Moss Point School District

English Language Learner (EL)

Comprehensive Policies and Procedures

2025-2026

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Our Mission:

The Moss Point School District will collaborate with students, families, and the community to graduate forward-thinking, globally competitive learners through relevant and rigorous learning experiences.

Our Beliefs:

- We believe all students are entitled to a superior education.
- We believe learning is an essential and life-long process.
- We believe teachers should challenge, engage and inspire all students to achieve their full potential.
- We believe all students are capable of learning and succeeding.
- We believe a positive, safe, secure, and well-maintained environment is conducive to student success.
- We believe learning should be fun.
- We believe family and community are vital to student success.

Our Goals:

Effective Teaching and Learning:
Our district will grow all students through effective teaching practices and engaging learning opportunities.

High Quality Employees:
Our district will recruit, develop and retain individuals that possess integrity, professionalism and superior job-related skills.

Supports for Students:
Our district will proactively provide appropriate student supports through various cultural, social-emotional and educational experiences to increase student success.

Collaboration and Connections:
Our district will build trust with the community through consistent collaboration and transparent communication.

Learning Environments:
Our district will provide positive learning environments that are safe, clean, secure and appropriately equipped.

Operational Effectiveness:
Our district will define, publish and execute effective control systems for each facet of operations

Introduction

English Language Learners (EL) are students from diverse backgrounds who come from homes where a language other than English is the primary language spoken in the home. Els are a diverse population, representing many varied formal schooling backgrounds. Some students, for example, might have had interrupted schooling and not be able to read or write in their native language. Other students might have been enrolled in schools where they learned English in preparation for a move to the U.S. The length of time that students take to learn English also varies and is dependent on a variety of factors.

About 6% of the EL population entered Mississippi schools in 8th through 12th grade. Many of these students are considered Students with Interrupted Formal Education (SIFE), who may have attended school sporadically or stopped attending entirely after third or fourth grades due to lack of school access and other circumstances. These students need language support, but also need intensive interventions in reading, writing and math, because they have not received a formal education in their home country that is equivalent to the public education of their peers in the United States.

The Moss Point School District designed these comprehensive policies and procedures to assist School Administration, teachers, and parents to better serve the school district's English Learners and to meet State and Federal requirements. These comprehensive policies and procedures address the needs of this population of students, but also incorporates and taps into the valuable resource of linguistic and cultural diversity that EL students bring to a school district.

Several terms have been used through the years to identify students who are non-native English speakers. At one point, these students were called English as a Second Language (ESL) students. This term was flawed, because it did not acknowledge that some students learn English and another language simultaneously and that some students might already know two or more languages before learning English. During the era of the No Child Left Behind Act (NCLB), the term English language learner (EL) was often used to describe this population of students. Every Student Succeeds Act (ESSA) of 2015 brought a slightly different variation on the term, naming this population of students "English learners." The reasoning behind this decision was the result of a belief that the word "language" was redundant since English is already recognized as a language. In some federal communications, the phrase limited English proficient is used. For the purposes of this document the federal term English learners (Els) will be used.

Mission of the MPSD's English Learner Program

The mission of the Moss Point School District is to collaborate with students, families, and the community to graduate forward-thinking, globally competitive learners through relevant and rigorous learning experiences. An important element in achieving our mission statement is to adequately service the English Language Learner's students of the Moss Point School District. While our main purpose is to ensure that our EL students acquire English language proficiency in order to understand and apply it with all academic content, there are several goals for the Moss Point School District's EL Program:

1. To provide learners from non-English and culturally diverse backgrounds with the support necessary to develop proficiency in the social, cultural, and academic language necessary to become successful and productive citizens.

2. To provide EL students with an equitable educational experience and services in and with their native English-speaking peers, and the opportunity to participate in gifted, vocational, athletics etc.

3. To provide the families of EL students with the opportunity to be contributing members of the Moss Point School District community.

4. To provide EL students and their families with the opportunity to share their culture with the Moss Point School District and community.

5. To provide adequate training to Moss Point School District employees on how to strategically service EL students from initial enrollment in the EL program-to-program completion and exit.

Federal and State Laws

According to *Every Student Succeeds Act* (ESSA) of 2015, an EL student is defined as an individual:

- Who is aged 3 through 21?
- Who is enrolled or preparing to enroll in an elementary school or secondary school?
- Who was not born in the United States or whose native language is a language other than English?
- Who is a Native American or Alaska Native, or a native resident of the outlying areas?
- Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency?
- Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and?
- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
    - The ability to meet the State's proficient level of achievement on State assessments
    - The ability to successfully achieve in classrooms where the language of instruction is English
    - The opportunity to participate fully in society

The following laws have shaped the current expectation for the service and education of English language learners. The Moss Point School District adheres and ensures these federal and state laws are implemented with the EL student population.

1964 Civil Rights Act
"No person in the United States shall, on the grounds 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"

This landmark Act barred discrimination based on race, color, or national origin in federally funded programs as well as determined that all students have a right to effective instruction.

May 25th, 1970 Memorandum
"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students".

The Department of Health, Education, and Welfare released a memorandum that requires districts to work towards correcting language deficiencies that prevent a student from effective participation in the district's educational program.

Lau v. Nichols 1974
"...there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."

A district must establish procedures to identify and assess nonnative English-speaking students who need additional language support to participate meaningfully in the district's educational programs. According to the Office of Civil Rights interpretation of the ruling, these procedures must gauge whether **LEP (Limited English Proficiency)** students:

a) Perform as well academically as their non-LEP peers.
b) Successfully participate in all aspects of the school's curriculum -- including Advanced Placement and other honors courses -- without the use of simplified English materials.

Equal Education Opportunity Act 1974
"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

The EEOA prohibits discriminatory conduct, including segregating students on the basis of race, color or national origin, and discrimination against faculty and staff serving these groups of individuals, as it interferes with their equal educational opportunities. Furthermore, the EEOA requires LEAs to take action to overcome students' language barriers that impede equal participation in educational programs.

Plyer v. Doe 1982 (U.S. Supreme Court Decision)
"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

The decision means that immigrant students have the right to public education regardless of their legal status. This also means that schools may not require proof of citizenship or legal residence to enroll or provide services to immigrant students. Schools many not ask about the student or a parent's immigration status and parents are not required to give a social security number. Students are entitled to receive all school services such as free or reduced breakfast or lunch, transportation, educational services, NCLB, IDEA etc.

Presidential Executive Order 13166
"Entities receiving assistance from the federal government must take reasonable steps to ensure that persons with Limited English proficiency have meaningful access to the programs, services, and information those entities provide".

Recipients of federal assistance are required to help students overcome language barriers by implementing consistent standardized language assistance programs for LEP.

No Child Left Behind Act 2001
"Title III of the No Child Left Behind (NCLB) Act requires that all English language learners (ELs) receive quality instruction for learning both English and grade-level academic content. NCLB allows local flexibility for choosing programs of instruction, while demanding greater accountability for EL's English language and academic progress"

The purpose of this act is to ensure that children who are limited English proficient attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State standards as all children are expected to meet.

Procedures for Identification and Placement of EL Students

A uniform initial identification procedure will be used with all EL students enrolling at any grade level within the Moss Point School District. LEAs and their public schools must enroll all students regardless of their or their parents' or guardians' actual or perceived citizenship or immigration status. When enrolling students, LEAs may not request information from students or their parents or guardians in order to deny access to public schools based on race, color, or national origin. While an LEA may require proof of residency, inquiring into students' citizenship or immigration status, or that of their parents or guardians, would not be relevant to establishing residency. Similarly, while an LEA may require students or their parents to provide proof of age, an LEA may not bar a student from

enrolling because he or she lacks a birth certificate or has records that indicate a foreign place of birth. Further, if an LEA requests a student's social security number it must:

1. Inform the family that providing it is voluntary and refusal will not bar the child from enrolling in or attending school
2. Explain for what purpose the number will be used. A school district may not require families to provide a social security number to enroll in or attend school.
3. Assign the EL student a number if the student does not have a Social Security number. *However, enrolling an EL student pending receipt of required immunization records may delay the enrollment process*.

The identification and placement of an EL student in an appropriate language program is a four-step process:

Step I - Home Language Survey
Step II – ELPA21 Placement Assessment
Step III - Parental Notification
Step IV - Program Placement
Step V – Language Service Plan

Step I. Home Language Survey

A Home Language Survey (HLS) must be completed for each student registering for enrollment in a school in the Moss Point School District. An HLS is a tool to be given to all new entering students and used to identify students who may not be proficient in English. This process begins through the Home Language Survey located on the district registration form and online registration. The MPSD's Home Language Survey asks the following questions:

- What is the language this student most often speaks?
- What was the first language your child learned to speak?
- What language does your child speak most often?
- What language is most spoken in your home?
- What is the date that your child first enrolled in a school in the United States?
- Did your child(ren) receive English Language Learner services during the previous school year?

If the answer is "yes" to any of these questions, then the student must take the ELPA21 Placement Assessment to determine their English language proficiency level.

The home language survey allows the district to identify those students who speak a language other than English outside of school, as well as find any academic and family history that may affect the types of services the student will require.

It is the responsibility of each school's registrar to ensure that EL students are identified and properly coded in SAM Spectra. Copies of the student's registration forms should be provided to the EL coordinator for EL records. It is the responsibility of the school's registrar to provide the EL coordinator with a copy of the school's EL roster at the end of each

month. This ensures that EL students are correctly identified and assisted, including those who enroll when the academic year is in progress.

Teachers should also observe their classrooms to identify EL students that may not have been flagged in the enrollment process. If a teacher would like to recommend a student for English Language Proficiency testing, they must communicate with their administrator to request a *teacher recommendation for EL services form*.

Step II. ELPA21 Placement Test

The ELPA21 Placement Test must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Potential EL students identified by the HLS during registration during the beginning of the school year must be assessed for English-language proficiency within 30 calendar days of enrollment. Potential EL students who register after the beginning of the school year must be assessed within 10 school days of enrollment. The ELPA21 Placement Test assesses the proficiency of students in all four language domains (i.e., speaking, listening, reading, and writing). Those administering and scoring the placement test must be certified teachers and receive some level of training. The student's placement test report must be placed in their cumulative record.

In grades kindergarten thru 12th, students are given the initial ELPA21 Placement Assessment to determine proficiency in English. If a student is identified as "Not Proficient" or "Approaching Proficiency" an Individual Learning Plan is developed and the student is deemed eligible for EL services. If a student scores, "Proficient" he/she is deemed ineligible for EL services. Once a student is identified as EL, it is the responsibility of the EL teacher to administer the ELPA21 Assessments placement test. Students are tested in the domains of writing, reading, speaking and listening for comprehension and English language proficiency. Based on the screener results, the student is recommended for placement in the EL program.

Step III. Parent Notification

The LEAs that receive Title I or Title III funds must provide written notification to parent or guardians of their children's recommended placement in an EL program within 30 days of the start of the school year (or within 10 days for later-arriving students). The notification must include all of the statutorily-required elements, including the right to opt out. Official notification must be sent to the parent making them aware that their child is eligible for EL services, based on the results of the ELPA21 Assessments assessment. Parental response is not required to place the student in an EL program. Parents are also notified that they reserve the right to decline enrollment in the EL program, and that they have the right to remove their child from the Title III supplemental program immediately upon their request.

Any parent or guardian whose child is receiving or is eligible to receive EL services has the right to decline or opt his or her child out of any or all EL services. The LEAs may not recommend that a parent or guardian opt a child out of EL programs or services for any reason. The LEA must provide guidance in a language parents or guardians can understand to ensure that they understand their child's rights, the range of EL services that their child could receive, and the benefits of such services. This is to ensure that the parent or guardian's

decision to opt out is informed and voluntary. The LEA must retain appropriate documentation to demonstrate that a parent or guardian knowingly and voluntarily opted his or her EL child out of EL programs or particular EL services. It is important to note that opting out of EL programs or particular EL services does not affect a student's ability to participate in any other programs or services, such as special education services.

If a parent or guardian decides to opt his or her child out of EL programs or particular EL services, that child retains his or her status as an EL. Thus, the LEA must continue to monitor periodically the opted-out student's academic progress. If a student is identified as EL through the Home Language Survey or ELPA21 Assessments screener however, he/she is still required to take the annual ELP (English Language Proficiency) assessment.

Step IV. Program Placement

After ELs have been identified using the ELPA21 Placement Test, LEAs must provide ELs with appropriate language assistance services and programs, commonly known as "EL services and programs". The LEAs have the flexibility to choose the EL services and programs that meet civil rights requirements and best meet the needs of their EL population. The goal for students who are ELs is that they attain fluency in English, master the state's academic content standards as demonstrated by proficiency on the state's required student assessments, and pass any other state required tests. ELs must be placed age-appropriately in the mainstream classroom. This provides them with access to challenging, grade-level content instruction, and the opportunity to interact with their English-speaking peers and is considered generally to be the least restrictive educational environment.

Step IV. Developing a Language Service Plan

The Mississippi Department of Education requires each student designated as an EL to have a Language Service Plan (LSP), which must be updated annually until the student exits the EL program. The Student Evaluation Team (SET) must meet to develop the LSP at the beginning of each academic school year. This team must be composed of teachers (including EL teachers), administrators, counselors, and parents or guardians. The team will meet quarterly to evaluate the student's progress and make necessary adjustments. A copy of the LSP must be provided to all teachers who work with the EL student.
The LSP must contain the following:

- Student's demographic information
- Date of first enrollment in a U.S. school
- Yearly ELPT scores
- Classroom accommodations
- State testing accommodations
- Signatures of SET members

EL Program Service within the Moss Point School District

English as a Second Language (ESL) Program: Secondary level, designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills,

content vocabulary, and cultural orientation.

Pull-Out Program: Elementary level, paraprofessional pulls students from their classes for small group or individual work. In addition, a paraprofessional may serve students in a small group within the regular classroom setting.

Complete Immersion program: students are completely immersed in the English language classroom. The student may be provided with software usage for reinforcement of the English language upon parental consent. The EL Teacher is responsible for monitoring these students' grades, classroom performance, as well as scores on state examinations.

An EL student stays in this complete immersion/monitored period for 2 years. If the student maintains the qualifications for exit throughout this two-year monitoring period, he/she successfully exits from the Moss Point School District's EL Program.

Inclusion of English Learners (EL) in Statewide Assessment

The Mississippi Statewide Assessment System provides procedures to ensure the inclusion of all students in the assessment programs, including a wide range of testing accommodations, instructional level testing on the MCT2 (2013-2014), PARCC (2014-2015), MAP (2015-2016), SATP2, and alternate assessments. The data for students using testing accommodations are treated no differently from any other test data. The scores for students with disabilities taking alternate assessments are included in the achievement and growth components. The weighting procedures in the achievement component ensure that those students count equally within the achievement level assigned to the school. School districts are allowed to exclude the academic achievement results only for first-year English Learners (EL) students (on a case-by-case basis) from determinations of Mississippi Statewide Accountability System results, consistent with the requirements for ESEA federal accountability.

Accommodations on Statewide Assessments

Reasonable accommodations must be provided on assessments administered to ELs. In the current edition of the Mississippi Testing Accommodations Manual, accommodations are available for students who have been officially identified as ELs. Mississippi strives to ensure that the use of accommodations deemed appropriate for ELs on any state assessment does not deny ELs the opportunity to fully participate in the assessment and allows the students to receive benefits equal to those received by never-ELs.

If an EL cannot be assessed on ELPA21 Assessment in one or more domains of the English Language Proficiency Test due to a disability, and there is no appropriate accommodation, the student's English language proficiency will be based on the domains that can be assessed.

English Language Proficiency Test

The Elementary and Secondary Education Act (ESEA) requires that the LEA must

assess all ELs using the annual English language proficiency assessment, including those students whose parents have declined to enroll them in, or had them removed from, Language Instruction Education Programs (LIEPs). Additionally, all ELs enrolled in schools served by the State must be assessed annually using the State's English language proficiency assessment. "State or district assessment policies, if they include a right to opt a child out of assessments, do not override or diminish the LEA's obligation to assess 100 percent of ELs using the annual English language proficiency assessment."

The ***ELPA21 Assessment*** is a secure, large-scale, English language proficiency assessment administered to kindergarten through 12th grade students who have been identified as ELs. ELPA21 stands for the English Language Proficiency Assessment for the 21st Century. It is an online assessment system designed to measure the English language proficiency of students who are English Language Learners (ELs). The assessment focuses on reading, writing, listening, and speaking skills, and is used to identify students who need English language development support and to track their progress. This assessment is administered annually in the spring to monitor each EL's progress in acquiring academic English. The ELPA21 Summative represents a renewed approach to measuring English language proficiency. The assessment is the result of a collaboration between state departments of education, leading assessment researchers, and actively practicing educators. Instead of exploring "What language does the student have?" the summative seeks to answer, "What is the student able to do with language in the four domains?". By assessing what students can do, as opposed to taking a one-time snapshot of students' knowledge and skills, the summative provides more actionable and instructionally relevant information than traditional ELP assessments.

- **Purpose -** ELPA21 is used to determine if students need English language development services and to track their progress in acquiring English proficiency.
- **Assessment Areas -** The assessment covers the four domains of English language proficiency: listening, reading, writing, and speaking.
- **Online Format -** ELPA21 is primarily an online assessment, which allows for automated scoring and increased security.
- **Summative Assessment -** All identified English learners take the annual ELPA21 general summative assessment in the spring.
- **Dynamic Screener -** ELPA21 also includes a dynamic screener, used to identify students who need English language support upon entry to the school system.
- **State-Specific -** While developed by a consortium of states, ELPA21 results are used to inform decisions about English language support at the state and local levels.

Overview of English Language Proficiency Standards

As an essential component of the ELPA21 Standards, the Proficiency Level Descriptors (PLDs) are a tool for assessing an English learner's degree of language proficiency. We know program effectiveness and supporting English learners along their journey toward proficiency are important to you. The ELPA21 Summative provides 3-digit scale scores for each of the four language domains—listening, reading, writing, and speaking. These scores are used to assign a performance level (1–5) for each domain and establish a proficiency determination:

- Emerging – Level 1 or 2 in all non-exempt domains
- Progressing – at least one domain below Level 4 and at least one domain above Level 2
- Proficient – Level 4 or 5 in all non-exempt domains

ELPA21 Summative scores give educators and parents/guardians the information they need to best support students. Scores can be used to:

- Measure and track progress toward attaining English language proficiency
- Determine eligibility for program exit
- Inform classroom instruction for English learners
- Identify resource needs for both students and teachers
- Provide evidence of program effectiveness

ELPA21 student reports provide data and descriptions of student performance, student growth, and school accountability. Reports are user-friendly, using communication features such as graphics to help parents/caregivers and educators easily interpret test results.

The ELPA21 Achievement Level Descriptors (ALDs) outline the specific knowledge, skills, and processes students demonstrate in each language domain (Listening, Reading, Speaking, and Writing) at different proficiency levels. These descriptors are used to interpret student scores on the ELPA21 assessment and to inform instruction and parental communication.
Here's a breakdown of the key aspects:
Purpose:

- **Guide Instruction -** ALDs help teachers target instruction based on students' demonstrated skills in each domain.
- **Inform Parents -** They provide a clear picture of what students can do and what is expected for proficiency at each grade level or band.
- **Communicate Progress -** ALDs help track student progress towards English language proficiency.

Structure:

- **Grade Bands -** ALDs are typically organized by grade bands (e.g., K-1, 2-3, 4-5, etc.) to reflect developmental stages of language acquisition.
- **Domains -**They are broken down by the four language domains: Listening, Reading, Speaking, and Writing.
- **Proficiency Levels -** Each domain within a grade band has multiple proficiency levels, often ranging from Level 1 (Beginning) to Level 5 (Advanced).
- **Score Ranges -** Each proficiency level is associated with a range of scores on the ELPA21 assessment.

How to Use:

- **Review the Descriptors -** Examine the specific skills and knowledge outlined for each proficiency level and domain within the relevant grade band.
- **Analyze Student Scores -** Compare a student's ELPA21 scores to the corresponding score ranges for each domain.
- **Plan Instruction -** Use the ALDs to identify areas where the student needs support and to plan targeted instruction to help them progress.
- **Communicate with Parents -** Share the ALDs with parents to explain their child's performance and to set goals for language development.

For example, an Achievement Level Descriptor for Reading might describe a student at Level 3 (Intermediate) as being able to:

- Read and understand grade-appropriate texts with some support.
- Identify the main idea and some supporting details in a text.
- Make basic inferences about the text.
- Begin to use some academic vocabulary.

In contrast, a student at Level 5 (Advanced) might be described as being able to:

- Read and understand complex grade-appropriate texts independently.
- Analyze the text, identify different perspectives, and draw complex inferences.
- Use a wide range of academic vocabulary and language structures.

Level 1 (Beginner)
Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.

Level 2 (Early Intermediate)
Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.

Level 3 (Intermediate)
Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.

Level 4 (Advanced)
Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.

Level 5 (Fluent English Proficient)
Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Newly enrolled students testing at Level 5 on the initial placement assessment do not enter the language instruction program and are not subject to exiting criteria.

Exiting Students

The new Mississippi EL exit criteria (below) were approved by the State Board of Education on June 19, 2025, and are effective immediately.

- For an English learner to officially exit EL status, the student is required to obtain a Proficiency Determination of "Proficient" on the **ELPA21 Summative Assessment**. A score of "Proficient" means that the student has scored a proficiency level 4 or higher in all language domains (Listening, Speaking, Reading, and Writing).
- For an **English learner with significant cognitive disabilities (ELSCD)** to officially exit EL status, the student is required to obtain a Proficiency Determination of "Proficient" on the **Alt ELPA21 Summative Assessment**. A score of "Proficient" means that the student has scored a proficiency level 3 or higher in each domain in both language modalities (Receptive and Expressive).

Because ESSA requires states to have uniform exit criteria, LEAs should not add other criteria as exit requirements. An EL with a disability can be "exited" from EL status when he or she no longer meets the definition of an EL. This occurs when the student meets the State's definition of "proficient" in English.

However, there is no provision in the Individuals with Disabilities Education Act (IDEA) that would authorize the Individualized Education Program (IEP) Team to remove the "EL" designation before the student has attained English proficiency. In addition, other LEA and/or school personnel do not have the authority under Federal law to remove a student's EL designation before the student has been deemed proficient in English solely because the student has an IEP.5

Monitoring Students

After students have exited EL status, school districts must monitor their academic progress for at least 4 years. Monitoring must be conducted and documented every 9 weeks, with a SET team reviewing monitored students' grades, assessments and other related data. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, districts must re-test using the ELPA21 Placement Test to see if the student needs to be offered additional language assistance services. In no case should re-testing of an exited student's ELP be prohibited. If the student re-enters EL services, however, the LEA is required to document the reasons why, as EL as obtain the parent's consent prior to reentry.

Grading of EL Students

As students are working to learn English during the initial stages of language acquisition, it is a violation of their Civil Rights to retain them due to limited language proficiency. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), schools must ensure that EL students are placed appropriately and can participate meaningfully and equally in educational programs. Districts

are required to take steps to ensure that students are not retained solely because they are still in the early stages of learning English. Students who receive extensive language supports and classroom accommodations must have this information noted on their report cards, and accommodations must be shared with the families of EL students to ensure that they have an understanding of true academic performance in English language proficiency.

MS Department of Education Guidelines emphasizes that an EL student cannot earn an "F" when language limitations are affecting the students' performance. Because of this, additional factors must be taken into consideration. Important background information for teachers to be aware of when grading their EL students, is that in the TESOL field it has been shown that it takes one to two years to develop oral fluency, while it takes five to seven years to develop proficiency in all four domains.

MCAPS Questionnaire

1. **Briefly describe the progress monitoring that occurs for EL students.**

Aligned with the Mississippi Department of Education Guidelines for English Language Learners, the Moss Point School District uses multiple criteria to monitor the progress of EL students. First, a Student Evaluation Team (SET) is established for guiding and monitoring the placement, services, and assessment of EL students. The SET team designs an English Language Service Plan (LSP), which is updated annually until the student achieves LEP (FLEP) status. The SET team ensures and implements the following safeguards through the LSP to adequately monitor and assist the EL student. EL progress monitor consist of:

- Systematic procedures and safeguards related to appropriateness of identification, placement, assessment, instructional and support programs.
- Implement purposeful and appropriate assessment practices taking into account EL students' primary language, English-language proficiency, and overall linguistic and cultural background.
- Utilize curriculum-based assessment to determine risk and monitor progress across tiers with EL students as part of the comprehensive MTSS model
- Provide instructional support and interventions to ELs with low performance in areas even when oral language skills in English are low.
- Set rigorous goals that support EL students to meet grade-level standards
- Evaluate growth frequently, increasing intensity of instruction when growth is less than expected
- Identify accommodations needed on state assessments and additional classroom strategies and accommodations as appropriate.

2. **Describe the commonly used interventions utilized by the EL teacher when providing limited service to students experiencing academic difficulties due to linguistic difficulties.**

The Moss Point School District implements the following interventions, associated with the MTSS tiered process, to EL students experiencing academic difficulties due to linguistic difficulties. Appropriate interventions for ELs who need support beyond Tier 1 are conducted in targeted small-group explicit interventions at Tier 2 for struggling ELs or Tier 3 for ELs

who have intensive needs. The district ensures that interventions include specific accommodations to meet the needs of ELs. Interventions include foundational skills in addition to other literacy and language skills. Intervention is designed to be explicit, systematic teaching of skills that include corrective feedback targeting skills that meet individual student needs, including skills that promote reading comprehension. In addition, EL students receive accommodation during the interventions that may include, but are not limited to, oral language development, using visuals and gestures, building background knowledge, and clarifying meaning of words.

3. Describe the commonly used strategies and interventions utilized by classroom teachers to differentiate instruction for EL students.

These strategies are presented to teachers during the annual in-service training for EL students. Some are more appropriate for certain age levels or language proficiency stages. These strategies are a starting point for teachers to use with their English language learners.

- Total Physical Response (TPR): Emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. TPR involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions.
- Cooperative Learning: Cooperative learning involves student participation in small-group learning activities that promote positive interactions. Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELs benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful.
- Academic Language Scaffolding: "Scaffolding" is the step-by-step process of building students' ability to complete tasks on their own. Academic language scaffolding consists of contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language.
- Realia Strategies: "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject and is appropriate for any grade or skill level.

4. Describe how the LEA will improve the instruction and assessment of English Learners. Include plans for both EL teachers and general classroom teachers.

The Moss Point School District will improve the instruction and assessment of EL students by monitoring the EL students' primary language and English-language proficiency. In addition, the Moss Point School District will monitor students' progress in the language of instruction, all content areas, and assess the EL students' progress after thoroughly throughout the school. The Moss Point School will use curriculum-based assessment to determine risk and monitor progress across tiers with EL students aligned with the MTSS model.

5. Describe how the LEA will increase the English language proficiency of English learners by providing evidence-based language instruction educational programs that meet the needs of English learners and demonstrate success in increasing English language proficiency and student academic achievement.

The Moss Point School District uses two specific educational programs model based on the composition of the district's EL student population, resources available, and the community's preferences. The Moss Point School District uses the following programs:

- English as a Second Language (ESL) Program – uses techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.
- Pull-Out Program - a paraprofessional pulls students from their classes for small group or individual work. In addition, a paraprofessional serves students in a small group within the regular classroom setting. Children who need remedial work in learning the English language may be served through such a program.

6. Based on the needs assessment, describe the project goals and activities that will be developed, implemented, and administered.

Using the results from the district's needs assessment, the S.M.A.R.T. objective strategy will be implemented for a clearer, more concise and specific approach for targeting objectives to meet the needs of EL students. The S.M.A.R.T. objective strategies have the following characteristics and are outlined below:

- ***S****pecific* - Start with an action verb (strengthen, train, develop, teach, implement) and specify the outcome; state what you will do to achieve your goal and meet your identified need.
- ***M****easurable* - The objective must include measurable outcomes and describe measurable changes in community conditions (including social, cultural, environmental, economic, and governance conditions).
- ***A****chievable* - The objective must be realistic and attainable, something you can expect to achieve given your available resources and project strategy.
- ***R****elevant and* ***R****esults Oriented* - Your objective should address your project goal and therefore the long-term goals of your organization.
- ***T****ime-bound* - The objective should reflect a time period in which it will be accomplished.

The chart below defines each part of the S.M.A.R.T. objective framework and then applies the criteria specifically for EL instruction:

S.M.A.R.T. Criteria	Description	For EL Students
Specific	target a specific area for improvement	focused instruction on a single language domain, very concrete and specific skills
Measurable	quantify or at least suggest an indicator of progress	use instructional tools, such as a rubric, to measure and monitor student progress
Attainable	realistic and aligned to appropriate ability levels and standards	aligned EL student ability and progress with language development standards and proficiency levels
Relevant	goals matter and are appropriate for this time and place	relevant and appropriate instruction to what EL students need to be successful in content classes and move to next level of proficiency
Time-bound	specify when the result(s) can be achieved	specific to individual EL students for obtaining academic success

7. Describe the LEA's methods for identifying and assessing the students to be included in the English language instruction educational program.

The Moss Point School District identifies and places of EL students in appropriate classes and language program that assures them of an equitable, quality education is a four-step process.

1. Home Language Survey
2. Initial Assessment of Language Proficiency
3. Parental Notification
4. Program Placement

8. Describe how the LEA is developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary, and secondary school programs.

The Moss Point School District uses "I-ready", a K–12 adaptive diagnostic software program, for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. The programs helps students by identifying where students are struggling, measures student's growth across a content areas, and the collected data is used to guide differentiated instruction for students.

9. Describe how the LEA is carrying out existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth.

The Moss Point School District uses two specific educational programs models, English as a Second Language (ESL) and "pull-out" programs. Both programs are designed to teach ELs English language skills that include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. The focus of the programs is to increase English acquisition for the EL student so they may function adequately in a regular education classroom. In addition, both programs work to develop literacy in English increase academic achievement in all content areas.

10. Describe how the LEA will improve the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.

The Moss Point School District will provide teachers with professional development to teachers that are ongoing and support the development and of EL instructional and strategies across all content areas. Professional development will focus on building the competency of teachers and their content area. All professional development will pertain to identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures with the intent of improve instruction and academic success of EL students.

11. Describe how the LEA will provide tutorial and academic or career and technical assistance, and intensified instruction. This instruction may include materials in a language that the student can understand.

The Moss Point School District will provide EL students with academic support in their native language, when possible and with proper personal. Providing tutorial and academic assistance in the EL's native language allows the EL access to academic content, to classroom activities, and to their own knowledge and experiences. Teachers can use texts that are bilingual or that involve the students' native culture, and organize entire lessons around cultural content of the EL student which promotes engagement and retention of the skills and concepts.

12. Describe how the LEA will improve the English language proficiency and academic achievement of English learners.

The Moss Point School District provides evidence-based language instruction educational programs to help students learn English and is designed to help students master the state academic content standards. Students are provided appropriate additional services to ensure access to the core curriculum. Title III funds will be used to provide instructional materials

for English Language development and materials designed to help ELs access the core curriculum. Funds will also be used to provide training for teacher professional development in research-based strategies to accelerate the achievement of EL students so they can become proficient in English and meet the state standards in reading and math. All EL students will participate in the statewide assessments to measure students' progress towards proficiency. Statewide targets in reading and math will be used to determine whether EL students have made adequate yearly progress. Additional formative assessments are used to measure the increase in EL students' English proficiency. EL data is analyzed and compared to these assessments and to measure the increase in EL students' academic achievement.

13. Describe the LEA's procedures for designating individuals to serve on the student evaluation team (SET), responsibilities of the team, and the person(s) responsible for oversight of the SET.

The Student Evaluation Team (SET) is responsible for guiding and monitoring the placement, services, and assessment of EL students. The SET team is comprised of an ESL teacher, a school administrator, general education teacher, and a parent representative. The SET team may include a content-area or general classroom teacher, assessment specialists, school counselor, and other members as appropriate central office administrators and school psychologists.

14. Describe the LEA's methods and procedures for transitioning and/or exiting students from the English language instruction educational program and for monitoring their progress for a period of four years.

The Student Evaluation Team (SET) is responsible for guiding and monitoring the placement, services, and assessment of EL students. The SET team is comprised of an ESL teacher, a school administrator, general education teacher, and a parent representative. The SET team evaluates the following factors when deciding whether an El student should transition or exit the program to a monitoring status;

- standardized test scores,
- academic achievement as measured by classroom assignments and tests,
- observation of classroom behavior,
- interviews with the student,
- length of time in school,
- student's educational background
- academic progress and state assessments

Periodic monitoring is continued for two years. If monitoring shows that, the student is falling behind in classroom work and/or English language skills, appropriate supports are made available to EL student within the school. If these means of services and supports are not successful, a child may be re-entered into the language educational program.

15. Provide a summary of how the LEA will provide effective professional development to classroom teachers, principals, tutors, and other school leaders, administrators and other school or community-based organizational personnel.

Teachers and administration will participate in professional development training in language acquisition and instructional practices to learn research-based strategies to meet the needs of EL students. All teachers will participate in ongoing and sustained staff development in current research and the most effective instructional strategies for accelerating the achievement of EL students. Teachers will receive training in components of adopted textbooks, software, and supplemental materials especially designed to support the development in the most effective instructional strategies for accelerating the achievement of English learners.

16. Describe how the LEA will provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners.

The Moss Point School District will supply supplemental materials such as classroom reading books, shared reading books, or supplemental curricular materials to support core content mastery for EL students through:

- Purchase software/software subscriptions to support English language acquisition.
- Provide professional development for teachers and instructional support providers to improve instructional strategies for English Language learners.

17. Describe how the LEA will provide and implement other effective activities and strategies that will enhance parent, family, and community engagement activities.

The Moss Point School District has a parent engagement program for each school that are designed and carried out in the EL students' home language, sustained throughout the school year, and are responsive to the cultural diversity and experiences of the EL students' families.

18. Describe how the LEA will provide assistance to parents and families, supporting them as they work to strengthen their children's academic performance and become more engaged in the educational process.

The Moss Point School District parent engagement programs are intended to support and involve EL students' families in their children's education through:

- Communication in the primary language.
- Use of bilingual staff when possible
- Accurate and supportive translation in native language
- Consideration of the concerns, traditions, culture, and perspectives of EL families.
- Presenting explicit information about the academic process and events within the school district.

- Providing open support and assistance to EL families.

Glossary of Terms

Accommodations	Allowable changes in EL testing administration or setting
Complete Immersion	Students develop acquisition through immersion in English classroom
EEOA	Equal Education Opportunity Act (1974)
EL	English Language Learner
ELP	English language proficiency
ESL	English as a Second Language
Exit Criteria	Requirements for a student to be considered for EL program exit
Former EL	Once an EL exits EL services, there is a federally required 2 calendar year monitoring period. Students are designated as Former EL during monitoring period.
FLL	Foreign Language Learning, the learning of a second language
HLS	Home Language Survey (located on MPSD's registration forms)
ELPA21 Assessment System	English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English learners (ELs).
LEP	Limited English Proficiency
L1	First language, Native language
L2	Second language one is attempting to acquire
LSP	Language Service Plan
Proficiency Level 1	BEGINNING A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.
Proficiency Level 2	EARLY INTERMEDIATE A Level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.
Proficiency Level 3	INTERMEDIATE A Level 3 student is developing the ability to communicate effectively in English across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features with new and familiar topics.
Proficiency Level 4	PROFICIENT A Level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Proficiency Level 5	ABOVE PROFICIENT A Level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Pull Out Program	Students receive individual or small group tutoring
NCLB	No Child Left Behind Act of 2001
NL	Native Language, A person's first language
SET	Student Evaluation Team
SLA	Second Language Acquisition
TESOL	Teaching English to Speakers of Other Languages
TL	Target Language
Word-for-Word Dictionary	A dictionary which does not provide definitions, but solely translates a word to the direct word in another language.

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