

Owasso Public Schools

English Language Development Program Guide

Teaching & Learning Department
Title III/ELD Program
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Owasso, OK 74055

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All Our Children

"What the best and wisest parent wants
for his own child,
that must the community want for all its children.
Any other ideal for our schools
is narrow and unlovely:
acted upon,
it destroys our democracy."

John Dewey

Purpose

Our district mission is

to provide a safe environment that equips,
educates, and empowers Owasso students on their journey
toward outstanding character and success.

Our ELD Program mission is

to ensure that ALL English Learners (ELs) have access to and participate in high-quality, research-based instruction that supports academic and social growth. Emphasis will be placed on English language development with the goal of active progress along the scale of limited English proficiency to fluency coupled with appropriate access to core curriculum instruction.

By helping English Learner students

- Develop proficiency in the important communication skills of listening, speaking, reading, and writing with the goal of native fluency.
- Develop interpersonal communication skills and academic language including linguistic complexity, language forms and conventions, and vocabulary usage.
- Increase personal academic and social potential.
- Increase depth of knowledge in core subject areas.
- Maintain primary language skills with the understanding that bilingualism is an important asset to post-secondary career opportunities.
- Maintain pride in their cultural heritage.

Legal Requirements

Federal Legislation

1964 Title VI of the Civil Rights Act

Prohibits discrimination based on race, color, or national origin. Requires school districts to provide equal and meaningful educational access and opportunity to language minority students.

1968 Bilingual Education Act

Recognizes that students with limited English proficiency have special educational needs and provides federal funding to support bilingual programs.

1970 May 25th Memorandum

This memorandum provides clarification to the Civil Right Act and informs school districts that they must take affirmative steps to overcome the English language deficiencies of children above and beyond providing the same materials and teachers to all students. School districts must provide for equal access to and opportunities for participation in all school activities and programs. Provides for development of programs designed specifically to address English language learner needs.

1974 Lau v. Nichols

The U.S. Supreme Court decided that it was not enough for school districts to provide the same teachers and books for language minority students. Schools must provide special assistance in English so that limited English proficient (LEP) students could take a meaningful part in the educational system.

1981 Castañeda v. Pickard

5th Circuit Court decision requiring schools to implement a program for LEP students that is based on sound educational theory, fully and effectively implemented, and evaluated regularly for program effectiveness.

1982 Plyer v. Doe

The U.S. Supreme Court ruled that children of undocumented workers and children who are themselves undocumented have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents.

2015 Every Student Succeeds Act [ESSA, section 3102]

The Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act outlines the scope and purpose of federal funding designated for EL and Immigrant instruction. This includes five primary components:

- ➔ To help ensure that ELs attain English proficiency and develop high levels of academic achievement in English;
- ➔ To assist all ELs to achieve at high levels in academic subjects so that all ELs can meet the same challenging state academic standards that all other children are expected to meet;
- ➔ To assist teachers, principals, and other school leaders, SEAs, LEAs, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching ELs;
- ➔ To assist teachers, principals, and other school leaders, SEAs, and LEAs to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs to enter all-English instructional settings; and
- ➔ To promote participation in language instruction educational programs for the parents, families, and communities of ELs.

State Policy

Oklahoma Edge State Consolidated ESSA Plan

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

The English Learner population in Oklahoma continues to rise, having increased by nearly 10,000 students in fewer than five years. Additionally, more than 180 languages are spoken in the homes of Oklahoma's schoolchildren. Other than English, the languages most spoken in Oklahoma in order of use are Spanish/Castilian, Vietnamese, Cherokee, Marshallese, Burmese, Hmong, Zomi, Arabic and Chinese. With these challenges in mind, the following strategies are in place to support Oklahoma's English learner population:

STRATEGY 1.2 Ensure effective implementation of the Oklahoma Academic Standards by using available data to target high-quality, aligned resources to educators.

STRATEGY 1.3 Improve student equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities.

STRATEGY 1.4 Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning.

STRATEGY 1.5 Reduce barriers to equity and close the opportunity and achievement gaps for all students.

STRATEGY 1.6 Enable Oklahoma's students to benefit fully from digital-age teaching and learning.

STRATEGY 2.2 Provide support and professional learning to increase instructional capacity for teachers and leaders.

STRATEGY 3.2 Strengthen and increase family and community engagement to support student learning.

STRATEGY 3.3 Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.

Local Policy

OPS TITLE III Policies & Procedures

It is Owasso's mission to ensure that all English Learners K-12 have access to and participate in high-quality, research-based instruction that supports academic and social growth that meet the spirit and intent of Title VI of the Civil Rights Act of 1964, ESSA Title III Guidance, and Oklahoma's ESSA Consolidated State Plan. Emphasis will be placed on English language development with the goal of active progress along the scale of limited English proficiency to fluency coupled with appropriate access to core curriculum instructions.

Identification and Assessment

All students enrolled in a public school in Oklahoma are required to have a home language survey (HLS) completed by a parent/guardian and kept on file by the attending district. The HLS asks three questions about a student's individual linguistic background. If two or more answers are "a language other than English," the student is understood as being influenced by an environment where a language other than English is spoken "more often." If the HLS responses indicate a language other than English one out of three times, the student is classified as influenced by an environment where a language other than English is spoken "less often."
"More" and "less often" student levels of English language proficiency will be assessed through the administration of the WIDA Kindergarten Screener or the WIDA Screener. A student who scores below a 5.0 composite on the listening/speaking domains of the WIDA Kindergarten Screener will be designated as an English Learner. A student who scores below a 4.8 composite on the four test domains (speaking, listening, reading, and writing) of the WIDA Screener will be designated as an English Learner.

**It is important to note that the HLS assists in identifying students who may need English Learner services, but it is NOT determinative of English Learner status. Only a WIDA assessment can justify entrance or exit from the English Language Development program. Furthermore, the HLS does not preclude a district from assessing a student who may have linguistic issues and be in need of support, regardless of the responses indicated on the HLS.

Reassessment and Exit Procedures

Each English Learner's language development progress is reassessed each spring within the domains of listening, speaking, reading, and writing through the administration of the ACCESS for ELs 2.0. When an English Learner scores a composite 4.8 or above (all four domains), that student will be given former English Learner status. Former ELs are to be monitored for academic progress for four subsequent years or until graduation, whichever comes first. At the end of the four-year monitoring period, the student may be exited from the English Learner Program. English Learners students are expected to achieve fluent English proficiency (FEP) within 5 years of entering school.

Parent Notification

Parents/Guardians will be notified of their student's ACCESS for ELs 2.0 test scores as well as placement recommendations by the district. Owasso Public Schools strongly encourages parents to follow district recommendations for program services. However, per ESSA, parents do have the right to opt their student out of ELD services by completing a waiver form upon request through the ELD Program. It is important to note that opting out of services does not change the English Learner status of the student. Students who are opted out of services MUST still participate in ACCESS for ELs 2.0 testing each spring.

Instructional Services

K-12 services include both push-in and pull-out options based on the individual needs of the English Learner. Push-in services provide content area support to the student within the regular classroom. Pull-out services provide students with intensive English language instruction outside of the regular classroom in small group or individual settings with an English Language Development (ELD) teacher. English language skills and content area skills are the focus of all instructional services and the student's native language may or may not be used to support English language acquisition. Owasso Public Schools also provides a Newcomers Program for 6th-12th grade students who are in the primary stages of English language acquisition.

Why Daily EL Services Matter

In educational settings, providing daily English Learner (EL) services is essential to ensure students acquire language proficiency quickly and maintain academic parity with their peers. While federal law does not mandate a specific number of minutes, it does require that programs be "educationally sound" and "effective in practice."

Daily EL services are necessary for the following reasons:

1. Accelerated Language Acquisition

- **Consistency & Coherence:** Research indicates that the most successful EL students are those who receive consistent, daily English Language Development (ELD) classes. Language development is a continuous process and missing days can create gaps that hinder long-term proficiency.
- **Early Intervention:** Providing daily support in elementary school helps students capitalize on their natural ability to acquire language quickly, preventing them from becoming Long-Term English Learners (LTELs) who may struggle for five or more years.

2. Meaningful Academic Participation

- **Access to Content:** EL services are not just about learning English; they are about enabling students to understand and participate in core subjects like math, science, and social studies. Without daily support, students may fall behind in grade-level standards as they struggle to decode academic language.
- **Parity with Peers:** Federal guidelines mandate that EL programs enable students to reach a level of participation comparable to their native English-speaking peers within a reasonable timeframe.

3. Social and Emotional Development

- **Confidence Building:** Frequent repetition and daily routines help build a student's self-esteem and sense of competence.
- **Safe Practice Space:** Daily EL-specific blocks (like "Language Dives" or small group reading) provide a safe environment for students to practice speaking and reading without the fear of making mistakes in front of the entire general education class.

4. Legal and Civil Rights Obligations

- **Equal Opportunity:** Under the Equal Educational Opportunities Act (EEOA) and Title VI of the Civil Rights Act, schools must provide language assistance until a student is proficient.
- **Compliance:** Districts are monitored for how effectively they move students toward proficiency. Providing daily, targeted support is a key indicator that a district is meeting its legal obligation to provide high-quality instruction.

Equal Access

The English Language Development program supports all district and superintendent goals, policies, and procedures as well as the following:

- English Learners (ELs) are provided equal access to all programs and services offered by the school and district, based on need and eligibility, and exclusive of language proficiency and/or national origin.

- Refugee, immigrant, registered and undocumented aliens, and national origin, racial or ethnic minority students are provided equal access to free and appropriate schooling.

- ELs are provided comprehensive instruction, equal in amount, scope, sequence, and quality as that provided to native English speakers. ELs instruction is aligned with the WIDA Standards, the Oklahoma Academic Standards, grade level expectations, course descriptions, and district curriculum frameworks.

- Parents/guardians of ELs will receive, unless clearly not feasible, all school communications in their primary language. Parents/guardians of ELs will be afforded opportunities to be represented on various district and school committees that require parental participation.

Responsibility

Big Rocks

- English Learners are *everyone's* responsibility.
  - Administrators
  - Counselors
  - Teachers
  - ELD specialists
  - Leadership teams

- All teachers are teachers of language.

- There is no one-size-fits-all approach to educating English Learners.

- Effective programs should meet the Castañeda Standard (Castañeda v. Pickard, 1981).
  - Based on theory
  - Fidelitous and effective implementation
  - Periodically evaluated

- Students *always* come first.

School Report Card

OFFICE OF ASSESSMENT AND ACCOUNTABILITY

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT PROGRESS
(Elementary, Middle, and High Schools)

Students whose second language is English generally need at least five years to transition to a new language. The ELPA Progress indicator identifies the percentage of students on track to exit the English Learner program within the required five-year time frame based on their WIDA ACCESS 2.0 English Language Proficiency assessment score and grade level upon entry.

A-F REPORT CARD INDICATORS **90 Points Total**

Elementary/Middle School	High School
Indicator 3.	Indicator 2.
English Language Proficiency Progress	English Language Proficiency Progress
Weight 10	**Weight 10**
5 years to achieve proficiency	**5** years to achieve proficiency

Identification/Placement

Screening & Placement

A completed Home Language Survey (HLS) is **required** for any student enrolled in a public school in the State of Oklahoma.

Home Language Survey Submission of a language other than English on any or all of the three primary language questions (language most often spoken, language routinely spoken in the home, and first language learned) requires the LEA to determine the EL status of student. The first step in this process is always to review the student's EL-specific identification and assessment history in the Accountability Reporting application in Single Sign On. Generally, a student should only be administered an EL identification assessment if no prior EL-specific assessment has been administered and/or identification has been made.*

*Please note that Oklahoma now requires that students transferring into Oklahoma schools from both WIDA states and non-WIDA states be considered for screening using the guidelines listed below and be screened if appropriate: If students are transferring from a WIDA state, were previously identified as EL, indicate a language other than English on the Home Language Survey, and have not achieved Oklahoma's proficiency score on WIDA ACCESS for Kindergarten, WIDA ACCESS, and/or WIDA Alternate ACCESS, they must be screened.

If students are transferring from a WIDA state, were previously identified as EL, indicated a language other than English on the Home Language Survey, and have achieved Oklahoma's proficiency score on WIDA ACCESS for Kindergarten, WIDA ACCESS, and/or WIDA Alternate ACCESS, they do not need to be screened, but should be monitored according to Oklahoma's monitoring guidelines if they are still within the state monitoring period.

If students are transferring from a non-WIDA state, were previously identified as EL, and indicate a language other than English on the Home Language Survey, they must be screened.

Exit Criteria for Incoming Out-of-State Students: All Grades: Achieve a Composite/Overall score of 4.8 or higher on the WIDA ACCESS for Kindergarten or

WIDA ACCESS assessments; Achieve a Composite/Overall score of 4.0 or higher on Alternate ACCESS assessments.

Determination of Status:

Pre-K: A PKST score of 7 or more questions answered correctly is considered English Language Proficient/Not EL. A PKST score 6 or below questions answered correctly is considered Not English Language Proficient/EL. Any student administered the PKST in their pre-K year must be administered the WIDA Screener for Kindergarten at the outset of their kindergarten year regardless of PKST score achieved.

Kindergarten 1st semester: Potential EL students are administered only the oral language domain (Speaking and Listening) section of the WIDA Screener for Kindergarten*. A Composite/Overall score of 5.0 for WIDA Screener for Kindergarten* or better is considered English Language Proficient/Not EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.

Kindergarten 2nd semester through 1st semester 1st grade: Potential EL students are administered all four domains (Listening, Speaking, Reading, and Writing) of the WIDA Screener for Kindergarten*. A Composite/Overall score of 5.0 for WIDA Screener for Kindergarten or better is considered English Language Proficient/Not EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.

2nd semester 1st grade-12th grade: Potential EL students are administered all four domains of the grade-appropriate WIDA Screener* (Online or Paper). A Composite/Overall score of 5.0 or better is considered English Language Proficient/Non-EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.

Alternate placement testing for K- 12th grade: The alternate ELP placement test is an assessment designed to provide an initial measure of English language proficiency for students identified with the most significant cognitive disabilities. If a student scores a 4.0 or higher on the alternate ELP placement test, they are considered proficient and not an English learner. Students scoring 3.0 or below will be considered English learners and be coded, served and proficiency tested as such if/until they test as English proficient. Please see WIDA Alternate Screener FAQs for more information.

A student with a documented disability whose IEP precludes participation in one or more of the WIDA Kindergarten Screener or Screener placement test domains must achieve a score of 5.0 or above on all test domains completed in order to demonstrate English language proficiency as an Overall Composite Score cannot be generated for a screener with less than four domains.

A student with a documented disability whose IEP precludes participation in one or more of the WIDA Kindergarten Screener or Screener placement test domains will qualify as an English Learner if achieving a score of 4.5 or below.

A student with a documented disability whose IEP precludes participation in one or more of the WIDA Alternate Screener placement test domains must achieve a score of 4.0 or above on all test domains completed in order to demonstrate English language proficiency as an Overall Composite Score cannot be generated for a screener with less than four domains.

A student with a documented disability whose IEP precludes participation in one or more of the WIDA Alternate Screener placement test domains will qualify as an English Learner if achieving a score of 3.0 or below.

If a potential EL student enrolls within 30 calendar days from the start date of school, the LEA has 30 days from that enrollment date to determine the student's EL status. If a potential EL student enrolls after the first 30 calendar days from the start date of school, the LEA has 14 calendar days to determine the student's EL status. EL status may be verified through review of the student's EL-specific identification and assessment history in the Accountability Reporting application or through administration of the grade-appropriate EL identification assessment. Monitoring Former English Learners (FELs)

State-approved EL identification assessments are as follows:
• Pre-K: Oklahoma Pre-K Screening Tool (PKST) (available on the OSDE website English Language Proficiency page.)
• Kindergarten: WIDA Screener for Kindergarten
• 1st semester 1st grade: WIDA Screener for Kindergarten
• 2nd semester 1st grade-12th grade: WIDA Screener Online and WIDA Screener Paper
• Alternate placement K-12th grade: WIDA Alternate Screener

Identification/Placement Criteria

Pre-K: A PKST score of 7 or more questions answered correctly is considered English Language Proficient/Not EL. A PKST score 6 or below questions answered correctly is considered Not English Language Proficient/EL. Any student administered the PKST in their pre-K year must be administered the WIDA Screener for Kindergarten at the outset of their kindergarten year regardless of PKST score achieved

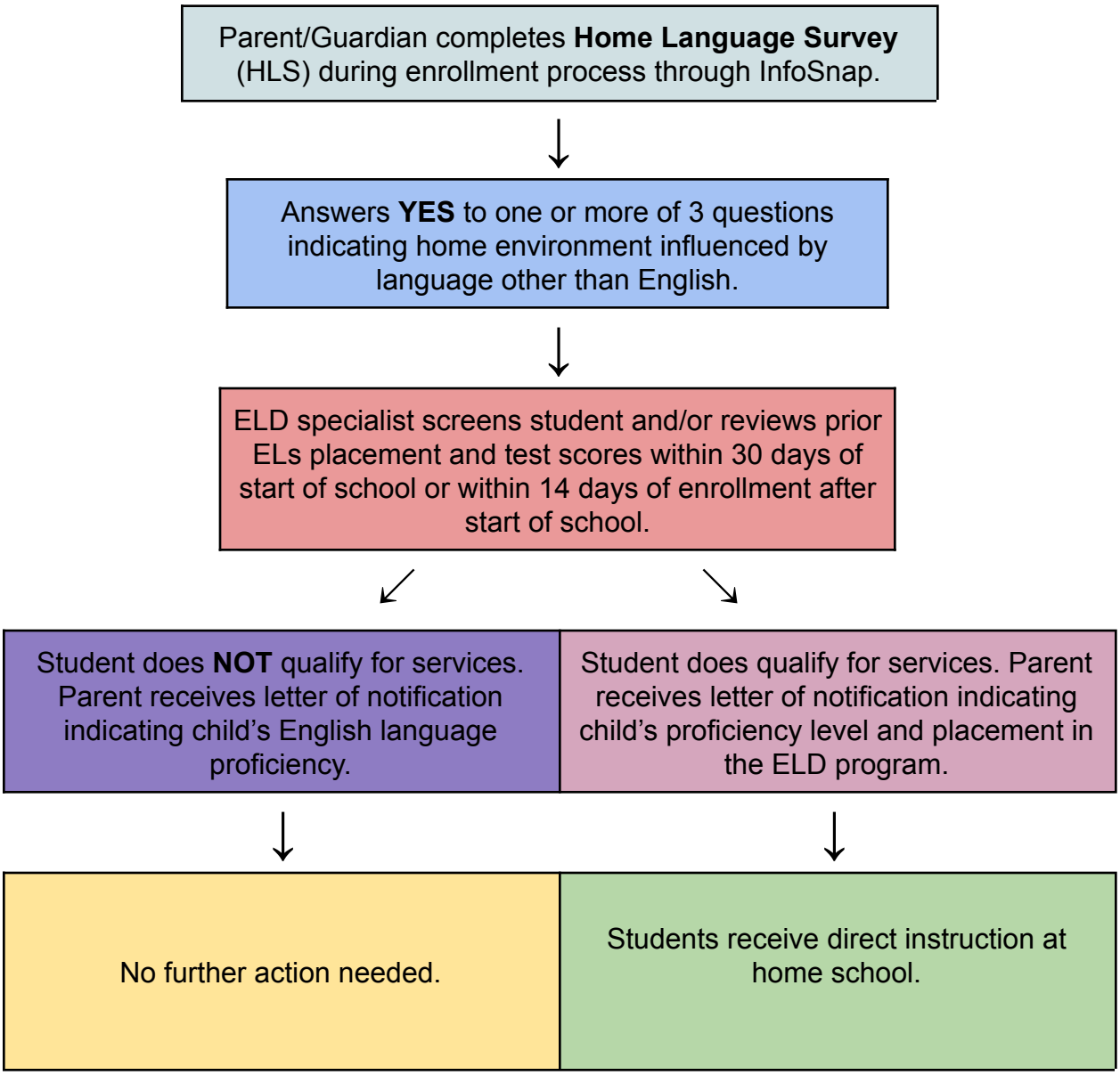
Kindergarten 1st semester: Potential EL students are administered only the oral language domain (Speaking and Listening) section of the WIDA Screener for Kindergarten*. A Composite/Overall score of 5.0 or better for WIDA Screener for Kindergarten* is considered English Language Proficient/Not EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.

Kindergarten 2nd semester through 1st semester 1st grade: Potential EL students are administered all four domains (Listening, Speaking, Reading, and Writing) of the WIDA Screener for Kindergarten. A Composite/Overall score of 5.0 or better for WIDA Screener for Kindergarten* is considered English Language Proficient/Not EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.

2nd semester 1st grade-12th grade: Potential EL students are administered all four domains of the grade-appropriate WIDA Screener* (Online or Paper). A Composite/Overall score of 5.0 or better is considered English Language Proficient/Non-EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.

Alternate placement testing for K- 12th grade: The alternate ELP placement test is an assessment designed to provide an initial measure of English language proficiency for students identified with the most significant cognitive disabilities. If a student scores a 4.0 or higher on the alternate ELP placement test, they are considered proficient and not an English learner. Students scoring 3.0 or below will be considered English learners and be coded, served and proficiency tested as such if/until they test as English proficient.

Placement Flowchart



Program Data Management

Why Ellevation?

Focuses on what's most important:

Ellevation gives us complete visibility into our ELD program's data and processes. From deep language proficiency information on an individual student, to roll-up reports and data views across our district, Ellevation gives us the information we need to make key programmatic decisions.

Moves beyond compliance:

By eliminating the need to hunt down student data, compile reports and forms, and constantly check in with our team, Ellevation allows our ELD team to focus on what they do best: provide instruction and support to their ELs.

Reduces time on administrative tasks by 70%+:

Unifies our disparate ELD data sources, captures key decisions about ELs, monitors progress pre- and post-exit, conducts meetings, and generates reports to share information with other stakeholders, all at the click of a button.

Fosters a community of EL knowledge:

When our ELD team makes and records key decisions about ELs in Ellevation, that information is instantly available to ELD specialists and classroom teachers. Now, all

educators know their students' ELP levels, descriptors, recommended accommodations and goals, and much much more.

Supports better decision making:

By bringing all relevant ELD data into Ellevation, our team has the information we need to make key decisions, right at our fingertips. Proficiency scores, state assessment results, course grades, monitoring forms, exit criteria, and more, are all available as our team makes their placement, programmatic, and instructional decisions.

Enables high-quality EL instruction in every classroom:

Bridges the gap between the ELD department and classrooms by providing continuous PD to help teachers skillfully and confidently adjust instruction to meet the diverse needs of students across the language proficiency continuum. By tying student proficiency data to differentiated classroom supports, Ellevation ensures all teachers are teachers of language.

Increases EL student language and content achievement:

- Equips all teachers with access to ELs proficiency levels, proficiency descriptors, and language goals
- Tracks student progress, sets informed goals and shares classroom accommodations with all relevant teachers
- Creates a classroom culture of rigorous content learning and authentic communication reflective of college and career readiness standards
- Differentiates using best-practice classroom activities aligned to individual student language proficiency needs

https://login.ellevationeducation.com/?ReturnUrl=%2fNewHome%2fIndex

Interpretation/Translation Policy

"Schools must provide translation or interpretation from appropriate and competent *individuals and may* ***not*** *rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents."* U.S Department of Justice Civil Rights Division, U.S. Department of Education Office for Civil Rights

Document Translation

Provider: Language Line

Languages: Spanish, Hmong (additional languages available at parent request)

Limitations: District or School wide communications only

Wait Time: 5-7 working days depending on size of project

Submissions: Please submit documents needing translation to the ELD Coordinator at least 7 days before needed. Documents can be in Word, PDF or Google document form.

Parent Conference Interpretation

Provider: Language Line

Languages: 240+

Time: 24/7

Format: Telephone

Process:

- Dial 1-866-874-3972
- Provide Client ID 534187
- Indicate Language
- Provide Access Code (School Site Code)

Google Meet + Language Line

STEPS:

1. Join the Meet
2. Click on the people icon at the bottom right of screen
3. Click “Add people” at top right of screen
4. Click “Call” at center of screen
5. Enter our dedicated LanguageLine phone number

   833-731-0997

6. Once connected, follow the voice prompts to select the language and to connect to an interpreter.
7. To end the interpretation session, ask the interpreter to end the call or select the red button on the lower navigation menu and follow the prompts to end the meeting for all participants.

**Our dedicated phone number can be used at the same time for multiple meets.

Google Meet Text Translation Directions
(Optional Method to be used in conjunction with LanguageLine)

This is a one-way translation process for speech, two-way text for the chat box.
Example: Parents speak Spanish. If they follow the steps below, select closed captions, and change their language in the Meet to Spanish, what you say in English then appears at the bottom of their screen in Spanish. You must speak in short sentences and pause between sentences to give the translation time to catch up with you. What they say in response to you is not translated back into English. However, if they respond to you in Spanish in writing in the chat box, the text will convert to English for you to read.

Suggestion: Translate the steps below into the parents' language using Google translate then cut and paste the translated instructions into the "Add description" box during the meet setup. This will help parents' understand how to set up closed caption translations on their end. This can be used with Language Line during the same meet as an additional resource.

STEPS:

1. Open the Google Meet
2. Select Closed Captions at the bottom of the screen.
3. Right click screen inside the meet
4. Select "translate this page"
5. Current language is shown top right as "Detected Language"
6. Click on 3 dots to right of Detected Language
7. Select "Choose another language"
8. Click on down arrow
9. Scroll through language options (over 100)
10. Make selection
11. Click on "Translate" button to finish the process
12. To reverse back to English you must follow the same steps and select English

Assessments

WIDA Kindergarten Screener: This is an English language proficiency "screener" test given to incoming Kindergarteners/1st Semester First Graders who may be designated as English learners. It assists educators with programmatic placement decisions such as identification and placement of ELs. It is one component of WIDA's comprehensive assessment system.

WIDA Screener: An English language proficiency assessment given to incoming students in Grades 1st 2nd Semester-12th to assist educators with the identification of students as English Learners. The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services.

WIDA ACCESS for ELLs 2.0: This is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English learners (ELs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELs 2.0 is only available to Consortium member states. It is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Purpose and Use of ACCESS for ELLs 2.0

- Helps students and families understand students' current level of English language proficiency along the developmental continuum.
- Serves as one of multiple measures used to determine whether students are prepared to exit English language support programs.
- Generates information that assists in determining whether ELs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support.
- Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English learners.

- Meet federal requirements for the monitoring and reporting of progress toward English language proficiency for ELs with the most significant cognitive disabilities.

Accessibility and Accommodations: WIDA is committed to providing an assessment that best measures academic English language proficiency which corresponds with college- and career-ready standards and are reflected in the WIDA English Language Development (ELD) Standards. WIDA recognizes that the validity of the ACCESS for ELLs 2.0 suite of assessment results depends upon every eligible ELs participating in the assessment and that each student, including those with disabilities, must have appropriate access to the assessment. WIDA's approach to assessment is rooted in the understanding that ELs are diverse; all ELs are capable of making progress toward English language proficiency; and ELs must acquire discipline-specific language practices that enable them to produce, interpret, and effectively collaborate on content-related grade-appropriate tasks.

WIDA

Oklahoma School Testing Program (OSTP)

All English Learners participate in state testing for grades 3-8 and 11. All assessments are aligned to the Oklahoma Academic Standards. The two assessment types are General and Alternate Assessments.

General Assessments:

- These standards-based assessments are intended for Grades 3-8 and 11 in Mathematics and English Language Arts, Science in Grades 5, 8, 11, and U.S. History in grade 11.
- Grades 3-8 OSTP (math, ELA), 5th/8th (writing, science)
- Grade 11 College and Career Readiness Assessment (CCRA)
  - ACT (math, English)
  - Science
  - US History

Definition, Purpose, and Eligibility of Oklahoma State Testing Program (OSTP) Accommodations

A test accommodation is a change in the way a test is administered or in the way a student responds to test questions. Similar to instructional accommodations, test accommodations are intended to promote equity among test takers and increase the likelihood that English Learners (ELs) are tested on their knowledge of the content rather than their proficiency in English. For the purposes of the OSTP, ELs accommodations are categorized as linguistic (direct) and nonlinguistic (indirect).

Under Title I of the Elementary and Secondary Education Act (ESEA), states must include students with limited English proficiency in their assessments of academic achievement. Effective accommodations for students with limited English proficiency address the unique linguistic and sociocultural needs of the student by reducing construct-irrelevant variance due to language without altering the test construct. The day of the assessment should not be the first time a student with limited English proficiency uses the accommodation(s) called for in his or her ELAP. English learners who have tested as proficient in English and entered their monitoring period may continue to be eligible for state testing accommodations for ELs during their first two years of monitoring if they meet certain criteria. Eligibility is dependent upon student performance on his or her OSTP ELA test, first in the same year that he or she tested as proficient in English, and then in his or her initial monitor year.

. **State Testing Accommodations for Monitored English Learners**

English learners who have tested as proficient in English and entered their monitoring period may continue to be eligible for state testing accommodations for ELs during their first two years of monitoring if they meet certain criteria. Eligibility is dependent upon student performance on his or her OSTP ELA test, first in the same year that he or she tested as proficient in English, and then in his or her initial monitor year. Possible scenarios are described below:

1. In the same year that an EL student tests as proficient in English, he or she scores Proficient or Advanced on the OSTP/CCRA ELA test. He or she **may** be eligible at district discretion for state testing accommodations in the first monitor year.

2. In the same year an EL student tests as proficient in English, he or she scores Below Basic or Basic on the OSTP/CCRA ELA test. He or she **will be eligible** for state testing accommodations in the first monitor year.

3. In the first monitor year, a former ELs scores Proficent or Advanced on the OSTP/CRA ELA test. He or she **may** be eligible at district discretion for state testing accommodations in the second monitor year.

4. In the first monitor year, a former ELs scores Below Basic or Basic on the OSTP/CCRA ELA test. He or she **will be eligible** for state testing accommodations in the second monitor year.

No monitored ELs is eligible for state testing accommodations past their second monitor year.

ACT Accommodations

All students enrolled in the 11th grade in Owasso will participate in the College and Career Readiness Assessment (CCRA) which is the ACT plus writing, except students participating in the Oklahoma Alternate Assessment Program (OAAP). The ACT requires schools to request appropriate accommodations for students with a documented need. Accommodation needs should be addressed during the development of the grade 11 student's English Language Academic Plan..

CCRA accommodation requests must be submitted to the ACT during the designated window and approved before a student can be provided their ACT specific accommodations. Assessment accommodations requested on behalf of the student must be regularly used in classroom instruction and documented in the student's ELAP. If an accommodation request is denied, then the student may either take the ACT with State-Approved OSTP Accommodations or take the ACT without accommodations, per ACT policy.

Students Dually Identified as English Learners with a Disability

English Learner students who are also students with disabilities are frequently referred to as "ELs with disabilities." All students, including dually identified students, are expected to participate in statewide academic assessments. Special testing accommodations are available to the dually identified student based on the student's disability and must be documented in the student's IEP or 504 Plan. Additionally, an ELs with disabilities student may participate in an alternative assessment if eligibility requirements are met. For detailed information on assessment participation of students with disabilities, refer to OSTP Accommodations for Students with an Individualized Education Program (IEP) or Section 504 Plan.

The IEP/504 teams and ELD teacher must work collaboratively to determine the assessment participation for dually identified students following these guidelines:

- The IEP/504 team and ELD teacher jointly determine testing accommodations based on the student's disability and ELs status.
- Statewide assessment participation and testing accommodations must be documented in the student's IEP/504 Plan and ELAP.

WIDA Program Model

Oklahoma is a member of the **WIDA Consortium** along with the following states:
http://wida.wisc.edu/

Northeast Region	South Region	Midwest Region	West Region
Delaware	Alabama	Bureau of Indian Education	Alaska
Department of Defense Education Activity	Florida	Illinois	Colorado
District of Columbia	Georgia	Indiana	Hawaii
Maine	Kentucky	Michigan	Idaho
Maryland	North Carolina	Minnesota	Montana
Massachusetts	South Carolina	Missouri	Nevada
New Hampshire	Tennessee	North Dakota	New Mexico
New Jersey	U.S. Virgin Islands	Oklahoma	Northern Mariana Islands
Pennsylvania	Virginia	South Dakota	Utah
Rhode Island		Wisconsin	Washington
Vermont			Wyoming

What Does WIDA Stand For?

In 2002 an EAG grant provided initial funding for the organization that would become WIDA. Three states were involved in the grant: Wisconsin (WI), Delaware (D), and Arkansas (A), so the acronym WIDA was chosen for the name. At the last minute, however, Arkansas dropped out, and World-class Instructional Design and Assessment was created to fit the acronym. As WIDA grew, however, the original name no longer adequately described its mission. Recently WIDA decided to stop using the acronym definition. Now WIDA just means WIDA. Read our Mission, Vision, and Values to see what we stand for.

Mission

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

Vision

To be the most trusted and valued resource in supporting the education of language learners.

Values

- Innovation: Drawing upon research and practice to create the best resources for children, youth and educators.
- Service: Exceeding expectations with trusted and knowledgeable support of our clients and stakeholders.
- Can Do Philosophy: Recognizing and building upon the assets, contributions, and potential of culturally and linguistically diverse children and youth.
- Collaboration: Facilitating interaction among educators, state and local educational agencies, researchers, policy-makers, and experts worldwide.
- Social Justice: Challenging linguistic discrimination, cultural biases, and racism in education.

WIDA Standards

The Cornerstone of the WIDA Standards: Guiding Principles of Language Development

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

2. Students' home, school, and community experiences influence their language development.

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.

4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.

5. Students learn language and culture through meaningful use and interaction.

6. Students use language in functional and communicative ways that vary according to context.

7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

8. Students' development of academic language and academic content knowledge are inter-related processes.

9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

10. Students’ access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

Can Do Descriptors: Pre-K-12

Instructional Models

English as a Second Language (ESL) or English Language Development (ELD) - Students are provided supplemental individual or small-group instruction outside the primary classroom, with no native language support. Supplemental instruction can target both language fluency and core content. The goal is to increase student success in mainstream, non-ESL supported general education classes. (WIDA correlate: EL-specific English-only Instruction / EEO)

Content Classes with integrated ESL support- Students are provided core content instruction with no native language support in mainstream classes utilizing integrated ESL strategies (i.e. teachers trained in ELs methods, use of ELD paraprofessionals, etc.). The goal is to provide appropriate ELs support in the general education classroom to the level appropriate for student success. (WIDA correlate: Mixed Classes with English-Only Support / MEO/or Mixed Classes with Native Language Support/MNL)

Newcomer Programs- Students new to the U.S. are placed in classes that primarily emphasize English language acquisition. Instruction can be in English or can utilize a student's native language. The goal is to move the student toward English language proficiency as quickly as possible. (WIDA correlate: EL-specific Transitional Instruction / ETI or EL Specific English-only

Site Program Models

Elementary School

Pull-out services are used for students requiring direct instruction. ELD teachers and assistants work closely with students on the development of English language skills in the areas of listening, speaking, reading, and writing. Push-in services may also be used by ELD assistants as they work in collaboration with core content area teachers to improve student English language acquisition, academic skills, and academic vocabulary. ELs who do not require direct instruction have their academic progress monitored in the core content areas (math, language arts, science, social studies).

Middle School

Students participate in Newcomers, ESL 1, and ESL 2 classes as appropriate in order to receive direct instruction in English language acquisition. These classes are taught by an ELD teacher. Push-in services may also be provided by an ELD assistant working in collaboration with core content area teachers to improve students' English language skills, academic skills, and academic vocabulary.

High School

Students participate in Newcomers, ESL 1, and ESL 2 classes as appropriate in order to receive direct instruction in English language acquisition as well as support with academic skills and academic vocabulary. These classes are taught by an ELD teacher.

Differentiating Instruction for ELs

With the recent emphasis on standards-based instruction, there has been much discussion about what constitutes appropriate content, instruction, and assessment for English language learners. As educators have grappled with this issue, it has become clear that educational parity can only be achieved if ELs have an opportunity to learn the same rigorous academic content as native English speakers. The best way to achieve that goal is through differentiated instruction that takes into account ELs' English language proficiency, as well as the many other factors that can impact learning (Fairbairn & Jones-Vo, 2010).

Differentiated instruction, by definition, is instruction that is designed to support individual students' learning in a classroom of students with varied backgrounds and needs. For this reason, the same general principles that apply to differentiated instruction for native English speakers also apply to ELs.

Teachers are successful at differentiating instruction for ELs when they:

- **Get to know as much as possible about each student** — ELs represent a wide range of academic skills, interests, languages, English language proficiency levels, and cultures. The more a teacher can learn about each student's background, the better prepared s/he is to provide appropriate instruction for that student.

- **Have high expectations for all students** — Content should not be "watered down" for students who are still developing English language skills. Creative teachers think of ways to help students understand key material and "show what they know" in ways that match their language proficiency levels.
- **Have a variety of research-based instructional strategies at hand** — Experienced teachers know that "one-size-fits-all" instruction is rarely successful. There are many different learning profiles in any given classroom, and students learn best when instruction matches their needs and learning styles.
- **Use ongoing assessment to guide instruction** — Ongoing, informal assessment is vitally important to matching instruction to students' changing needs.
- **Provide multiple types of assessment** — matching assessment to students' learning profiles and language proficiency ensures that every student has an opportunity to demonstrate what he/she knows.
- **Differentiate homework** — If all students have the same homework assignments, some are doing busy work while others are struggling with work that they cannot possibly complete successfully.
- **Collaborate** — Instruction is most successful when all of the professionals who work with ELs work together.
- **Use flexible grouping** — Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows teachers to match students with different peers for different types of activities.
- **Make content comprehensible for all students** — Providing ELs with alternative ways of accessing key content (e.g., charts, books written in their first language, simplified text written by the teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills..

Modifications, Accommodations, & Interventions

Modifications: Changes made to the core content of a subject so that the learning objectives are different and more accessible to the student.

Examples:

1. Focus on Essentials
2. Limited Number of Objectives
3. Focus on Basic and/or Academic Vocabulary

Accommodations: No changes made to the actual content being delivered. They are strictly tools to help ensure that students can demonstrate what they know without lessening academic expectations.

Examples:

1. Alternate Responses: pictures with short captions, verbal responses, short sentences
2. Advance Notes: preview the material, help with note-taking
3. Extended Time: oral responses, written assignments, tests & quizzes
4. Word to Word Dictionaries

Interventions: A written plan that is based on a student's individual needs.
Includes:

- Data driven
- Determination of problem
- A description of the intervention
- Persons responsible for delivering the intervention
- Schedule and setting for the intervention
- Measurable outcomes
- Length of time
- Progress monitoring schedule

English Learner/SPED
Pre-Referral/Referral Process

Step 1: Determination of Need

The English Learner student struggles academically and/or behaviorally ***DESPITE*** consistently and appropriately receiving required ELAP (English Language Academic Plan) accommodations and/or modifications on classroom assignments and assessments. This step requires thorough documentation of all accommodations/modifications received as well as the following outreach efforts for support.

- ELD teacher contact
    - Assistance with accommodations/modifications/interventions
    - Parent/Guardian outreach
- Counselor/Principal contact
    - Assistance with accommodations/modifications/interventions
    - Classroom Observations

**If the student's behavioral issues are serious and/or if autism or emotional disturbance is suspected, the principal should contact the school psychologist to begin the Behavioral Response to Intervention Process.

Step 2: Preliminary Pre-Referral Team Meeting

The counselor will schedule a meeting with the Pre-Referral Team which will consist of the regular classroom teacher(s), the ELD teacher, the counselor, and the school psychologist. Other members of the team may include the school principal/assistant principal, the school nurse, the speech pathologist, the behavioral consultant, and/or the reading specialist as needed. The team will review the following student information:

- The student's ELAP (English Language Academic Plan)
- English language proficiency level, Home Language Survey, WIDA Screener and/or ACCESS for ELLs 2.0 score(s), OSTP score(s), Istation score(s)
- Student's educational history (academics, attendance, discipline referrals)
- Pre-referral checklists completed by teacher(s)

- Work samples, current grades, behavioral data, classroom observation notes, etc…
- Please review Critical Questions about Second Language Acquisition appended to the end of this document.

After reviewing all relevant data, the team will develop an intervention plan including projected outcomes plus the time frame (4-6 week minimum) for the intervention(s) and will schedule a follow-up meeting.

Step 3: Follow-Up Meeting

The Pre-Referral Team will meet at the end of the scheduled time frame to review and to evaluate the outcomes of the intervention plan.

1. If the student shows measurable progress, the teacher(s) will continue to implement effective interventions and to monitor the student's progress. No second follow-up meeting is necessary.
2. If the student is showing limited to no progress after the additional team-generated interventions have been implemented, the team **may** request additional intervention time plus the following steps or move straight to the referral team meeting:
    - Parent/Guardian Survey to determine the student's language dominance and educational history. The survey will be provided in the preferred language of the parent/guardian.
    - Language assessment in both languages (L1 and L2) to determine language proficiency in both languages (if possible).
        - The PVAT will be administered by the school psychologist
        - Parental permission for this test administration will be obtained by the site counselor
        - An interpreter will be scheduled through the ELD Coordinator
        - Results will be shared at the referral meeting.

Step 4: Referral Meeting

The Referral Team will consist of the counselor, a general education teacher(s), the ELD teacher, the ELD Coordinator, and the school psychologist. Other team members may include the principal/assistant principal, speech pathologist, the behavioral consultant, the reading specialist, the school nurse, and other service providers as needed.

- If, after a review of the data provided by the Parent/Guardian Survey and/or the language assessment, it is determined that the student's first language (L1) is the primary contributing factor to the student's academic/behavioral difficulties, then the ELD teacher will continue to work with the teacher(s) on accommodations/modifications and intervention strategies.
- However, if it is determined that the student's first language (L1) is NOT the primary contributing factor to the student's academic/behavioral difficulties and an educational evaluation for special education services is recommended, then parental consent must be obtained and referral procedures followed.

Step 5: Referral Process

Consent, Communication, and Documentation

The counselor will be responsible for distributing, collecting, and forwarding all documentation for this process. All communication and documents must be provided in the parent/guardian's preferred language. OPS uses Language Line for oral/written interpretation services and Talking Points for written communication through text messages.

1. The student's parent/guardian must first complete the following documents in person with the counselor:
    - Review of Existing Data
    - Parent Consent for Evaluation
    - Parent Questionnaire (may be completed at home and returned)
    - Adaptive Behavior Measure (may be completed at home and returned)

2. The parent/guardian will receive a copy of Parent's Rights in Special Education along with a copy of all paperwork. All communication with the parent/guardian must be documented in the Record of Parent Contact in EdPlan.

3. The counselor must send a copy of the completed Review of Existing Data form and a signed copy of the parent consent form to the school psychologist and any other professional who will be evaluating the student.

4. Once consent is obtained, the counselor will then follow standard evaluation

checklist procedures.

Step 6: Evaluation

The school psychologist having received all required paperwork and documentation will schedule and proceed with the evaluation process. The school psychologist will evaluate using assessment tools and measures most likely to assess the student's abilities. The evaluation process will be conducted in the student's primary language (L1) if necessary and feasible. Once the evaluation is complete, the counselor will schedule and attend a building staffing with the school psychologist, the SPED teacher, the ELD teacher, the ELD Coordinator, the principal/assistant principal, and the general education teacher(s). Other staff and service providers may be included as appropriate.

Step 7: Building Staffing

The building staffing team will review the results of the evaluation, including the actual assessment tools, measures, and language(s) used. The counselor will schedule a parent meeting (MEEGS). This meeting must take place within 45 days of the parental consent date.

Step 8: Parent Meeting (MEEGS)

This meeting will be scheduled with the parent(s)/guardian(s) at a mutually agreed upon date and time. The counselor, the principal/assistant principal, the school psychologist, the SPED teacher, the ELD teacher, the general education teacher(s), and a parent/guardian must attend this meeting. Other service providers may attend as needed (school nurse, speech pathologist, etc…). The team will present the evaluation results and will determine if the student meets eligibility criteria for special education placement. The final determination of the student's eligibility for special education services will be made and the team will complete the MEEGS and IEP.

Critical Questions about Second Language Acquisition

1. **Do literacy skills transfer from first (L1) to second (L2) language?**
   When a student has learned academic skills such as reading, writing, subject vocabulary and information organization in a first language, these skills can **transfer** to a second language. This process is called **Transferability.**
   A student who is not literate in his/her first language may require additional time to develop basic literacy skills.

2. **Why is speaking a delayed skill and is the student still learning?**
   Students generally acquire **receptive** language skills before they are able to **produce** the language. They are listening but not speaking. This silent period parallels first language acquisition when a child is internalizing language before beginning to talk. ELs in the classroom are silent as they internalize vocabulary, sound correspondence, and structural rules of the new language until they feel confident to speak.

3. **What effect may differences among languages have on second language acquisition?**
   English is an **alphabetic** language which means that symbols are used to represent sounds in speech and in print. Alphabetic languages differ in how they present a single sound in print. Examples include English, Spanish, Ukrainian and Russian. English and Spanish are both Latin alphabets. The Russian and Ukrainian languages use Cyrillic alphabets. In addition, an alphabetic language can be **transparent** or **opaque.** Transparent
   languages allow one to few associations between symbols and sounds (Spanish) while an opaque language allows many ways to represent sounds (English). Some languages do not use an alphabetic system at all but use logograms (characters) such as Chinese and Japanese. Hmong uses both systems depending on the country of origin.
   These language differences can have a profound effect on student acquisition of reading, writing, spelling, and speaking in a second language.

4. **Is there a difference between conversational skills and academic skills?**

Conversational proficiency is the ability to use informal language in face-to-face communication. This can take from one to three years. Academic proficiency requires the use of formal language while carrying out school subject-related literacy tasks. This can take from five to ten years. Academic proficiency requires academic language knowledge which includes vocabulary knowledge (breadth and depth), the understanding of complex sentence structures and syntax, written vocabulary (different than oral vocabulary), and the understanding of different types of text (expository,
argumentative, etc…). In addition, academic vocabulary increases in scope and complexity as students progress through school.

5. **Should parent(s)/guardian(s) be encouraged to speak their native language at home?**

   Parents should be encouraged to speak the language in which they are most proficient. This creates a language rich environment in the home. Children who maintain and strengthen their first language (L1) skills **transfer** these skills to their second language (L2). Native language proficiency is a powerful predictor of success in second language acquisition.

6. **How do we know if an ELs should be referred for special education services?**

   When a student is experiencing an **unusual** degree of academic difficulties in the classroom and is lacking English proficiency, it can be a challenge to determine if the difficulty stems from **language deficiencies** or from a **true disability** that is having an adverse effect on the student's education that would require special education services. This is an important distinction that must be carefully and thoroughly scrutinized. In many cases, school personnel may never know with certainty the reason behind a student's difficulties. The important result is that a good faith effort is made to ensure that the student receives appropriate services and the best, possible opportunity for academic success.

Guidelines for Grading/Retaining ELs

It is required by federal law to provide modifications for English Learners in order to address any linguistic barriers that would prevent them from fully participating in the educational opportunities offered at Owasso Public Schools.

Lau v Nichols (SCOTUS, 1974) "There is not 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."

- If an English Learner student is NOT receiving passing grades then an ELAP Failing Grade Justification form must be completed to document modifications provided to address any linguistic barriers. EL students should **NEVER** receive a failing grade based on lack of English proficiency.

- If an English Learner student is also on an IEP, SPED accommodations will be noted on the IEP. ELs accommodations will be documented on the ELAP.

Federal law is very clear that no English Learner should be retained where language proficiency, or lack thereof, is the reason for the retention. Retention of an English Learner shall **not be based** solely upon the level of English Language Proficiency.

Office of Civil Rights (1983) "It is our policy to find a violation of the Civil Rights Act of 1964 if Limited English Proficient (LEP) students are retained in grade for failure to demonstrate basic skills in English."

Entering/Emerging ELs
Grading Guidance
ACCESS Band 1-2.5

Guiding Principles:

- It is the responsibility of the teacher to make content and assessments comprehensible to ELs.
- No student should be failed or retained because of English language challenges.

These policies point out the difference between being “equal” and being “fair.” (Lau v. Nichols, 1974)

<u>Elementary Grading:</u>

Scale of 70%-100% = Satisfactory *(Letter grade equivalency C-A)*

- Collaboration/working with other students and teacher
- Daily participation and effort
- Daily attendance
- Perseverance and grit
- Academic language development
- Demonstrated growth in speaking and listening
- Demonstrated growth in reading fluency and comprehension
- Demonstrated growth in writing proficiency

**Please be careful when assigning grades. We want to acknowledge a student’s hard work and effort, but we do not want to mislead parents into believing that their student is performing at a higher level than they truly are. For additional guidance, consult with your ELD teacher.*

Scale of 60%-69% = Needs to Improve *(Letter grade equivalency D)*

- Limited growth in the Satisfactory areas
- Please discuss with ELD teacher prior to assigning grade

Scale of 59% and below = Unsatisfactory *(Letter grade equivalency F)*

- Teachers must complete an ELAP Failing Grade Justification form.
- ELAP Failing Grade Justification

Secondary Grading:

Scale of 70%-100% *(Letter grade equivalency C-A)*

- Collaboration/working with other students and teacher
- Daily participation and effort
- Daily attendance
- Perseverance and grit
- Academic language development
- Demonstrated growth in speaking and listening
- Demonstrated growth in reading fluency and comprehension
- Demonstrated growth in writing proficiency
- Demonstrated growth in core content areas
- Demonstrated growth in academic vocabulary

**Please be careful when assigning grades. We want to acknowledge a student's hard work and effort, but we do not want to mislead parents into believing that their student is performing at a higher level than they truly are. For additional guidance, consult with your ELD teacher.*

Scale of 60%-69% *(Letter grade equivalency D)*

- Limited growth in multiple areas

- Please discuss with ELD teacher prior to assigning grade

Scale of 59% and below *(Letter grade equivalency F)*

- Teachers must complete an ELAP Failing Grade Justification form.
- ELAP Failing Grade Justification

High Emerging/Expanding ELs
Grading Guidance+
ACCESS Band 2.6-4.2

Guiding Principles:

- It is the responsibility of the teacher to make content and assessments comprehensible to ELs.
- No student should be failed or retained because of English language challenges.

These policies point out the difference between being “equal” and being “fair.” (Lau v. Nichols, 1974)

Elementary Grading:

Scale of 70%-100% = Satisfactory *(Letter grade equivalency C-A)*

- Collaboration/working with other students and teacher
- Daily participation and effort
- Daily attendance
- Perseverance and grit
- Academic language development
- Measurable growth in speaking and listening
- Measurable growth in reading fluency and comprehension
- Measurable growth in writing proficiency

- Measurable growth in grade level standards

**For additional guidance, consult with your ELD teacher.*

Scale of 60%-69% = Needs to Improve *(Letter grade equivalency D)*

- Limited growth in the Satisfactory areas
- Please discuss with ELD teacher prior to assigning grade

Scale of 59% and below = Unsatisfactory *(Letter grade equivalency F)*

- Teachers must complete an ELAP Failing Grade Justification form.
- ELAP Failing Grade Justification

Secondary Grading:

Scale of 70%-100% *(Letter grade equivalency C-A)*

- Collaboration/working with other students and teacher
- Daily participation and effort
- Daily attendance
- Perseverance and grit
- Academic language development
- Measurable growth in speaking and listening
- Measurable growth in reading fluency and comprehension
- Measurable growth in writing proficiency
- Measurable growth in core content areas
- Measurable growth in academic vocabulary
- Measurable growth in grade level standards

**For additional guidance, consult with your ELD teacher.*

Scale of 60%-69% ***(Letter grade equivalency D)***

- Limited growth in multiple areas
- Please discuss with ELD teacher prior to assigning grade

Scale of 59% and below ***(Letter grade equivalency F)***

- Teachers must complete an ELAP Failing Grade Justification form.
- ELAP Failing Grade Justification

Retention Considerations

- Has the student's level of English language proficiency been assessed?
- How long has the student been enrolled in the school district?
- Have the student's parents/guardians been contacted in their native language if the student is not performing at grade level?
- Have the ELAP accommodations/modifications been implemented? Have Failing Grade Justification forms been completed?
- What type of ELD services has the student been receiving during the school day? For what length of time during the school day?
- Has the student received assistance in the Reading/Math lab? Or RTI services?
- Has sufficient screening and progress monitoring data been collected to demonstrate that the student is below grade level due to factors other than English language proficiency?

If the above considerations have not occurred in a sufficient manner and have not been documented, then retention is not appropriate. The decision to retain a student should be based on several pieces of criterion.

****A signed original should be kept in the student's EL and cumulative folders.**

Professional Development Goals

Principals/Counselors

- Will know the identification, placement, and reclassification processes for ELs.
- Will have a basic understanding of common ELs terminology.
- Will have a basic understanding of language acquisition theory.
- Will understand the differences between native English speakers' language needs and ELs language needs.
- Will ensure consistency regarding assessment practices for ELs.
- Will know the characteristics of ELs with exceptional needs.
- Will understand their role and responsibility with regards to monitoring students who are identified as achieving English proficiency (Prof 1, Prof 2, Prof 3, Prof 4).
- Will know how to use Ellevation to monitor ELs academic progress and access data.
- Will understand how to support and to work collaboratively with parents of ELs.
- Will understand the importance of native language and cultural maintenance.

Teachers

- Will know the identification, placement, and reclassification processes for ELs.
- Will have a basic understanding of common ELs terminology.
- Will have a basic understanding of language acquisition theory.
- Will understand the differences between native English speakers' language needs and ELs language needs.
- Will understand and implement the instructional approaches, practices, and strategies that meet the unique needs of ELs.
- Will know how to comply with ELAPs in particular the instructional and assessment accommodations.
- Will understand how to use technology to enhance instruction for ELs.
- Will know the characteristics of ELs with exceptional needs.
- Will understand their role and responsibility with regards to monitoring students who are identified as achieving English proficiency (Prof 1, Prof 2, Prof 3, Prof 4).
- Will know how to use ELs to access ELAPs and to complete monitoring

information as requested in a timely manner.
- Will understand how to support and to work collaboratively with parents of ELs.
- Will understand the importance of native language and cultural maintenance.

ELD Teachers/Assistants

- Will understand and fulfill professional obligations to ELs as outlined in the job descriptions.
- Will receive ongoing professional development and coaching concerning essential instructional components for ELs.
- Will maintain training credentials for WIDA assessments including K W-APT, WIDA Screener, ACCESS for ELs 2.0, and Alternate ACCESS for ELs.
- Will receive ongoing professional development concerning Ellevation uses including Collaborate and Strategies.
- Will know how to work collaboratively with content teachers to enhance instruction and the academic progress of ELs.
- Will know how to work collaboratively with the leadership team at their assigned site.
- Will know how to work collaboratively with the ELD team through regular attendance at team meetings and training throughout the year.