PARENTAL RIGHTS

You have the right:

- To know if your child is eligible for ELL services
- To be notified of the reason for supports and services provided and what is required for your child to exit the program
- To refuse ELL services if you do not wish your child to receive them
- To have your child assessed annually to assess their progress in English language acquisition and be notified of their progress
- To have your child taught with programs with evidence-based effectiveness
- To have your child instructed in core content at their grade level
- To receive information regarding your child's performance on academic tests
- To receive communication in a language or manner you understand

ELL DIRECTOR

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ADMINISTRATIVE ASSISTANT

Katrinka Dabbs

INSTRUCTIONAL SUPPORT

Faith Schuld - Assessment & Compliance
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Anchorage School District
Educating All Students for Success in Life

Rev 8/2026





Anchorage School District

English Language Learners Program

PROGRAM OVERVIEW

STEP 1: IDENTIFICATION
Anchorage School District (ASD) is responsible for identifying all students who have the influence of a language other than English in their background as shared by family in Home Language Survey completed during registration.

STEP 2: ASSESSMENT
ASD is responsible for assessing each identified student's English language proficiency to determine whether the student qualifies for the English Language Learners Program.

STEP 3: PLACEMENT AND SERVICE
ASD is obligated to implement a program based on sound educational approach to develop English language skills and provide English learners with meaningful access to the educational program.

STEP 4: EXITING THE PROGRAM
ASD is responsible for following the state's criteria to determine when a student has demonstrated sufficient English language proficiency and academic skills to participate in the general education program without ELL support.

STEP 5: MONITORING
ASD will ensure that students exited from the program are performing successfully in the general educational program. Academic progress will be monitored for four years.

EDUCATIONAL GOALS

ASD'S GOALS FOR ENGLISH LEARNERS
- English language proficiency
- Meaningful access to the core curriculum
- Meaningful access to the full range of programs and opportunities available for all students in ASD

ASSESSMENT
The WIDA Screener is administered to all new-to-district students who have indicated a home language other than English on the home language survey during the registration process. The purpose of the WIDA Screener is identification and appropriate placement for ELL services.

Students' level of English language proficiency is assessed annually with the English Language Proficiency Assessment (ACCESS).

Students' level of academic achievement is assessed annually by state summative assessments and benchmark assessments at certain grade levels. ELL students may be provided with LEP Accommodations for state and district assessments according to state guidance and student need.

Student scores are available in the Assessment Results section of Q Parent Connect.

EXIT CRITERIA
English learners must meet the following criteria in order to exit the program: a composite score of 4.5 or higher on ACCESS.

INSTRUCTIONAL MODELS

ENGLISH LANGUAGE DEVELOPMENT
(ELD – Elementary)
ELL staff provide dedicated pullout time for English Language Learners to concentrate on critical language development at their current level of proficiency in all four domains: Listening, Speaking, Reading, and Writing.

CORE CONTENT SCAFFOLDING SUPPORT
(CCSS – Elementary)
ELL staff provide structured scaffolding strategies for services outlined in program of services guide or support teacher in using structured scaffolding strategies that provide access to core content.

ENGLISH LANGUAGE DEVELOPMENT
(ELD 1-3 – Middle and High School)
ELL teachers provide targeted curriculum designed to develop the English language skills necessary for academic success and on-time graduation.

ACCOMMODATED CORE COURSES
Core content courses which utilize district-adopted curriculum with incorporated instructional scaffolds which provide a bridge from current student English proficiency to grade level standards.

Services and support vary by school depending on student need and staffing. Please contact ELL staff at your school for information about specific supports and services.