

EL PROCEDURES



Albertville City
Schools

Our Goal

It is the goal of Albertville City Schools to ensure that EL students acquire English proficiency and are able to participate effectively in all eligible system programs.

WE ARE ALL EL TEACHERS!

No Barrier Policy for Enrollment

What does “enrollment” mean?

The student must be placed in an age-appropriate grade level classroom and follow a grade level appropriate schedule on the day he/she is attempting to enroll.

EL PROCEDURES FLOWCHART

HOME LANGUAGE COMPLETED AT ENROLLMENT

Language Other than English is denoted



Administer WIDA Screener

*Must be done within 30 days of enrollment for potential EL students.

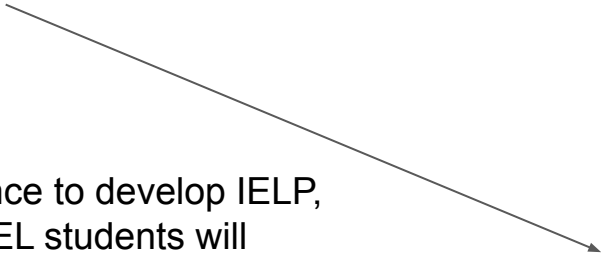


If student is identified as EL, conference to develop IELP, Send home parent notification letter. EL students will participate in ACCESS for ELLs annually.

Primary Language is English



Stop-Not eligible for EL services

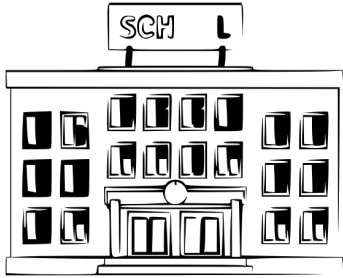


If student scores proficient on screener, STOP not eligible for EL services.

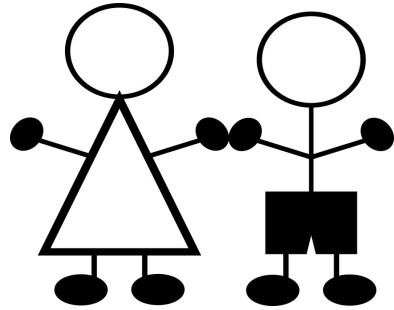
Foreign Exchange Students

There are no special exceptions for a foreign exchange student. The process for determining EL status is the same beginning with administering the WIDA Screener.

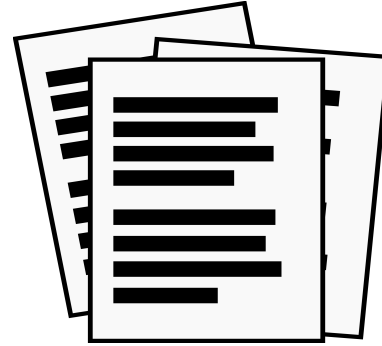
EL Program Components



All ELs are placed in their age appropriate grade level.



The EL student is not to be excluded from participation based on limited English proficiency.



EL students still taking ACCESS have an IELP that teachers follow to guide instruction.



ELs are NOT to fail a subject or be retained due to lack of English proficiency. If an EL student fails, the teacher is required to show documentation that the failure is not caused by a lack of English proficiency.

LEGAL CASES RELATING TO ENGLISH LEARNERS

1964 Civil Rights Act, Title VI

“No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” -42 U.S.C. § 2000d.

Lau vs. Nichols (US Supreme Court Decision 1974)

“The failure of school system to provide English language instruction to students who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program, and thus violates § 601 of the Civil Rights Act of 1964.

Plyler v. Die (U.S. Supreme Court Decision 1982)

“The illegal aliens who are plaintiffs in these cases challenging the statute may claim the benefit of the Equal Protection Clause, which provides that no State shall deny to any person within its jurisdiction the equal protection of the laws...The undocumented status of these children does not establish a sufficient rational basis for denying them benefits that the state affords other residents... No national policy is perceived that might justify the State in denying these children an elementary education.” -457 U.S. 202

WIDA ACCESS for ELLs 2.0

English language proficiency assessment for Grades K–12 that EL students take each year until a 4.8 overall composite score is reached. The chart shows the different levels of proficiency.

Understanding the students' level of proficiency helps guide instruction.

- Follow the IELP which is designed to increase language proficiency using strategies, accommodations and goals for the individual student.
- Scaffold instruction to the students' linguistic ability to increase language development.
- Incorporate WIDA standards in daily lessons to strengthen students' proficiency in all language domains.

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
ACCESS for ELLs®: TIER A					
		ACCESS for ELLs®: TIER B			
		ACCESS for ELLs®: TIER C			
<p>TIER A is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> - have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR - currently receive literacy instruction ONLY in their native language, OR - have recently tested at the lowest level of English language proficiency. 					
		<p>TIER B is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> - have social language proficiency and some, but not extensive, academic language proficiency in English, OR - have acquired some literacy in English, though have not yet reached grade level literacy. 			
		<p>TIER C is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> - are approaching grade level in literacy and academic language proficiency in the core content areas, OR - will likely meet the state's exit criteria for support services by the end of the academic year. 			

WIDA ELD Standards Statements

English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**





English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

LANGUAGE DOMAINS

on the
WIDA ACCESS Test





Take note of them as
unique skills, which can
vary for each emerging
bilingual student!



Language Domain	Proficiency Level (Possible 1.0-6.0)						
	1	2	3	4	5	6	
Listening 							6.0
Speaking 							4.5
Reading 							5.4
Writing 							3.9

Individual Student Report 2022

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 	1.0						132					
Speaking 	1.2						173					
Reading 	1.1						200					
Writing 	3.0						301					
Oral Language 50% Listening + 50% Speaking	1.1						153					
Literacy 50% Reading + 50% Writing	1.6						251					
Comprehension 70% Reading + 30% Listening	1.1						180					
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	1.4						221					

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	1	<p>understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English, for example:</p> <ul style="list-style-type: none"> Recognize familiar words and phrases in conversations Match information from oral descriptions to objects, figures, or illustrations Follow one-step oral directions Show agreement or disagreement with oral statements
Speaking	1	<p>communicate orally in English using gestures and language that may contain a few words, for example:</p> <ul style="list-style-type: none"> Ask and answer simple questions about what, when, or where something happened Name familiar objects, people, and pictures Show how to solve problems using words and gestures Express personal preferences
Reading	1	<p>understand written texts that include visuals and may contain a few words or phrases in English, for example:</p> <ul style="list-style-type: none"> Interpret information from graphs, charts, and other visual information Comprehend short text with illustrations and simple and familiar language Identify steps in processes presented in graphs or short texts with illustrations Identify words and phrases that express opinions and claims
Writing	3	<p>communicate in writing in English using language related to common topics in school, for example:</p> <ul style="list-style-type: none"> Describe familiar issues and events Create stories or short narratives Describe processes and procedures with some details Give opinions with reasons in a few short sentences

Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

Now what?

Where do I start when teaching my EL students?

- ❖ Start by following the IELP. Examine the proficiency scores in each language domain of the student's most recent ACCESS test. Use the CAN DO descriptors to guide instruction.
- ❖ Remember the goal is to teach *toward* the standard. This means to scaffold instruction to a level the student can understand.
- ❖ Use ELlevation strategies to help differentiate instruction.
- ❖ All EL students receive English language instruction through core subjects following the WIDA Standards using SDAIE. (Specially Designed Academic Instruction in English).

WAYS TO ACCOMMODATE

INSTRUCTION

- SIMPLIFY LANGUAGE USED DURING INSTRUCTION
- SMALL CHUNKS - CHECK FOR UNDERSTANDING
- PROVIDE REVIEWS, DRILLS AND OPPORTUNITIES FOR RETEACHING
- SMALL GROUPS
- PEER TUTORING
- UNDERLINE KEY WORDS OR IMPORTANT FACTS (REDUCE THE WRITTEN CLUTTER)
- PROVIDE PROMPTS, PHOTOCOPIES OF NOTES OR OUTLINES
- VISUAL AIDS – PICTURES ARE A MUST

ASSIGNMENTS

- ALLOW EDITING AND REVISION BEFORE GRADING
- ALTERNATE ASSIGNMENTS SUITABLE TO THE STUDENT'S LINGUISTIC ABILITY
- EXTEND TIME
- UTILIZE RESOURCES IN STUDENT'S FIRST LANGUAGE
- COOPERATIVE GROUPS OR PARTNERS
- USE OF BILINGUAL DICTIONARIES
- ANCHOR CHARTS
- CHUNK THE TEXT
- GRAPHIC ORGANIZERS

ASSESSMENTS

- PROVIDE A WORD BANK
- ACCOMMODATE TO PROFICIENCY LEVEL
- READ ALOUD
- SIMPLIFY THE LANGUAGE AND FORMAT OF THE ASSESSMENT
- CHUNK THE TEST
- EXTENDED TIME
- OPPORTUNITY FOR ORAL RESPONSES
- ALLOW EDITING AND REVISION BEFORE GRADING
- USE RUBRICS

Exiting the EL Program

- An EL student must reach an overall composite score of at least 4.8 on the WIDA ACCESS for EL's 2.0 to exit the EL program and become an FEL (Former English Learner).
- All FELs will be monitored for the next **four** years. Teachers will complete monitoring forms through Ellevation.

EL Committee Guidelines

- The EL Committee is not meant to monitor all EL students. Only EL students who are struggling to make progress during the school year or when examining ACCESS scores from year to year should be referred to the EL Committee.
- Grades in Powerschool should have comments attached to accommodated grades based on the IELP for that student.
- EL students must be referred to and monitored by the EL Committee before being referred to the PST. EL students with less than 4 years of formal education in English should be provided more time with continued or amended accommodations in order to acquire English proficiency before considering a PST referral or retention.
- Students monitored by the EL Committee may be referred to the PST only if the EL Committee makes the determination that a student's lack of academic progress is NOT related to his/her lack of English language proficiency. **Evidence must exist that IELP accommodations are being followed and that adjustments to instruction and/or accommodations have been implemented.*









Retention of EL Students

The retention of EL students should be rare. Multiple studies indicate that retention can negatively affect EL students for many years. EL students who are retained are usually just as likely to make the same gains in English language proficiency by repeating a grade as they are by being promoted and allowed to continue in their age-appropriate grade. EL students that are currently attending a US public school have the same expectation of an age-appropriate grade placement as EL students who are new to US public schools.

EL students may only be retained for the following reasons:

1. Data indicates a student's lack of progress or low academic performance (grades, achievement scores other than ACCESS for ELs) is NOT due to a lack of English language proficiency.
 - This would be shown through the documentation of classroom accommodations provided to the student as well as documented adjustments to classroom accommodations throughout the school year in an effort to find the supports the student needs. If this data exists and a student continues to struggle academically, then the student MAY be a candidate for retention.
 - The EL Committee will review all retention requests from teachers and, based on the data/evidence provided by the teacher, make the final determination of whether a child may be retained.
2. Parents/Guardians of EL students **request** that the child be retained AND the EL Committee agrees that retention is not likely to negatively impact the student.
 - Parents/Guardians must sign a retention agreement form to document their consent for their child to be retained. This form will be placed in the student's records folder.

Retention Guidelines Chart for English Learners

<p>Consider Retention</p> <p>In consultation with ESL committee members, retention can be considered if all points have been addressed and the student still is not successful.</p>	<p>YES</p> 	<p>English Proficiency Level</p> <p>+</p>	<p>NO</p> 	<p>Do Not Retain</p> <p>Student should not be retained if all points have not been addressed.</p>
		<p>Full Implementation of I-ELP</p> <p>+</p>	<p>NO</p> 	
		<p>Full Implementation of Accommodations</p> <p>+</p>	<p>NO</p> 	
		<p>Amount of English Language Development Instruction</p> <p>+</p>	<p>NO</p> 	
		<p>Alternate Grading Strategy</p> <p>+</p>	<p>NO</p> 	
		<p>Classroom Teacher PD</p> <p>+</p>	<p>NO</p> 	
		<p>Graded according to I-ELPs</p> <p>+</p>	<p>NO</p> 	

EL Quick Facts and Resources

TERMS TO KNOW:

EL: English Learner

ELD: English Language Development

ELP: English Language Proficiency

ESL: English as a Second Language

LEP: Limited English Proficient

FEL: Former English Learner

NOMPHLOTE: National Origin Minority Primary Home Language Other Than English

SIFE/SLIFE: Student with Limited or Interrupted Formal Education

ACCESS for ELLs 2.0: Annual State Mandated Test for Language Acquisition

W-APT: WIDA Placement Test for Kindergarten previously used

WIDA Screener for Kindergarten: placement test used beginning 6/01/2021

WIDA Online Screener: ACCESS Placement Test 1-12

WIDA: World Class Instructional Design of Assessment

WIDA AMS: WIDA Assessment Management System

WIDA Standards: Standards for Language Acquisition

Proficiency Levels: Levels of Language Acquisition

EL Codes:

EL1-1st year in a US School-**Takes ACCESS**

EL2+Year 2 or more in US School, **Takes ACCESS**

FEL-(Former EL student) **FEL1, 2, 3, 4** (represents year of monitoring)

NOMPHLOTE: Student's first language is not English but tested English proficient upon enrollment in school using WIDA screener. Possibly another language spoken at home.

Resources:

<https://wida.wisc.edu/>

<https://login.ellevationeducation.com/>

<https://www.colorincolorado.org/>

<http://www.manythings.org/>

<https://www.duolingo.com/>

<https://www.flocabulary.com/>

<https://vocaroo.com/>

<https://app.diffit.me/>

<https://www.magicschool.ai/>

EL Grading Procedures

- Students should be allowed to take assessments without any assistance or accommodations to see what they can do. (An exception would be a newcomer that doesn't speak any English.) *It's important to know your student's entry date and proficiency level.*
- If an EL student scores 60% or above without assistance this is the score they should receive. Students do not need accommodations if they can score 60 or above.
- If an EL student scores below 60 on any assessment, the teacher should provide accommodations and document those accommodations in PowerSchool. District Comments are available in PS or teachers can add a customized comment. Below is a list of some accommodations:
 - Given oral assignment/assessment
 - Extended time given
 - Shortened assignment
 - Provided notes and/or outline
 - Accommodated assignment based on linguistic ability
 - Assess individually with teacher or aide
 - Pre-graded assignment allowing corrections
 - Accommodated test based on EL status

Examples of assessments given below with and without accommodations:

- Example #1 - (**No accommodations needed.**) Class is given the same formative assessment worth 50 points. The assessment has 10 problems or questions (5 points each). The identified EL student takes the assessment with the class and gets 7/10 questions correctly earning a score of 70%. Teacher enters 70 for that assessment and no comment is added since no accommodations were given.
- Example #2 - (**Accommodations needed.**) Class is given the same formative assessment worth 50 points. The assessment has 10 problems or questions (5 points each). The identified EL student takes the assessment with the class and gets 3/10 questions correctly earning a score of 30%. The teacher would then use appropriate accommodation to help the student complete the assessment. If the teacher chose to retest and the student scores 60%, then the teacher enters 60% and includes the District Comment. (If the student happens to score a 100 on the retest, then a score of 100 should not be given due to the assessment being accommodated.
- *Note: If a student continues to score well with accommodations, students should have a gradual release of accommodations so that the grade reflects what the student can do independently.*

*****Remember the end goal for our EL students is to be able to complete assessments with a 60% or above independently without accommodations. Our goal is NOT to accommodate until they make A's and B's. Teachers should communicate this goal with students and parents.***

EL Contact Information

Tori Kitchens, Director of Federal Programs, tkitchens@albertk12.org
Teresa Stewart, District EL Instructional Coach, tstewart@albertk12.org
Kristi Scott, Elementary EL Instructional Coach, kscott@albertk12.org

Schools:

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Alicia Lett, AIA EL teacher, alicialett@albertk12.org
Cole Bowling, AIA EL teacher, colebowling@albertk12.org
Julia Nelson, AHS EL teacher, jknelson@albertk12.org

Quick Reference for ELLevation

1. Log in: login.ellevationeducation.com (on Staff tab ACS website)
2. My Dashboard shows -Total number of E1/2 students along with other information.
3. Tabs at the top- Students, Forms, Reports, Strategies.

*Click students, then student list.

These are all EL students in your class. Below is list of meanings:

****EL1 first year***

****EL2+-second year & beyond***

(*Take ACCESS until 4.8 composite level is achieved.

FEL Monitored-former EL student being monitored for 4 yrs.

FEL Complete-Former EL student that's completed monitoring.

NOMPHLOTE- National Origin of Minority whose Primary Home Language is Other Than English.

4. FILTER on far left-choose how to filter.
5. FIELDS-add or take off what you want to view.
6. SAVE AS-allows you to save views so you can view later.
7. REPORTS- Export to CSV so you can print the report.
**** You can print student ELL plans here. (IELP)***
8. CHARTS-charts the information you select.
9. Forms-complete on students that are being monitored.

10. INDIVIDUAL STUDENT PROFILES can be viewed by clicking on or beside the student name.

- a. Newest ACCESS scores are on top right
- b. Schedule for present school year
- c. Test results-up to 3 years test results
- d. CAN DO descriptors for current score
- e. EL Services for current school year
- f. Testing Accommodations (for standardized testing)
- g. Instructional Accommodations (**add in comments in PS**)
- h. Notes
- i. Meetings-ELC
- j. Documents (any transfers or notifications sent home)
- k. Course grade-current school grades

10. STRATEGIES-choose modules for PD or activities for strategies

- Modules: Professional learning for credit hours

*Here's link to a 4 minute overview video:

<https://ellevationeducation.wistia.com/medias/k9jrkemhuk>

Albertville City Schools

EL Procedures Assurance

**Please sign below then give this form to your EL teacher and keep a copy for your records.*

My signature below is an assurance that I have read and understand the EL Procedures for Albertville City Schools.

I acknowledge if I have questions or concerns, I can email:

Tori Kitchens, Director of Federal Programs, tkitchens@albertk12.org

Teresa Stewart, District EL Instructional Coach, tstewart@albertk12.org

Kristi Scott, Elementary EL Instructional Coach, kscott@albertk12.org

Name (Print)

Signature

Date