ENGLISH LANGUAGE DEVELOPMENT PROGRAM
*The School District of Springfield Township (*Revised 2019-2020)

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PROGRAM GOALS

The purpose of this document is to keep all administrators, teachers, and support staff informed and up-to-date about the rights and mandates from the Pennsylvania Department of Education regarding English Learners (ELs). The ultimate goal is to provide ELs with opportunities to develop listening, speaking, reading, and writing skills equal to native speakers of English in order to facilitate their entry into the social aspects of the school community, so that they can be successful in school and life.

The School District of Springfield Township will:
➢ Comply with applicable federal and state laws and policies
➢ Disseminate information from the state to educators/administrators
➢ Ensure the proper identification of ELs
➢ Ensure the accurate reporting of ELs in PIMS
➢ Complete the English Learner Reporting System (ELRS)
➢ Ensure the proper instructional placement of ELs based on their proficiency levels
➢ Develop and maintain the language instruction educational program (LIEP)
➢ Coordinate the annual language proficiency testing (ACCESS for ELLs®)
➢ Coordinate Title III grant applications and district Title III activities
➢ Coordinate professional development for ELD and general education teachers in order to understand the educational, cultural, and linguistic complexities of the many cultures of ELs
➢ Analyze data concerning ELs and develop action plans to address areas of concern
➢ Maintain ongoing records of student progress that serve to inform teachers
➢ Communicate on a regular basis with content teachers to ensure maximum learning opportunities for ELs by using accommodations
➢ Ensure a process for reclassifying students in accordance with the state-defined criteria
➢ Ensure that parents are provided with information as required by federal and state regulations
➢ Develop an effective family and community engagement program that supports strong, sustained, two-way communication among teachers, administrators, parents, and students
➢ Establish and maintain an effective transition plan for students new to our district

SCREENING, IDENTIFICATION AND PLACEMENT

The first step in providing a high-quality education for ELs is identifying EL students. Screening, identification, and placement of ELs federal regulations require that school districts identify students who may be in need of language assistance services by administering a Home Language Survey within 30 days of the beginning of the school year or 14 calendar days if the identification process begins after the school year is underway. The School District of Springfield Township process for identification includes:

Step 1: Administering the Home Language Survey

Upon arrival to the district, families will be provided a registration packet that includes the home language survey (HLS). Students and parents will receive the HLS in a language they understand either through translation or interpretation. If the HLS indicates a language other than English for <u>any</u> question on the HLS, a family interview will be scheduled. If the HLS indicates a language other than English for <u>all</u> questions on the HLS, the district will proceed to STEP 4: Review of Academic Records. A staff member may still contact the family for further information in advance or as a part of Step 4.

Note: If a student is added to the PHLOTE (primary home language other than English) through the registration process, the Assistant Superintendent will be notified. The Assistant Superintendent's office will notify an ELD teacher to begin the screening process.

Step 2: Conducting the Family Interview

The purpose of the family interview is to gather additional information to determine if the student is an EL. The family interview will be conducted by district-trained personnel. The interviewer may use an interpreter to assist in conducting the interview if necessary. This meeting may also serve as an opportunity to discuss what happens next if the student is identified as an EL. The interview protocol is included in the [English Learner Identification Procedure](). During the interview, district personnel will gather information such as demographic information, school enrollment history and academic records, and the frequency that the child hears and speaks a language other than English for a variety of purposes and with various conversational partners. <u>Note: It is against the law to include any questions regarding immigration status in a family interview.</u>

Special Education Consideration

If the student is identified as a potential EL via HLS and has an individualized education plan (IEP) or is suspected of having a disability (e.g. the parent states that the child has a disability), district-trained personnel will consult with special education personnel before proceeding to STEP 3: Reviewing the Family Interview Data. If the student does not arrive with an IEP and is not suspected of having a disability, we will continue to STEP 3.

Step 3: Reviewing the Family Interview Data
The family interview data will be reviewed by a certified ESL specialist. The staff member will analyze the interview responses to determine whether or not there is reasonable evidence that the student's primary home language is a language other than English (PHLOTE). If it is determined that the information from the family interview indicates that the student is not identified as PHLOTE, the student will not be placed on the PHLOTE list and the EL identification process will end. If it is determined that the information from the family interview indicates that English is not the student's primary home language or that exposure to another language may have had a significant impact on the student's English language development, the district will place the student on the PHLOTE list.

Step 4: Reviewing Academic Records
The certified ESL specialist will review the student's academic records from previous schooling, if available. If the academic records are not available, they will proceed to STEP 5: Administering the WIDA Screener. If records are available, the specialist will analyze the records to locate evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include:
- Proficient scores from standardized summative or interim tests administered in English
- Passing grades for core content classes where the primary language of instruction was English
- Student work samples written in English

If a student's file includes ACCESS for ELLs® scores from the previous school year and these scores indicate that he/she is an EL, the student could be screened to determine his/her current proficiency level. If the review of the academic record does not indicate enough evidence to reasonably determine that the student has sufficient English proficiency to benefit from instruction in English without support services, we will proceed to STEP 5: Administering the WIDA Screener.

Step 5: Administering the WIDA Screener
A WIDA assessment administrator will screen the student to measure his/her English proficiency using the K MODEL (kindergarten and first semester first grade only) or WIDA screener (online or paper)(second semester first grade through twelfth grade), to determine whether or not the student should be identified as an EL. The screener scores serve as initial or baseline English proficiency levels. If identified as an EL, the student will take the annual WIDA ACCESS for ELLs® assessment.

Special Education Considerations
1. If a student is unable to complete the full screener (e.g. because of a disability or refusal), the determination of EL status will be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student will be identified as an EL.
2. If the student arrives with an IEP, English language proficiency screening will be completed with appropriate accommodations and the test results will be interpreted in consultation with special education personnel.
3. If the student is suspected of having a disability but a determination cannot be made prior to completing the EL identification procedure, English language proficiency screening will be completed with any administrative considerations, universal tools or accommodations that the ESL and Special Education staff deem necessary. This procedure will be completed in accordance with the outlined guidelines and the student will be placed in the appropriate LIEP based on the information available at the conclusion of the identification procedure.
4. A student who arrives with an IEP or is suspected of having a disability will not be excluded from the EL identification process nor will the process be deferred until a later special education determination can be made.
5. If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening results (e.g. the student requires a testing accommodation that was not offered), the student will be rescreened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent screening, then the district will contact PDE to remove the EL identifier and the student will be removed from the LIEP.

*Step 6: Assessing Native Language Proficiency (**optional**)*
We will screen the student for native language proficiency if a screening instrument is available. We will skip this step if no screening instrument is available.

Step 7: Determining Limited or Interrupted Formal Education (LIFE) Status
The ESL certified specialist will determine if the student has limited or interrupted formal education using the following criteria:
- Is enrolling after second grade AND
- Has a literacy score of less than 3.5 on the WIDA screener AND
- Has at least two fewer years of age-appropriate schooling than peers or has unenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years AND
- Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

Step 8: Determining an Appropriate Language Instruction Educational Program
The ESL certified specialist will use all data collected throughout the identification process to determine the most appropriate LIEP based on the student's English language proficiency and native language proficiency, if available. If the student has an IEP, certified ESL and special education personnel will collaborate to determine the appropriate program and academic placement for the student.

Step 9: Communicating Identification Results to Parents/Guardians
Parents have a legal right to be included in educational decisions for their child. The district will provide the parent with a detailed description of the LIEP and explain the identification and placement decision-making process in a language that the parent can understand within 30 days of the beginning of the school year or 14 calendar days if the identification process begins after the school year is underway. The district will mail the [English Learner Program Placement Form](#) home to the family after it is prepared by the ESL specialist. The district will inform the parent of the advantages of having their child receive support through the LIEP (language instruction educational program) in terms of their child's English language acquisition and academic success. The district will also inform parents of their right to decline ELD programs or services in whole or in part, and supply the parents with the state required [ELD Program Parental Refusal Waiver](#).

Note: LEAs must ensure that parents do not opt their children out of any ELD programs or services based on schedule conflicts with other educational programs (such as special education programs); insufficient space in the available ELD programs; or insufficient offerings within the ELD program. LEAs must not recommend that a parent opt a child out of ELD programs or services for any reason. Additionally, there is no mechanism to opt a child out of taking the annual ACCESS for ELLs® language proficiency assessment, even if the parents choose to opt the child out of all or some ELD support services. If a parent chooses to decline all or some ELD support services, the LEA is still responsible for the following:
- Annually test opt-out ELs with the state required WIDA ACCESS for ELs® assessment until the student attains English proficiency by meeting the state exit criteria and is reclassified non-EL status.
- Maintain the student's EL status on all reporting even though the student's parents declined services.
- Provide ELD instruction within the general education content area instruction to meet the needs of the opt-out EL students.
- Notify parents if their child is struggling in general education classes and recommend the ELD program and services again.
- Present the [ELD Program Reinstatement Request Form](#) to parents who wish to opt their child back into the school's ELD programs and services. Guidance for Parent Right to Refuse – including parent refusal waiver, ELD reinstatement request form, and guidance for parent refusal of LIEP.

Note on Foreign Exchange Students
Foreign exchange students come to our country to experience the American culture and at the same time provide our students with the opportunity to learn from other cultures. The Pennsylvania Department of Education supports the educational and cultural values of these programs and encourages Local Education Agencies (LEAs) to participate and support these culturally enriching programs. Districts are required to screen foreign exchange students using the state EL identification procedure. If foreign exchange students are identified as ELs, then they must:
- Be placed with the districts language instruction educational program(LIEP) as appropriate based on their language proficiency,
- Be included in PIMS and the English Learner Reporting System (ELRS) as ELs,
- Participate in the annual state English language proficiency assessment (ACCESS for ELLs®), and
- Participate in the PSSA/Keystone Exams.

Step 10: Securing Parent Acceptance or Refusal of ELD Services
Once the district has reviewed the identification process and the ELD recommended support services with the parent, the parent accepts or refuses their child's placement in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services for their child, the parent does not respond, the district will proceed with the recommended program placement.

Step 11: Notifying the Receiving School
Once an EL has been identified, the LEA will notify the relevant receiving school personnel within the district of the student's identification and placement information.

Step 12: Initiating the Service Record in Student Information System (SIS)
The district will initiate an active service record in the district SIS. If the student has limited or interrupted formal education, the district will ensure that LIFE is identified in the record.

Step 13: Generating the Student's Schedule
The final step is to generate a course schedule for the student based on program placement and English language proficiency. The school is responsible for ensuring that all teachers (specialists and general content teachers) with whom an EL is scheduled for class have English language proficiency information for each EL on their roster. This completes the identification and placement process. The original HLS and parent refusal waiver (if completed) will be attached to the completed English Learner Identification Procedure document and filed in the student's academic record. Copies of all relevant forms will be accessible to the ESL specialist and general content teachers who will be working with the EL student will be provided:
- Current student score report (ACCESS, WIDA screener, K-Model)
- [Can Do descriptors or Key Uses descriptors](#)
- Translation and interpretation information
- Relevant background from the family interview

ASSESSMENT PROCEDURES

Initial Placement
The WIDA Placement Test is administered when a new student enrolls into the school district. It is used to measure English proficiency levels in the areas of listening, speaking, reading, and writing, and it determines appropriate placement. Cutoff scores for placement in the program are as follows:

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	K MODEL	1st semester K: **Assess all 4 domains** Oral language composite below **5.0** (Use literacy scores for instructional plans) 2nd semester K: **Assess all 4 domains** Overall composite proficiency level below 5.0 **AND** Literacy Composite below **4.2**
1st semester 1st grade	K MODEL	**Assess all 4 domains** Overall composite proficiency level below **5.0**
2nd semester 1st grade-12	WIDA Screener	Overall composite proficiency level below **5.0**

Formative/Benchmark/Summative Assessments
LAS Links Fall and Spring
The LAS Links Online is designed for schools and districts to support instructional programs for English Language Learners. It is designed to complement the WIDA Assessments as a tool for qualified school personnel to administer, score, and interpret results for the placement of students in appropriate English Language Learner programs. The test is structured around the four major language domains of speaking, listening, reading, and writing, with a balance of constructed-response and multiple-choice items. A combination of tasks allows for an easy way to screen students' basic level of English proficiency. The LAS Links Online considers that students coming into classrooms are faced with higher language demands to participate in instruction. The test is based on three dimensions of language proficiency: conversational fluency (communicative language), discrete English skills (specific aspects of English linguistic knowledge), and academic language.

WIDA ACCESS 2.0
The WIDA-Access is PDE's standardized, state-wide test that assesses the progress of English language learners on an annual basis. Every EL, K-12 participates in the WIDA-Access.

WIDA Model
The *WIDA Model* is a suite of English language proficiency assessments for Kindergarten through Grade 12. As a flexible, on-demand language proficiency assessment, MODEL can be administered at any time during the school year, depending on the needs of the district, school, teacher or student. Scores from WIDA MODEL can be used to predict student performance on ACCESS for ELLs.

Renaissance STAR Assessments
The *STAR Assessments* is a suite of comprehensive K-12 interim and formative assessments. Through universal screening, progress monitoring, and goal-setting data *STAR Assessments* inform instructional decisions on progress and mastery of state-specific standards.

Pennsylvania State Standards Assessment (PSSA) / Keystone Exams
ELLs who are in their first year of instruction participate in the Math and Science PSSA and/or Keystone exams. Beginning in their second year of instruction, ELs will participate in the statewide standardized assessments in Reading, Mathematics, Science, and Writing. They participate with the specific accommodations that are allowed for English language learners.

All Other Assessments
ELs participate in all other assessments given in their schools. They may participate with accommodations as their English language proficiency allows.

Growth Targets
PDE requires that ESL specialists identify targets for growth for all ELs. We utilize the recommended targets provided here:

Student Targets

Individual targets for growth and attainment

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
>4.9 (attained)					
4.0 – 4.9	Year 1 SS subtracted from AT SS divided by 2	SS for 5.0 in the grade of attainment for the EL two years from baseline			
3.0 – 3.9	Year 1 SS subtracted from AT SS divided by 3	Year 2 SS subtracted from AT divided by 2	SS for 5.0 in the grade of attainment for the EL three years from baseline		
2.0 – 2.9	Year 1 SS subtracted from AT SS divided by 4	Year 2 SS subtracted from AT divided by 3	Year 3 SS subtracted from AT SS divided by 2	SS for 5.0 in the grade of attainment for the EL four years from baseline	
1.0 – 1.9	Year 1 SS subtracted from AT SS divided by 5	Year 2 SS subtracted from AT divided by 4	Year 3 SS subtracted from AT SS divided by 3	Year 4 SS subtracted from AT SS divided by 2	SS for 5.0 in the grade of attainment for the EL five years from baseline

INSTRUCTIONAL PROGRAM
Every school district is required to provide an instructional program for any student whose primary language is not English. The School District of Springfield Township has thoughtfully and deliberately planned, resourced and evaluated our instructional program.

Our program attends to:
- English language development to promote the attainment of both social and academic English proficiency AND
- The achievement of grade-level academic standards.

Attending to both of these components in daily instruction is the responsibility of all educators, including content area teachers and ESL program specialists. Like federal regulations, PDE does not prescribe or endorse any particular instructional program model. School districts have the autonomy to design and implement the program model that they determine to be most appropriate for their local context. State regulations do, however, mandate two specific components that are required to be incorporated into any program.

Instruction delivered by an ESL specialist
English language development (ELD) instruction that is delivered by a certified ESL specialist is considered its own content area. Language instruction in this context is content based or content-driven, meaning that the grade-level content of general education classes provides the context in which ESL specialists implement a language curriculum that specifically and intentionally attends to students' development of general and academic language structures and functions. The ELD component of the instructional program that is taught by a certified ESL specialist may be delivered in a separate classroom, as is common in what's known as a Pull-Out ESL model, or integrated into general content classrooms, as is common in what's known as a Push-In ESL model.

Appropriately modified instruction and assessment for ELs delivered by content-area teachers
Appropriate accommodations and modifications are required in all content-area classes in which ELs are enrolled to ensure that ELs at all proficiency levels have equitable access to the same rigorous grade-level content. Content-area teachers, including those who are not certified ESL specialists, are responsible for intentionally planning and implementing instruction that incorporates appropriate and necessary supports, modifications, and accommodations that allow ELs to overcome language barriers and access instruction and assessment on par with their native English-speaking peers. These two components can be incorporated into a variety of different program models.

There are many factors to consider when choosing or designing an instructional program. In addition to the requirement that any program be based on sound educational theory, factors to consider include but are not limited to: (a) the sociocultural and linguistic backgrounds of the students and their instructional needs, (b) available resources that would be necessary to implement the program model with fidelity, (c) necessary knowledge and skills among faculty

and staff who will have lead responsibility in designing and implementing curriculum, instruction, and assessment, and (d) the effectiveness of the program model as determined by annual program review and evaluation.

PDE requires that school districts classify their program into one of the following categories:

New LIEPs	Definition
EL Bilingual	**Language Focus:** Students should gain proficiency in both their native language and English with at least some instruction provided in the native language. **Class Composition:** ELs share the same native language
Mixed Bilingual	**Language Focus:** Approximately equal focus to English and a partner language, including content instruction in the partner language **Class Composition:** ELs and non-ELs are placed together in the same classroom
EL-Specific Transitional Instruction	**Language Focus:** The student's native language is used to support English proficiency acquisition, but proficiency in a student's native language is not a program goal **Class Composition:** ELs only
Mixed Classes with Native Language Support	**Language Focus:** The student's native language is used to support English proficiency acquisition, but most instruction is provided in English. Support could be provided either inside or outside of the regular classroom. **Class Composition:** ELs and non-ELs are placed together in the same classroom
EL-Specific English-only Instruction	**Language Focus:** English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support **Class Composition:** ELs only
Mixed Classes with English-only Support	**Language Focus:** English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support. Support could be provided either inside or outside of the regular classroom. **Class Composition:** ELs and non-ELs are placed together in the same classroom

The main distinctions between these program models are (a) whether the class includes only EL students or both EL and non-EL students and (b) whether the intended program outcome is proficiency in English and the EL's primary language or proficiency in English only. For most students in The School District of Springfield Township, the model employed is Mixed Classes with English-only Support. ESL specialists support the needs of their students using a combination of push-in and pull-out support as needed.

It is the intention of The School District of Springfield Township that all students have equitable access to academic content for all courses in which they are enrolled. English Language Development is a required component and is delivered daily by ESL specialists **and** general classroom teachers. Our instructional program will:
- Be aligned to state academic content standards for the appropriate grade level of the ELs
- Include adaptations/modifications in the delivery of content instruction and assessment by all teachers based on students' language proficiency levels
- Include ELD instruction delivered by properly certified teachers who hold an ESL program specialist certificate

- Incorporate the use of Pennsylvania English Language Development Standards
- Provide equitable access to grade-level content for ELs at all language proficiency levels
- Not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible

Primary resources:
[ESL Administrative Guide](#) and [Educating English Learners (ELs) BEC: July 1, 2017](#)
"ELD must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned."

Instructional Standards
1. In July 2017 PDE revised the [Standards for English Language Development](#). This document is a guiding resource for ESL specialists in their work with students and staff.
2. In addition, teachers may use the [ELL Overlays](#) provided through the PDESAS website to align instruction to the standards.
3. The **[PA Department of Education Resources for English Language Learners](#)** provides additional resources for faculty, staff and families.

Partnership with Montgomery County Intermediate Unit ELD Consortium
The School District of Springfield Township belongs to the ELD Consortium of Montgomery County. Resources include:
➢ ELD Center housed at the Montgomery County IU containing ELD materials and resources
➢ ELD Consortium quarterly meetings that brings together ELD teachers and supervisors to discuss EL testing, program, materials, and federal and state mandates
➢ Rosetta Stone Programs that supports Entering ELs
➢ Countywide staff development for classroom teachers, administrators and specialists to help close the gap of knowledge about ELs
➢ Materials that explain the educational backgrounds of many different cultures (www.culturegrams.com)

Additional curricular resources
In addition to ELD Title lll consortium resources and materials, the following materials and texts have been used to support the ELD curriculum.
➢ *EL Excellence Every Day*, Tonya Ward Singer, 2018
➢ *Learning A-Z, Reading A-Z* https://www.readinga-z.com/
➢ *Success with Multilingual Newcomers,* Margarita Espino Calderón and Shawn Slakk, 2019
➢ *The K-3 Guide to Academic Conversations: Practices, Scaffolds, and Activities,* Jeff Zweirs/Sara Hamerla, 2017
➢ *Academic Language Mastery: Conversational Discourse in Context*, Jeff Zweirs, 2016

- ➢ *Oxford Picture Dictionary*
- ➢ *Houghton Mifflin Harcourt, Journeys K-5*
- ➢ *Wright/Rigby Books*
- ➢ *Rosetta Stone*
- ➢ *Kids Discover for Non-fiction*
- ➢ *BookFlix*
- ➢ *Step Up to Writing*
- ➢ *Fundations*
- ➢ *Side-by-Side*
- ➢ *On Location*
- ➢ *Skills Tutor*
- ➢ *Academic Word List (AWL)*
- ➢ *Newsela*

EXITING THE PROGRAM (RECLASSIFICATION)

The WIDA ACCESS Exit test is administered in January/February with specific exit criteria.

Districts must employ uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs® , and gathered by teachers using standardized language use inventories. Using the following system, the ACCESS for ELLs® and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. The two inventories do not need to agree.

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

NOTE: In some cases, students who were not identified as likely to reach the ACCESS score threshold and for whom no language use inventories were completed will unexpectedly achieve a score exceeding the threshold. Language use inventories may be completed after ACCESS scores are released in these limited cases, but they must be completed prior to October 1 of the following school year. The reclassification window begins when ACCESS scores are published and ends on October 1 of the following school year. Although language use inventories must be completed as part of the reclassification decision-making and evidence-gathering process prior to the opening of the window, no changes to a student's status can be made in local data systems or in PIMS between October 1 and the date on which the district receives ACCESS scores each year.

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories	ESL Teacher			Content Teacher		
	Low	Moderate	High	Low	Moderate	High
Interaction	0	0.3	0.5	0	0.3	0.5
Listening	0	0.3	0.5	0	0.3	0.5
Speaking	0	0.3	0.5	0	0.3	0.5
Reading	0	0.3	0.5	0	0.3	0.5
Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

(Rubric 1 covers Interaction, Listening, Speaking, Reading; Rubric 2 covers the Writing rows.)

Total possible points from both inventories 7.6
Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

ELs with Disabilities - taking the ACCESS for ELLs®

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

- 1. The student has an IEP, AND
- 2. The student has been continuously enrolled in an LIEP for at least four years, AND
- 3. The student's overall composite proficiency level (OCPL) score on the ACCESS for ELLs® has not increased by more than 10% between any two years or total over the three most recent testing cycles, AND
- 4. The school has documented evidence* that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, AND
- 5. A school-based team recommends reclassification.

See below for team composition and recommendation protocol. Documented evidence can include schedules indicating ELD instructional times, specific language supports used, ELD curriculum indicating areas of language instruction covered, language use evaluations based on WIDA rubrics or PA reclassification rubrics, modifications made to assessments, IEP addressing ELD instruction or language needs, etc. To calculate the percent difference between scores, use the following formula: Δ OCPL / OCPL1 (100) = % change Δ OCPL: Difference between the overall composite proficiency level from year one and year two, year two and year three, or year one and year three OCPL1: overall composite proficiency level from the first of the two years being compared For example, the percent difference between a score of 4.3 and 4.5 is (.2/4.3)*100, which is 4.65%.

School-based team composition and recommendation protocol:

The following individuals must be included on the team that considers the body of evidence and determines whether to reclassify an EL with a disability:

- At least one expert on the student's English language acquisition
- At least one expert on the student's special education goals and services
- At least one expert on the student's general education content achievement
- At least one family member (and any requisite interpreters/cultural liaisons)
- Any related service providers who work with the student A single team member may fill more than one of the roles identified above.

High Priority Evidence to consider:

- Standardized or curriculum-based assessments special education teachers and related service providers use to monitor students' progress towards IEP goals that are relevant to developing English language proficiency
- Classroom observations of students' language use
- Language samples demonstrating listening, speaking, reading, and writing skills
- Student work samples or portfolios
- Teacher input on students' English language development progress
- Family input on students' language development and use at home

- Data related to how the student was initially identified as an EL
- Review of English learner services across the most recent four years to ensure the student has received adequate English language development instruction and language support for content learning during that timeEvidence to consider if available:
- Assessments that evaluate students' proficiency in their home/primary language
- Language use inventories
- Comparable data from similar EL peer group (other ELs with similar profiles)

Questions that must be addressed by the team:
- 1. Has the student received adequate ELD instruction and language supports commensurate with his/her ELP level for the most recent four years?
- 2. Is this student able to effectively communicate in English?
- 3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
- 4. Are any ACCESS for ELLs domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability?

If the answer to any of these questions is 'no', then the team must carefully consider the student's continued participation in the LIEP until such time that the student will no longer benefit from continued specialized English language development instruction and supports.

ELs with Disabilities (taking the Alternate ACCESS for ELLS®) ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:
- They achieve a score of at least P2 on two consecutive administrations of the test OR achieve the same score for three consecutive administrations of the test, AND
- The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification and for future reference if needed.

MONITORING OF FORMER ELs

Districts must include in their LIEP uniform procedures in accordance with state requirements for actively monitoring the progress of former ELs (FELs) for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status).

Active Monitoring Period – first two years after reclassification
Districts must ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barriers. In order to do this, districts must develop and implement a process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports. Districts are free to create their own process, but it must, at a minimum, include tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind.

Additional Monitoring Period – third and fourth years after reclassification
Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as Former ELs – no longer monitored for the remainder of their time in school.

Re-designating former ELs
If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic support and/or interventions. FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Students' involvement and their feeling of belonging within the school community are critical to their success at The School District of Springfield Township. Students in the ELD program are informed of opportunities and procedures for joining activities. The ESL teacher, other students, teachers, and coaches come and explain a particular program to the ELs, as needed. Students are also guided and assisted as they examine their course selection guides with school counselors.

STUDENT SERVICES

Counseling/Social Work
Guidance counselors work in close collaboration with ESL teachers and keep each other informed of the student's progress in academic and social areas. Counselors and social workers work closely with the ESL teacher when issues related to health and medical support come up.

Special Education
The process of enrollment is the same for all students regardless of whether they have an IEP. ELLS who qualify for special education still continue to have ELL support services. Again, close collaboration between the classroom teacher, Learning support teacher, and the ELL teacher is essential for examining how to modify instruction, for the ELL. The process of identification is complicated and requires the delicate balance of not rushing in too quickly to assess or waiting too long to assess. In order to minimize the amount of mistaken referrals for the ELS, the following steps are taken when referring an EL.
- Students are placed in the RTI program and have additional support and then data is collected over time. Parents are part of the discussion and program
- Tier 2 support uses a variety of instructional approaches and strategies
- Classroom documentation and teacher input

If all professionals working with the student find that an assessment is needed, then it is given in the student's first Language. In addition, using a bilingual psychologist helps not only with the actual assessment but also with explaining the information to parents.

Gifted Services
Gifted Services are available for students who qualify for the gifted program.

Health
Nurses are available in every school in the District.

COMMUNITY ENGAGEMENT

The School District of Springfield Township continues to thoughtfully and deliberately plan, resource and evaluate our parent and community engagement with an aim to deliver high-impact, collaborative parent engagement, as defined by the United States Department of Education (ED). ED refers to this kind of parent/family engagement program as a dual-capacity building framework that focuses on collaboration between parents and teachers to co-design educational experiences and to share the responsibility for student achievement in concrete, explicitly defined ways.

High-impact parent engagement is an important aspect of schooling for all students, but is essential for the academic success of our most vulnerable student groups. For this reason, the

School District of Springfield Township who receives Title I and Title III funds are governed by specific regulations for parent/family engagement, including, but not limited to, the following:

Communication

The School District of Springfield Township has language assistance obligations to communicate with parents in a language they understand. This obligation pertains to all communications that are specifically related to ELs but also extends to include communication about any program, service, or activity of the district that is communicated to parents/families of non-ELs. Language needs for language minority families are initially documented on the HLS when families arrive to the district, but will be updated regularly through the District's use of the Back to School Gateway program.

Written Policy

The School District of Springfield Townships, which receives Title I funds, shall author a written parent engagement policy that outlines the District's expectations and objectives for meaningful parent/family engagement that is developed in collaboration, and agreed upon, with parents and family members of participating children. The policy should be incorporated into the district's plan.

Opportunities for Interaction

In accordance with the Title I regulations, each fall the School District of Springfield Township holds its annual EL Family Fun Night as a means of outreach to parents of ELs. As part of this outreach, the District holds regular meetings, and sends out appropriate invitations to attend the meetings to parents in a language they understand, for the purpose of soliciting and responding to recommendations from parents of ELs.

Interpretation and Translation Services

The School District of Springfield Township recognizes that parents/families of ELs whose primary language is not English may have challenges with one or more of the domains of English language (speaking, listening, reading, and writing) and offers language assistance in order to access educational information and participate in the educational program of their children.

As mandated federally and articulated in PDE's BEC published July 2017 entitled Educating English Learners and in 22 Pa. Code §4.26.the School District of Springfield Township provides language assistance to parents/families at no cost to the parent/family. The District uses the following resources for interpretation and translation services:

- TransACT - provides general and Pennsylvania-specific documents for parents in multiple languages
  .
- TalkingPoints - sends translated messages to mobile devices

- TransPerfect - a district-paid subscription service that offers professional on-demand phone interpreting for over 170 languages

- Cristaldo Associates, Inc. - Professional face-to-face interpreters and professional translation services

STAFF DEVELOPMENT

Faculty and Staff have the opportunity to participate in professional learning opportunities centered around English Language Learners and the English Language Development program through:

- Access to Collaboration with ESL Specialists through shared planning times and consult meetings before, during, and after the instructional day.

- Regularly scheduled building-specific professional learning communities lead by ESL Specialists, Instructional Coaches, and/or Administration
  - HS ELD Cohort
  - MS EL Support Meetings

- Additional opportunities for ELD Professional Development for Faculty and Staff which occur during New Teacher Induction, District-Wide Inservice Workshops, andMCIU Professional Learning Opportunities

PROGRAM EVALUATION

There are two main avenues through which program evaluation occurs: student growth and the HS Graduation Rate. Student growth is demonstrated by students' performances through progress monitoring, summative assessments, and report card data.

LINKS TO RESOURCES
- WIDA-Access
- Pennsylvania State Standards (PSSA)Keystone Exams

- [BEC: Education English Learners](#)
- Data Systems – PIMS, ELRS, eMetric, eGrants Educating English Learners in Pennsylvania (PDE)
- [English Learner Tool Kit (U.S. Department of Education)](#)
- [ELL Overlays](#)
- [ESL Portal](#)
- [Guidance for Parent Right to Refuse the LIEP](#)
- [The Language Instruction Educational Program (LIEP)](#)
- [Reclassification, Monitoring, and Redesignation of ELs](#)
- [English Learner Identification Procedure](#)
- Testing Accommodations:
  - [WIDA ACCESS](#)
  - [PSSA and Keystone](#)
- [Title III Supplemental Program](#)