English proficiency in the classroom and collaborates with the teacher to facilitate a student's English language skills.

IV. ACCOMMODATIONS

Based on a student's English language proficiency, teachers must establish realistic expectations. Modifications/accommodations should be provided to ensure that class work, assignments, and assessments measure a student's content knowledge and skills. The ESL Modifications/Accommodation Checklist provides appropriate modifications/accommodations for ELs. This completed checklist is maintained in Ellevation, the EL data management platform.

PSSA/Keystone accommodations are allowable for ELs and are published annually by the Pennsylvania Department of Education (PDE). The following individuals, when appropriate, should be involved in the determination of accommodations: ESL teacher, classroom teachers, test administrator, test coordinator, parent, principal, counselor, and student. Current accommodations used in day-to-day instruction and assessments are appropriate for testing. New accommodations unfamiliar to students should not be introduced to students for the first time when they are taking the PSSA or Keystone Exams. All accommodations should be documented in Ellevation and recorded on the accommodations section of the PSSA or Keystone Exams.

Visit the PDE website for current Accommodation Guidelines for ELs.

[https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/Testing Information.aspx](https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/Testing%20Information.aspx)

V. GRADING and RETENTION

ELs must be graded using the same grading system as all other students. The ESL and regular education teacher should collaboratively determine grades for each EL. Content area instruction is aligned to the standards with modifications/ accommodations provided to meet the needs of the ELs.

An EL may not be retained in a grade based solely on his/her lack of English proficiency.

Evidence must be provided that all appropriate modifications and accommodations to instruction and assessment aligned to a student's English language proficiency to allow the EL meaningful access to the general curriculum as well as to promote second language learning were implemented and documented over time prior to considering grade retention.

VI. RECLASSIFICATION CRITERIA

LIEP Reclassification of ELs occurs annually between June and September 30th. Each year, a student's current status must be reported in the PIMS October Student Enrollment Collection.

The district employs uniform procedures in accordance with state requirements for reclassifying ELs as Former ELs (FELs) when they attain proficiency.

An EL must demonstrate the ability to 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 ELLs, and gathered by teachers using standardized language use inventories. Using the following system, the WIDA ACCESS for ELLs 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.

PA Department of Education Guidelines

Reclassification Plan:

1. 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.
2. ESL Teachers will select students for whom inventories will be completed in anticipation of qualifying WIDA ACCESS scores (The selection process must be a collaboration between ESL teachers and the core content area teachers, current grades, and local assessments).
3. ESL K-12 Teachers will select and train the selected content teachers on how to use the rubrics and collaborate to evaluate the students' language use.
4. ESL Teachers will provide enough time for content teachers to complete the rubrics. If the rubrics are not completed by the set due date, ESL teachers will inform their supervisor immediately.
5. The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

ELs with Disabilities

Taking the ACCESS for ELLs An EL with a disability may be considered for reclassification if:

1. The student has an IEP, AND
2. The student has been continuously enrolled in an ESL/bilingual education program for at least four years, AND
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% at any point 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.

To calculate the percent difference between scores, use the following formula:

$$\Delta \text{OCPL} / \text{OCPL1} (100) = \%$$

change ΔOCPL : Difference between the overall composite proficiency level from year one and year two, year two and year three, or year one and year three

OCPL1: Overall composite proficiency level from the first of the two years being compared

Example: A student scores 4.3 last year and 4.5 this year (or scored 4.3 in year 1 and 4.5 in year 3). The percent difference is $(.2/4.3)100$, which is 4.65%.

ELs with Disabilities (taking the Alternate ACCESS for ELLS)

ELs who are eligible for and take the Alternate ACCESS for ELLs may be considered for reclassification when:

1. 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
2. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

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 for future reference if needed.

The following tables display the points possible from the 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

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 ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

VII. MONITORING OF FORMER ELs

Upon exiting the program, former ELs will be monitored for four years. Monitoring the academic progress of ELs should be a collaborative effort between the ESL teacher and the classroom teacher. Additional staff may be included as needed. The classroom teacher and ESL teacher should establish frequent and ongoing communication to ensure that the student receives appropriate supports aligned with instructional needs. The ESL Monitor Report is completed yearly and a copy of the completed form is filed in the student's ESL folder.

VIII. PARTICIPATION OF NONPUBLIC STUDENTS

Nonpublic students qualify for Title III funding. Annual consultation with nonpublic entities within the Whitehall-Coplay School District's geographic boundaries shall be done to determine their participation in Title III. Information concerning the nonpublic Title III students and the support presented shall be determined after administering, if necessary, a valid and reliable assessment to determine the English language proficiency of nonpublic students and after meaningful consultation with the nonpublic entity regarding English language development support services. These services shall be monitored and evaluated through the consultation process.