

# EAST PENN SCHOOL DISTRICT

## English as a Second Language (ESL) Program Plan



2015  
C&I

# Table of Contents

- I. **Program Goals and Objectives**
- II. **Identification of ELLs**
- III. **Assessment of ELLs for Entrance, Progress, and Exit**
- IV. **Instructional Program**
- V. **Staffing**
- VI. **Special Education**
- VII. **Immigrant**
- VIII. **Communication With Families**
- IX. **Resources**

## **EPSD Vision Statement**

The East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society.

## **EPSD Mission Statement**

The East Penn School District will provide a learning environment in which students become problem solvers, collaborators, and critical thinkers.

## **I. Program Goals and Objectives:**

- To enable students who do not use English as their primary language to achieve English proficiency and the academic standards established by the Commonwealth of Pennsylvania.
  
- To enable Limited English Proficiency students to achieve daily functional ability in listening, speaking, reading and writing of English.
  
- To teach Limited English Proficiency students the appropriate use of English in different social and academic settings.

Annual Measurable Achievement Objectives (AMAOs) are performance targets that are required by NCLB Title III. There are three categories of achievement objectives for limited English proficient (LEP) students:

- (1) progress toward acquiring English language proficiency,
- (2) attainment of English language proficiency, and
- (3) adequate yearly progress (AYP) as measured by the PSSA.

## II. Identification of ELLs

If the Home Language Survey indicates a language other than English is spoken in the home, ESL teacher is notified by registrar. If the child is a newcomer, the student will take the W-APT. If student is not a newcomer, the W-APT decision flowchart should be used.



ESL teacher will test with the W-APT, use grade-appropriate W-APT Assessment form, and complete results/comments on Ellevations.



	<u># Copies</u>
Teacher (Elementary)	Student Permanent Folder
Guidance Counselor (Secondary)	ESL/Curriculum Office
ESL Teacher	



Parents are notified of student's ESL status. ESL entrance criteria is outlined in part III of this document. Entrance letter on school or district letterhead should be sent from the ESL teacher **before** beginning to work with child.

Compile teacher packets for classroom teachers consisting of a cover sheet with:

- information of level (ESL Assessment Results)
- cultural descriptions – Culturegrams is a good source
- tips for teachers
- Can Do Descriptors
- Notify teachers that "ELLs must be graded using the same grading system as all other students" (BEC, 2009).



Quarterly reports (Elementary: send home with child, Secondary: electronically mailed or sent home with child)

Copies:

- Teacher
- Parent
- ESL Teacher
- Home school for cumulative file (4th quarter only)



WIDA testing in winter for all students currently being served to help determine next year's placement. WIDA reports from C&I Office will be distributed for:

- ESL Teacher
- Permanent Record
- Parent

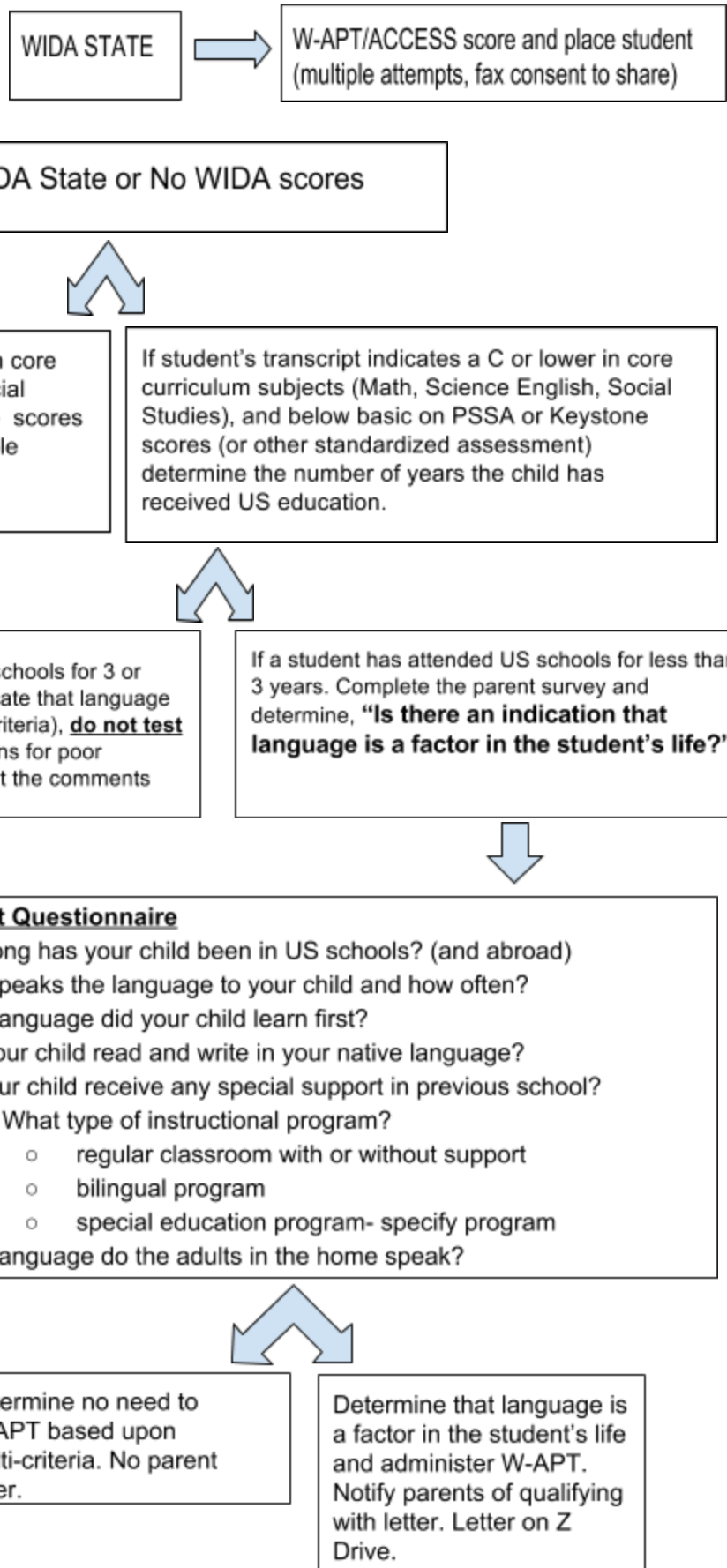
### Exit Criteria

PSSA/Keystones –  
At least Basic  
designation required  
or Basic on District  
determined  
assessment for  
lower grades.

State Testing  
ACCESS for ELLs –  
Composite Level 5  
on Tier C required.

Final grade of "C" in  
all core subject  
areas

## W-APT Decision Flowchart



### III. Assessment of ELLs for Entrance, Progress, and Exit

#### A. Entrance Criteria

- Any language other than English in the Home Language Survey.
- **Grades 1-12:** When using the K W-APT for identification and/or placement, a composite proficiency score of 4.6 or higher meets the minimum requirement for a student to be exempted from an English language instructional program. Scores of 4.5 and below are an indicator that a student is in need of an English language instructional program. In either case, additional criteria must inform the identification/placement decision. The additional criteria must include current or previous grades and performance on state assessments and LEA assessments (formative and/or summative).
- **Kindergarten:** When using the K W-APT for identification and/or placement of kindergarten students, a raw score for listening and speaking of 15 or higher meets the minimum requirement for a student to be exempted from an English language instructional program. Scores of 14 and below are an indicator that a student is in need of an English language instructional program. However, the W-APT should be considered as only one element in the decision making process. Additional criteria must inform the identification and/or placement of these students. Additional criteria can include current or previous grades/progress reports, standardized tests, oral interviews and observations.
- **Second Semester Kindergarten or First Semester First Grade:** First semester, first grade students are required to take all four components of the K W-APT. PDE has not yet provided reading and writing raw scores needed to make placement decisions for first semester, first grade students. At this time, Reading and Writing raw scores are local decisions. PDE is in the process of reviewing its policy concerning placement decisions in connection with the K W-APT and will provide guidance as soon as it is available. In the interim period, it is imperative to use multiple criteria in making placement decisions when using the K W-APT. LEAs may use, in addition to the K W-APT, other assessments, including standardized tests, oral interviews and observations as additional evidence to determine if the student may be a candidate for ESL instruction. East Penn School District has decided a raw score of 11 or higher in reading and a 13 or higher on writing may be exempt from ESL services.

#### B. Measurement of Progress

The ESL teachers will complete ESL Progress Reports for each of their ESL students four times a year (November, January, April, June).

Copies of these reports will go to the parents, the elementary classroom teacher, the secondary guidance counselor, the ESL teacher and be placed in the child's permanent record.

## C. Exit Criteria

### **Required Exit Criteria:**

#### **Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners**

The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. Every LEA must include the following exit criteria in the LEA Program Plan for ELLs.

Program exit from the Pennsylvania English language instructional program for English language learners takes place annually between June and September. LEP status of students for the current school year must be determined by September 30 and reported. Current English Language Learners (ELL's) cannot exit the English language instructional program from October until June.

In order to meet the required state exit criteria for Pennsylvania's English language instructional programs for ELLs, LEAs must use **both of the required exit criteria** listed below. In addition, LEAs must ensure that students meet **one of the two additional exit criteria** provided below to exit from an English language instructional program:

### ***Required Exit Criteria:***

1. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA) Math or Algebra I Keystone AND PSSA reading or Literature Keystone

PSSA and Keystone exam scores must be from the most recent academic school year.

### ***SPECIAL CIRCUMSTANCES:***

- *For students transferring from other states, the results of academic achievement assessments used for accountability in other states may be considered when the academic proficiency level is comparable to BASIC on the PSSA/Keystone assessments.*
- *For students that are in a grade that is not assessed with a PSSA or Keystone assessment, each of the remaining exit criteria must be met to exit (Required Exit Criteria #2, Additional Exit Criteria #1, Additional Exit Criteria #2).*

2. Scores of 5.0 on an ACCESS for ELL's Kindergarten Assessment (accountability score) or 5.0 on a Tier C ACCESS for ELLs assessment

Cutoff score flexibility is available in special circumstances.

*Special Circumstances:*

Following the scoring criteria in the table below, the W-APT may be administered between June and September to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

**NOTE: The W-APT may ONLY be administered to a student once in any school year.**

<b><u>Grade Level</u></b>	<b><u>ACCESS Score</u></b>	<b><u>Required W-APT Scores*</u></b>
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

**NOTE: A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.**

- A. A score of PROFICIENT on the reading PSSA or Literature Keystone assessments can be used along with all other required criteria outlined in this policy (Required Exit Criteria #1 and Additional Exit Criteria #1 or #2) to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

**Additional Exit Criteria:**

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA Math or Algebra I Keystone AND PSSA reading or Literature Keystone assessments.

\*\*ESL teacher will send home exit letter to parents. Exit letter found on z drive.



## **Monitoring**

A requirement of *NCLB Title III: Language Instruction for Limited English Proficient and Immigrant Students* is to monitor transitioned (exited) students' academic achievement and progress for a period of two years after exit from an ESL/bilingual program. Specifically the law states:

*Section 3121(a) (4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.*

Students who are exited from the district's ELL program are monitored for two years. During this time, the ELL teacher collects data through observations, grades, and performance on statewide assessments. If at any time the data indicates the student is at risk of academic failure due to a language proficiency deficit, modifications or adaptations may be made.

## **IV. Instructional Program**

ESL instruction will take place *primarily* in the ESL classroom. In the ESL classroom, English will be presented as the language of instruction in a language intensive setting. ESL students will participate in the regular education content classes. Adaptations will be made by the classroom teacher as needed and the ESL teacher will serve as a resource.

- The ESL program delivers core planned instruction in listening, speaking, reading, and writing in language arts while adapting for the five levels of language proficiency. The program includes the content-based core curriculum Aligned to PA Academic Standards including PA ELP Standards. The ESL program provides for levels of language proficiency and for the sequential development of the language skills using the K-12 ESL Instructional Framework, SAS ELL Overlay, and WIDA Can-Do Descriptors. The amount of time for direct language instruction must be commensurate with the student's proficiency level. This includes both direct language instruction and adaptations to instruction/assessment in all content areas.

Any ESL program that is implemented must meet a three-part criterion, which is mandated by federal law (Civil Rights Act of 1964, Title VI, *Castaneda v. Pickard*, 648 F.2d 989(1981)). The program must be: (1) based on sound educational and language learning theory; (2) implemented with sufficient resources and staffed by appropriately prepared personnel; and (3) periodically self evaluated. A program that fails to produce positive results does not meet the criterion.

(Levels are defined by the 5 PA English Language Proficiency Standards – PA ELPS which can be found at:

[English Language Proficiency Standards for ELLs](#) (PDF, December 2008)

The CAN DO Descriptors, found in the ELPS, offer teachers and administrators working with English language learners a range of expectations for student performance within a designated English language proficiency level of the Pennsylvania English language proficiency standards. The characteristics within each box are target skills. These descriptors can be used as a guide to develop appropriate assignments and assessments.

English Language Learners (ELLs) must be graded using the same grading system as all other students. In order to achieve academic standards, content area instruction is aligned with the corresponding standards and adapted to meet the needs of the students.

English Language Learners (ELLs) will be assessed annually to determine their level of progress using the WIDA ACCESS for ELLs or the Alternate ACCESS for ELLs, and PSSA/Keystone.

## **V. Staffing**

East Penn School District ESL teachers hold the certification required by the Pennsylvania Department of Education and are trained in second language acquisition, instructional methodology, and assessment techniques. Professional development opportunities are provided by the District for both ESL teachers and content teachers.

## **VI. Special Education**

ELLs may be eligible for Special Education. The IEP team must consider the need for ESL instruction as they address all students' needs related to the provision of Free Appropriate Public Education (FAPE). In determining the student's needs, IEP teams must consider both special education services and ESL instruction simultaneously, as appropriate.

All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations.

### *The IEP team*

It is highly recommended that the IEP team for an ELL with disabilities include an ESL professional familiar with the student's language needs as well as the nature of his/her disability or, at a minimum, that the IEP team receive input from an ESL professional when appropriate. If a student is identified as an ELL, then the IEP team will check the Limited English proficiency under special considerations on Part I of the IEP. Any special considerations identified must be addressed in the IEP.

### *The academic program*

ESL /Bilingual programs are identified in The Pennsylvania School Code of 1949, Chapter 4, Section 4.26, as general curriculum. The academic program for an ELL with a disability must consider ESL just as it must consider any other general curriculum services available to non-disabled students. Programmatic decisions regarding ELLs with disabilities should be made by the IEP team with appropriate representation. It is not appropriate for an ELL with a disability to be denied access to general curriculum including an English language instructional program as defined above. Special education services do not replace an English language instructional program.

#### *Requirement for annual English language proficiency assessment*

Both Titles I and III of NCLB require LEAs and state educational agencies (SEAs) to provide an annual assessment of English language proficiency for all ELLs in the state enrolled in public schools in grades Kindergarten through twelve in the domains of speaking, listening, reading, and writing. This includes students with disabilities. Even though ELLs with disabilities may always achieve depressed scores in particular domains of language as a result of their specific disability, they must be given the opportunity to demonstrate their level of proficiency in English and be included in the annual state ELP assessment in all domains.

#### *Participation in assessments*

ELLs with disabilities participate in all assessments, including the annual state ELP assessment and PSSA (or PASA , if appropriate) in accordance with 34 CFR § 300.160. Participation in state and local assessments is documented in Part III of the IEP. An ELL student with a disability may participate in assessments through the use of one or more state-approved accommodations appropriate for his/her disability.

#### *Rules governing assessment accommodations*

The IEP team, with appropriate representation, may make decisions regarding assessment accommodations for ELLs with disabilities as they would for any student with a disability. The following rules govern assessment accommodations for ELLs:

- Accommodations must not invalidate the results of the assessment.
- Accommodations may be used for the entire assessment or only for part/parts of the assessment.
- Determinations of any accommodations used must be:
  - based on a student's disability,
  - made by the student's IEP team,
  - properly documented in the student's IEP, and
  - properly coded on the assessment.

## **VII. Immigrants**

The term "eligible immigrant student" is defined in Title III, Section 3301(6) as an individual student who (a) is aged three through twenty-one; (b) is enrolled in any public or private elementary or secondary school in kindergarten through grade twelve; (c) was not born in the United States (or any U.S. Territory); and (d) has not been attending any one or more schools in the United States for more than three full school years (Title III, Section 3114 (d)).

## **VIII. Communication with Families**

According to federal regulations, districts are required to provide program information to parents in the parent's preferred language or mode of communication. The Pennsylvania Department of Education provides translated documents necessary for communication with parents and students regarding general education and NCLB requirements via TransAct at [www.transact.com](http://www.transact.com). The District also provides a brochure outlining ESL instruction.

## **IX. Resources**

- United States Department of Education  
Office of Elementary and Secondary Education  
Office of Bilingual Educational and Minority Language Offices
- Teachers of English and Speakers of Other Languages (TESOL)
- Pennsylvania Department of Education- ESL Toolkit
- Bureau of Curriculum & Academic Services  
LEP / Bilingual Educational Advisor
- Pennsylvania Training & Technical Assistance Network
- Carbon Lehigh Intermediate Unit  
Office of Curriculum
- Lehigh Carbon Community College
- DeSales University
- West Chester University
- Lehigh University
- Standards Aligned System (SAS)
- ELL Overlays
- WIDA- "Can Do" Descriptors

### Interpreters

- East Penn School District  
Department of Curriculum  
Pupil Personnel Services Office  
Language Line (Telephone)