

SHAKOPEE PUBLIC SCHOOLS

EL PLAN

ENSURING SUCCESS FOR ALL LEARNERS



* For a paper copy or translation of this document, call (952) 496-5042.

Identification and Eligibility for EL Services

Consideration for EL services is an ongoing process that starts with the initial registration of a student. Students that have not been identified, but demonstrate a need once they are in the classroom, will also be considered based on EL identification criteria.

Students will be considered for English Language (EL) services based on:

1. Home Language Survey - parents complete this at the Shakopee Welcome Center when their child enrolls in Shakopee Public Schools. The registrar screens the surveys at registration or during the time of enrollment of a new student. If the student first learned a language other than English, comes from a home where another language is spoken, or if the student usually speaks a language other than English, then the student is referred to the EL team for further language proficiency screening. Further screening means the student is screened for English proficiency using W-APT or LAS for any new students to the Shakopee Schools (or current ACCESS 2.0 for ELs scores, if available from another district, may be used). A records review may also be included and is completed by the EL team at each site.
2. At any time other developmentally appropriate measures may complement the formal measures including, but not limited to:
 - i. Observations
 - ii. Teacher recommendations
 - iii. Parent recommendations
 - iv. Educational history
 - v. Work Samples
 - vi. Consideration of home language literacy
 - vii. Additional assessment data, including scores from MAP, MCA or DRA

3. Using **multiple measures**, the EL team will determine qualification for EL services based on the following:

Grade	Formal Screening Measure	Other measures that may complement formal screener
Kindergarten	PreLAS ORAL score of 0-71 OR <u>W-APT: 1st semester:</u> Listening and Speaking: 28 or lower <u>2nd semester:</u> Listening and Speaking: 28 or lower AND Reading: 10 or lower AND Writing: 11 or lower	Teacher observation, parent recommendation, pre-school records (if attended)
Grade 1	W-APT Grade level adjusted composite score below 5.0 OR PreLAS score of 0-99	Developmental Reading Assessment (DRA) Independent Reading score below the district benchmarks: Beginning of year: 6-8 October: 8-10 November & December:10-12 January & February: 12-14 March & April:14- 16 May & June: 18 The above measures, as well as teacher observation, work samples, parent recommendation, academic records that demonstrate needs may also be considered as they relate to the student's English language needs.
Grade 2	W-APT Grade level adjusted composite score below 5.0	Developmental Reading Assessment (DRA) score below the district benchmarks: Beginning of year: 18-20 October – December: 20-24 January & February: 24-28 March & April: 28-30 May & June: 30 Below grade level on MAP The above measures, as well as teacher observation, work samples, parent recommendation, academic records that demonstrate needs may also be considered as they relate to the student's English language needs.
Grades 3-5	W-APT Grade level adjusted composite score below 5.0	D or P on MCA assessments Below grade level on MAP The above measures, as well as teacher observation, work samples, parent recommendation, academic records that demonstrate needs may also be considered as they relate to the student's English language needs.

Grades 6-12	W-APT Grade level adjusted composite score below 5.0 or any individual score lower than 4.0 in the reading, writing, listening or speaking section of the test. ACCESS 2.0 for ELs- Grade level adjusted composite score below 5.0 or any individual score lower than 4.5 in the reading, writing, listening or speaking section of the test.	D or P on MCA assessments Below grade level on MAP The above measures, as well as teacher observation, work samples, parent recommendation, academic records that demonstrate needs may also be considered as they relate to the student's English language needs..
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Students with Limited or Interrupted Formal Education (SLIFE)- Additional screening measures will be used to identify ELs who qualify as SLIFE. These include:

- School Enrollment information as provided by MARSS
- EL History Form to determine language spoken at home and previous schooling information
- MAP, MCA and other assessment data to determine if students' grade level in math and reading is at least two years below expected grade level

Students with a language need and a disability-

A student whose first language is not English, who has a disability, may not demonstrate proficiency in a typical manner when assessed. Therefore it is critical to collect information regarding participation in other specialized programs during screening, especially for a student who is NOT new to the country, has been in school, and tests at a low proficiency level. A decision regarding the appropriateness of EL eligibility and services will be made in consultation with the EL staff, parents, special education teacher, classroom teacher, Special Education Coordinator and EL Coordinator. It is possible for a student to qualify for both EL and Special Education Services.

Parent Notification

Parents will be notified if their child qualifies for EL services *for the first time* within 10 school days of qualifying.

Parents will receive notification within 30 school days of the beginning of the school year if their child *continues* to qualify for EL services.

Parent notification letters will include the qualifying and exit criteria, description of programming, expected transition rate.

Parents have the option of declining EL services, though their child may still be identified as having Limited English Proficiency (LEP). Regardless of having declined services, **all students who are identified as EL must take the ACCESS 2.0 for ELs** unless parents decline the administration of that assessment in writing. Information regarding the screening and qualification procedures will be

available to parents through the district website, at conferences, and in written form. Cultural liaisons are available to provide oral interpretation of this information to parents and guardians.

Programs/Services

EL students currently receive services in one of two ways: either in a co-taught setting or in a pull-out setting. Students at the WIDA Entering (1) levels through the Developing (3) levels will generally get some amount of pull-out instruction. Students at higher levels Expanding (4) and Bridging (5) are likely to be serviced in a combination of co-taught and/or pull-out classes. Students who achieve the Reaching level (6) will be exited from the EL program.

Generally, beginning English Learners will receive more minutes of EL service instruction than those who are more advanced in English. EL staff will consult with other teaching staff and parents in determining the setting.

Recommended Minutes and Service Delivery Type	English Language Development (ELD) WIDA Level 1 (Entering)	English Language Development WIDA Level 2 (Beginning)	English Language Development WIDA Level 3 (Developing)	English Language Development WIDA Level 4 (Expanding)	English Language Development Level 5 (Bridging)	WIDA Level 6 (Reaching) Exit from EL Program
Kindergarten	30-60 minutes/day of ELD instruction	30-60 minutes/day of ELD instruction	Up to 30 minutes/day small group ELD or Co-taught instruction	Up to 30 minutes/day Small group ELD or Co-taught instruction	Placement in a content support co-taught section or push-in services	
Elementary - grades 1-5	60 or more minutes/day of Small group ELD instruction	60 or more minutes/day of Small group ELD Instruction	30 to 60 minutes/day Small group ELD or Co-taught instruction	30 to 60 minutes/day Small group ELD or Co-taught instruction	Placement in a content support co-taught section or push-in services	
6 th grade center	3 classes/day Combination of ELD Instruction & possible placement in a content support co-taught section	3 classes/day Combination of ELD Instruction & possible placement in a content support co-taught section	2 class/day Combination of ELD and placement in a content support co-taught section	1 class/day Placement in a content support co-taught section	Placement in a content support co-taught section or push-in services	
Junior High - grades 7-9	3 classes/day Combination of ELD Instruction & possible placement in a content support co-taught section	3 classes/day Combination of ELD Instruction & possible placement in a content support co-taught section	2 class/day Combination of ELD and placement in a content support co-taught section	1 class/day Placement in a content support co-taught section	Placement in a content support co-taught section or push-in services	

High School - grades 10-12	2 classes/day at the Newcomer Center for ELD Instruction possible placement in a content support co-taught section	2 classes/day at the Newcomer Center for ELD Instruction & possible placement in a content support co-taught section	1 class/day for ELD and placement in a content support co-taught section	1 class/day Placement in a content support co-taught section	Placement in a content support co-taught section or push-in services	
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Instruction

EL teachers in Shakopee Public Schools teach only in English, and that instruction takes many forms. EL teachers, along with classroom teachers, teacher assistants, media specialists, music, physical education, art teachers, special education staff, and volunteers all provide instruction to EL students.

Most EL students will receive the greater part of their instruction in the general education classroom. Classroom teacher accommodations, co-teaching with EL teachers, and pull-out instruction by EL teachers are some of the instructional approaches that support the learning of EL students.

EL teachers focus instruction on language acquisition, moving from Basic Interpersonal Communicative Skills (BICS) to Cognitive Academic Language Proficiency (CALP) as students progress. Pull-out models allow for EL Newcomers and Beginners to practice using English in situations where they are comfortable. At the elementary level, developing and expanding English speakers may continue to receive pull-out instruction in content language development, or the classroom and the EL teacher may co-teach and collaborate on instruction designed to meet content and language objectives for ELs in the mainstream. A district priority for the EL department has been to develop at all grade levels, a variety of co-taught content classes.

Reclassification and Exiting EL

Reclassifying an EL student to a new English Language Development Level will be determined by multiple developmentally appropriate measures, including scores from ACCESS 2.0 for ELs, standardized achievement tests such as MAP and MCA, as well as input from EL staff, parents and classroom teachers. An EL student who moves to a new ELD level may have a change to the type and amount of EL services, depending on individual needs. Parents will be notified within 30 days of the beginning of the school year if their student continues to qualify for EL services.

The decision to exit a student from EL services is also based on multiple measures, including teacher recommendation, academic achievement data, parental input, and assessments of speaking, listening, reading and writing. The District will include assessments such as the ACCESS 2.0 for ELs, MCA and MAP among its multiple measures.

While EL students who have reached a level of English proficiency may be exited from the EL program, the Shakopee School District recommends that the change of a student's classification from EL to non-EL be made only after the student has scored in the proficient range on the ACCESS 2.0

for ELs. A composite score of 5.0 on the ACCESS 2.0 for ELs and no individual domain score lower than a 4.0 is considered proficient. Below are scores for consideration when exiting students from the EL program.

Grade Range	ACCESS for ELL's	MAP	MCA	Other measures
Kindergarten	Composite Score of 5.0 – no individual domain score lower than a 4.0	N/A	N/A	Spring DRA on grade level
Grades 1-5	Composite Score of 5.0 – no individual domain score lower than a 4.0 on a Tier C Test	Grade level on MAP reading	Meets standard on MCA reading	DRA of .5 year behind or less, teacher recommendation, parent input, work samples, academic record
Grades 6-12	Composite Score of 5.0 – no individual domain score lower than a 4.0 on a Tier C Test	Grade level on MAP reading	Meets standard on MCA reading	Teacher recommendation, parent input, work samples, academic record

Information regarding the monitoring and exiting procedures will be available to parents through the district website, at conferences, and in written form. Cultural liaisons are available to provide oral interpretation of this information to parents and guardians.

Additional Considerations for Exiting

There are EL students, both with and without disabilities, whose ACCESS scores in Listening and Speaking are at a 5.0 or higher, but whose ACCESS reading and writing scores do not meet criteria for exiting. These students take special consideration. Stakeholders (teachers, parents, the EL Coordinator, SPED case manager, and, if appropriate, the student) should consider whether or not it is the student's English language proficiency which is causing the student to score not proficient on the reading and writing portions of ACCESS, as well as any academic achievement testing, or whether other factors are the cause. If it is determined that the cause is not the English language proficiency, the possibility for exiting the EL program may be considered, though other action may also be necessary to support the student's academic achievement (such as a referral to the Intervention Team, if the student is not currently on an IEP).

Grades 9-12 Graduation Plan

In order to receive a Shakopee High School Diploma, all EL students must meet with their counselor and have a plan to complete the required 48 credits.

Definitions

- EL English Learner.** This is the term most frequently used in reference to the learner, instructional program, and instructional expertise. Minnesota and Shakopee Public Schools are moving to use this term in place of other terminology used in the past (LEP,ELL,ESL).
- LEP Limited English Proficient** is a term usually used in conjunction with funding. This is the federal classification recognized by the state of Minnesota in meeting the requirements for No Child Left Behind.
- ESL English as a Second Language** is currently the recognized license that a teacher must hold to offer highly qualified instruction in the four domains of Speaking, Listening, Reading and Writing.
- ELP or ELD English Language Proficiency or English Language Development** is the level at which an ELL student is proficient in the English language. ELD levels range from Level 1 (Entering) to Level 6 (Reaching)
- WIDA World-Class Instructional Design and Assessment** is a consortium of member states whose mission is to support academic language development and academic achievement for linguistically diverse students through high quality standards and assessment. Many of the English Language Development assessments used in Shakopee and throughout Minnesota (W-APT, ACCESS for ELLs) were developed by WIDA.

State/District Assessments: *(all tests are administered in English)*

- ACCESS 2.0 for ELs** is the assessment used by all Minnesota school districts to measure an ELL student's proficiency with the English language. ELL students are assessed in their English language proficiency in four domains: listening, speaking, reading, and writing.
- W-APT and LAS WIDA-ACCESS Placement Test and Language Assessment Scale** are two measures used to screen students for possible ESL services.
- MCA-II or -III Minnesota Comprehensive Assessment.** This is a state-mandated academic achievement test. All students, including ELL students, take the MCAs in reading and math in grades 3-8, while students in grades 5, 8, and high school also take MCA science. The MCA is a standards-based test that measures specific skills defined for each grade by the state of Minnesota.
- MAP Measures of Academic Progress.** All students in grades 1-8 take MAP reading and MAP math in the fall and spring (first graders take MAP in the winter and spring). Some schools elect to test some or all of their students in the winter as well. Scores from the MAP are used to assess student growth from fall to spring, as well as from one school year to another.
- DRA Developmental Assessment of Reading** is an informal reading inventory used in grades K-5 to identify an instructional reading level for students as well as to identify student strengths and challenges in reading. Teachers use the results of the DRA to inform their reading instruction. *Individual schools may also use other formal and informal assessments to monitor the progress of their students.*