



FOLK ARTS-CULTURAL TREASURES CHARTER SCHOOL
ESOL PROGRAM HANDBOOK
ESOL PROGRAM POLICY AND PRIOCEDURES

ESOL Program Mission Statement

FACTS is committed to meeting the needs of immigrant families and children. Immigrants in Philadelphia make up an increasing proportion of the population and have historically been a central constituency of FACTS' two founding organizations, Asian Americans United and the Philadelphia Folklore Project.

The range of services required to meet the needs of immigrant children and families is vast and complex. Many students are unfamiliar with the Roman alphabet or with Western traditions, history, or lifestyle. ESOL services must therefore include an orientation to American society as well as focus on the teaching of English. In many cases, trauma may be related to the immigrant experience, resulting in the need to advocate for and provide emotional and counseling support to assist integration into school.

Some students, although born in the United States, require assistance because they use another language in their homes and are not yet able to cope adequately with the school curriculum.

Definition of an ESOL Student

For the purposes of this Policy, English to Speakers of Other Languages (ESOL) students are those whose primary language(s), or language(s) of the home, is/are other than English, and who may therefore require additional services in order to develop their individual potential within our school. Some students speak variations of English that differ significantly from the English used in the broader American society and in school. Those students may also require ESOL support.

Goals

The goal of English to Speakers of Other Languages (ESOL) education is to assist students in becoming proficient in English, to develop intellectually and as citizens, and to enable them to achieve the expected learning outcomes of the FACTS school program.

Support for ESOL students requires attention to language proficiency, intellectual development, and citizenship. Such support should be provided in a school environment which values diversity, bridges cultures, honors language and works to eliminate racism.

Principles

The same principles of learning apply to ESOL students as they do to all learners, namely:

- learning requires the active participation of the student
- learners learn in a variety of ways and at different rates
- learning is both an individual and a group process

To promote equity and facilitate student placement, there should be a consistent process including standardized testing and teacher input to articulate a student's place along the ESOL service continuum. In addition, the following principles reflect a set of beliefs about the needs of ESOL students. The principles supporting FACTS' ESOL program include:

- English language proficiency and knowledge of US mainstream culture are fundamental to the success of students in our school system and in our society.
- There are intellectual, educational, social, and economic benefits to maintaining a student's first language(s). The school therefore must respect and value an individual's first language(s) and culture, and recognize the importance of the continued use of the first language(s).
- Student learning is enhanced by judicious use of two or more languages when and where possible.
- To facilitate learning, students should see their history, literature, and cultural experiences reflected in the classroom and curriculum.
- Students require both social and academic communicative competence in order to participate fully in educational opportunities. Academic communicative competence is more difficult to acquire and takes longer to achieve.
- Equity of access to services, facilities, and resources should be provided for students for whom English is not a primary language.
- ESOL students who also have special needs require services to address both their language proficiency and their special learning needs.
- Parents and guardians play a vital role in the education of their children by working in partnership with educators. Parental support is an important component of an ESOL student's education. Parents are encouraged to actively participate in the learning process.
- Fundamental principles in reporting to parents and guardians apply to parents and guardians of ESOL students as well; effective reporting should recognize language and cultural differences.
- ESOL services should reflect current knowledge with regard to effective practices.
- There should be accountability to the public for the funding allocated to maintaining a quality ESOL program.
- ESOL students must have equal access to all extra curricular activities.

Focus on the Learner

Students for whom English is not a primary language vary substantially in their needs for service. Some of the variables which account for this include the student's personality, temperament, preferred learning styles, proficiency and literacy in the first language, the level of prior exposure to English, the age of the student, previous schooling experience, the student's cultural and emotional contexts, and the demands of the curriculum. These individual differences should be reflected in the services which the student receives.

Planning for the Learner

Planning for English language learners (ELLs) should recognize the objective of integration into the general school program as soon as feasible in order to achieve the expected learning outcomes of the provincial curriculum. Accommodations may be required to meet their needs at their level of English language proficiency and prior educational and cultural experiences.

Based on the assessed needs of the student, a determination should be made of the instructional goals which can reasonably be met in the current school year. ELLs must follow FACTS' curriculum except where that student is receiving ESOL services. Instruction of the curriculum may be differentiated to meet the ELL's instructional needs. Among those areas to differentiate, FACTS may adapt instructional and assessment approaches, provide more time and/or adapt educational materials to give ELLs the greatest opportunity possible to achieve the learning outcomes of the school curriculum. Where ESOL students cannot demonstrate their learning in relation to the expected outcomes of the curriculum, FACTS must ensure that appropriate ESOL services, including targeted English language instruction, are provided.

Current knowledge with regard to effective practices should be the basis for program and instructional planning for ELLs. The initial assessment to identify students who require ESOL services, the ongoing review of their progress, and the suspension of service is a shared, professional responsibility.

Identification and Assessment of PHLOTE Students (PHLOTE – Primary Home Language Other Than English)

The purpose of initial assessment is to identify a student's need for ESOL service. Upon entrance into FACTS, all students must complete the Home Language Survey (HLS) that helps screen possible candidates. The HLS is available in Chinese, Spanish, Vietnamese, and Indonesian. Translations during registration are available through FACTS' in-house staff and/or using Pacific Interpreters, the interpretation service over the phone. Further information of the student is collected through interviews with parent/guardian to determine if additional assessment is necessary. Essential elements in assessment include language proficiency (listening, speaking, reading, and writing) relative to the student's age, in the context of academic, cultural, social, and emotional needs.

The W-APT is the primary criteria for entering the ESOL program, but is not the sole determining factor. The W-APT tests students across four domains -listening, speaking, reading

and writing- at the appropriate grade level. For grades 1-8, the results of the W-APT indicate the English proficiency level of the student: entering, bridging, developing, expanding, bridging, and reaching. Students will be entered into the ESOL program if the overall composite score is less than 4.6. For kindergarten, a listening and speaking score of less than 15 is an indicator that the student may need to be entered into the ESOL program, and they will be given a reading and writing assessment, to inform the final decision. The considerations of student backgrounds are also taken into account before the final determination is made regarding ESOL placement. Parent/Guardian will be sent a notification letter in their home language that notifies the result and the child's eligibility or ineligibility for ESL service. If unable to translate the notification letter in the family's home language, the parent/guardian will also be notified of the result using Pacific Interpreters.

Additional excerpts from the Pennsylvania Department of Education (August, 2013):

The W-APT is an identification and placement assessment for English as a Second Language and Bilingual programs. It is an initial measure of a student's English language proficiency for potential placement in an English language instructional program. W-APT results are also used to determine the tier (A, B or C) on the annual state English language proficiency assessment, ACCESS for ELLs®, for grades 1-12.

On April 14, 2009, the Basic Education Circular, Educating Students With Limited English Proficiency (LEP) and English Language Learners (ELL), was updated and **requires LEAs to use the WIDA ACCESS Placement Test (W-APT), which is aligned to the required annual State ELP assessment (ACCESS for ELLs), to assess students for placement in language instructional programs for ELLs.**

The W-APT is administered only to **newly enrolling** students who have been identified as potentially needing ESOL or bilingual education, based on the results of the Home Language Survey. These newly-enrolling students would be those who have recently arrived in the U.S. and/or those who are first enrolling in a particular school. Students already in ESOL programs are assessed annually using Pennsylvania's English language proficiency assessment, ACCESS for ELLs®. Students are **NOT** assessed annually using the W-APT.

The W-APT measures the English language proficiency of the student and is used, in combination with other multiple criteria, to help to determine whether or not a child is in need of English language instruction. LEAs may choose to use other formal, standardized assessments for additional information, BUT identification and placement must be based on the W-APT scores. LEAs are encouraged to use the WIDA MODEL™ series of assessments, currently available from WIDA for grades K, 1-2, 3-5, 6-8, and 9-12 as additional information and as formative assessment tools; however, the W-APT is currently the required placement testing tool.

Please note that parent permission to assess is **not** required. However, consultation with parents regarding the educational needs of their children is recommended.

Parent notification of student assessment results and placement in an ESOL/Bilingual education program is required within 30 days of the beginning of the school year. When a student is assessed and placed in an ESL/Bilingual education program during the school year, parent notification is required within 14 days.

W-APT Administration Training

If you are certified to administer the ACCESS for ELLs test, then you are qualified to administer the W-APT. **If you are not certified to administer the ACCESS for ELLs® test, you must complete the ACCESS for ELLs® training in order to administer the W-APT.** There is no separate training for administering the W-APT, since it is essentially a scaled-back ACCESS test. However, since the W-APT is teacher-scored, review of training material is highly recommended with particular attention to the speaking and writing portions of the training.

The ACCESS for ELLs training course is available throughout the year from the WIDA website at <http://www.wida.us>. Since the ACCESS for ELLs training course contents are secured, login to the WIDA website is required. Your LEA ELL Coordinator or ACCESS for ELLs Testing Facilitator can provide you with login information. If you are a newly assigned LEA ELL Coordinator or ACCESS for ELLs Testing Facilitator and cannot gain access to the WIDA website through your LEA, please contact the PDE for assistance.

Professional Development for Administration of the W-APT

WIDA supports local trainers (facilitators, coordinators, and test administrators) by offering training materials related to the W-APT. To download the various PowerPoint presentations offered, please login with your ACCESS for ELLs personal training account at www.wida.us. Under the assessment tab, select W-APT. Under downloads and products listing on the right hand side of the screen, scroll down to Training Toolkit. Trainers may edit the PowerPoints, **but may not post them publicly**. Also available under the downloads and products listing for the W-APT are 3 recorded webinars: W-APT General Overview Webinar, W-APT Speaking and Writing Tests Webinar, and W-APT Kindergarten webinar.

How to ACCESS the W-APT

All W-APT materials must be accessed and downloaded from the secure portion of the WIDA web site at <http://www.wida.us>. The W-APT is a semi-secured test and it is important to maintain confidentiality of all testing materials. Place all testing materials in locked storage and do not leave materials unattended before or after testing.

All LEAs have been provided with password access to the site. Please contact your LEA's ELL Coordinator or ACCESS for ELLs Testing Facilitator for login information. If you are a newly appointed LEA ELL Coordinator or ACCESS for ELLs testing facilitator and cannot gain access to the WIDA website through your LEA, please contact the PDE for assistance.

All files are made available in PDF formats. When downloading electronic files of the tests, please remember to download and reference the W-APT Test Administration Manual for the

grade level cluster you are testing. The W-APT Test Administration Manual provides valuable information for administering and scoring the W-APT.

The Pennsylvania Department of Education (PDE) recommends that LEAs follow the guidance in the WIDA W-APT Test Administration Manuals (Kindergarten and Grades 1-12) in connection with the test components that should be administered at a given grade level.

How to Score the W-APT

- Scoring for the Speaking section of the W-APT is identical to the ACCESS for ELLs. Trained test administrators determine whether a student's response approaches, meets, or exceeds expectations based on a given rubric.
- Scoring for the Writing test is also based on a rubric. Scored writing samples are available to help raters get accustomed to using the rubric. Note that test administrators do not score the ACCESS for ELLs® Writing test, so W-APT test administrators must take on additional training to reliably score students' Writing tests.
- An answer key on the scoring sheet is provided for the multiple choice Listening and Reading items.
- The W-APT scoring sheet guides test administrators in assigning an overall or composite English language proficiency level for all four components of the test.

The W-APT Score Calculator is a tool to save test administrators the time and trouble of manually converting raw scores and calculating students' composite proficiency levels (CPLs). With the click of a button, it calculates Speaking, Reading, Writing and Listening scores, along with the CPL and a grade-adjusted CPL. The W-APT score calculator can be applied to scores on the W-APT for grades 1-12. **Unfortunately, it cannot be applied to Kindergarten scores at this time.** LEAs can access the W-APT score calculator at the following link:
<http://www.wida.us/assessment/w-apt/>.

(Grades 1-12)

When using the 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).

Instructional placement of ELLs must be age and grade appropriate. Educators must take into consideration the State's English language proficiency levels described within Pennsylvania's English Language Proficiency Standards when placing students in an instructional program for ELLs.

(Kindergarten)

The K W-APT test Administration Manual provides guidance for administration of test components for Pre-K and entering K students to take only the Listening and Speaking

components, which are combined in one test that uses pictures to alternate between speaking and listening tasks. A student entering in the second half of the Kindergarten year would take all four components: Listening, Speaking, Reading and Writing, **or** only the oral portion (Listening and Speaking). For first semester, first grade students, it is required that these students take all four components of the K W-APT.

In connection with **the Kindergarten** W-APT:

- 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.**
- 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.

ACCESS Tier Placement

The following guide must be used for tier selection and placement:

(Grades 1-12)

W-APT Composite proficiency score	Tier
1.0 - 2.4	A
2.5 - 4.0	B
>4.0	C

(Kindergarten)

The K W-APT is not tiered, so using the K W-APT will not provide a tier placement for the annual ACCESS for ELLs assessment. PDE suggests that educators allow some time in the classroom to observe students' performance and progress BEFORE assigning a tier placement. An informed decision can be made at such time as the ACCESS for ELLs® testing materials ordering window occurs in November.

Please direct questions to Linda Long, Bilingual Education Advisor, lilong@pa.gov, or Tami Shaffer, Education Administration Associate, tshaffer@pa.gov.

ESOL Files

All students' results are entered into the ESOL program's electronic database, ESOL student files housed in the ESOL classrooms, as well as the ESOL office files located in the main office. The ESOL teachers are responsible for updating the database and the individual files annually. The files should contain the following documents:

- Home Language Survey
- Result of School's English Language Proficiency Entry Test (W-APT)
- Parental Notification Letter
- Reports from standardized test:
 - State's annual English language test (WIDA) teacher report
 - PSSA (See ESOL office file)
- School's report cards (See ESOL office file)
- Student's sample work (See ESOL student file)

Service Delivery

English to Speakers of Other Languages (ESOL) services should be provided to assist English language learners (ELLs) to become proficient in English, to develop intellectually as citizens, and to enable them to achieve the expected learning outcomes of the school curriculum. Various factors including the individual student needs and the number of students requiring service determine the manners in which ESOL services are delivered. Teachers should adapt the instructional approaches as necessary for the student to develop his or her individual potential. Services must remain flexible in nature, in response to the evolving learning needs. Services may be delivered in a number of ways, including (but not limited to):

- specifically designed language instruction to ELLs in a small group setting
- push-in support within a mainstream classroom
- co-teaching between an ESOL specialist and a content area teacher
- task modifications

The ESOL specialist, the content area teacher, and others with appropriate expertise have a role to play, depending on the nature of the services to be provided.

The ultimate goal of ESOL service is social and academic communicative competence - the ability to use the English language appropriate for the situation. The assessment of such competence is an area of specialized knowledge. Determinations in this area should be made by educational professionals with formal ESOL training, in conjunction with classroom teachers and others as appropriate.

Description of Possible Service Models

Model	What do teachers do?
Duet/Co-Teaching	Teacher A and Teacher B: Both teachers plan and design instruction. Teachers take turns delivering various components of the lessons
Parallel Teaching	Teacher A and Teacher B: Both teachers plan and design instruction. The class splits into two groups. Each teacher takes a group for the entire lesson. This reduces the teacher-student ratio.
Strategy Groups	Teacher A and Teacher B: Students are divided into 2-4 groups based on instructional need. Each teacher takes primary responsibility for half of the groups. Teachers may switch groups occasionally.
Station Teaching	Teacher A: responsible for overall instruction Teacher B: teaches a small group specific skills they have not mastered
Adapting	Teacher A: primary responsibility for planning and delivering a unit of instruction Teacher B: determines and provides adaptations/modifications for struggling learners.
Learning Styles	Teacher A and B: Both teachers share in the design and delivery of instruction. One teacher is primarily responsible for auditory and visual instruction, and the other, for tactile and kinesthetic instruction.
Speak and Add	Teacher A: primary responsibility for designing and delivering instruction Teacher B: adds and expands with questions, rephrasing, anecdotes; recording key information on charts, easel, or board
Complementary Instruction	Teacher A: primary responsibility for delivering core content Teacher B: primary responsibility for delivering related instruction in the areas of study and study skills

Ongoing Assessment of ESOL Students

At least annually, the student's progress should be reviewed through an assessment of English language proficiency. If the student is not making sufficient progress, it may be necessary to conduct further assessment of the student's needs and to adjust ESOL services accordingly.

If the review determines that the student is functioning at the appropriate age and grade level given commensurate abilities, the student may no longer require ESOL services. This does not preclude the student receiving ESOL services in the future should the need arise.

All students enrolled in the ESOL program must participate in the annual state English language proficiency test. Currently, the state of Pennsylvania is using the WIDA ACCESS test as a tool of formal assessment. The results from the ACCESS test help the ESOL program evaluate individual student progress and the effectiveness of the program as a whole to determine the success of the program and develop possible improvement plans.

The Pennsylvania Department of Education requires that the ESOL program meet Annual Measureable Achievement Objectives (AMAOs). These are performance targets that are required by NCLB Title III, and they include: 1) making progress toward English language proficiency as measured by the state English language proficiency (ELP) assessment; 2) attaining English

language proficiency as measured by the state English language proficiency (ELP) assessment; and 3) meeting annual progress as measured by the state content assessment (PSSA/PASA). The ESOL program will notify parents/guardians annually on whether or not these objectives have been met.

Exit Criteria for ESOL Students

Exiting of ESOL students will be based upon multiple criteria set by the Pennsylvania Department of Education (Excerpts taken from Pennsylvania Department of Education in November, 2015):

The Pennsylvania Department of Education (PDE) has revised the State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners (ELLs) to make exit decisions **for the 2015-16 school year based on 2014-15 data**. Performance level scores for the new 2015 Pennsylvania System of State Assessment (PSSA) resulted in significant drops in student performance across the state. PDE wants to ensure that ELL students have the opportunity they deserve to exit the program and that the criteria by which they are being measured are fair and accurate indicators of achievement. Therefore, the following revised criteria should be applied by Pennsylvania local education entities (LEA) to ELLs to determine LEP status for the 2015-16 school year.

Every LEA must include the State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for ELLs in the LEA's program for ELLs. The exit criteria represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. These required exit criteria ensure consistent measures across LEAs for exiting ELLs from English language instructional programs.

Assurance of implementation of the exit criteria by LEAs will take place within the Federal Programs' Monitoring/Consolidated Program Review and the LEP System Review.

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 in the PIMS October District and School Enrollment Collection. Students reported as current ELLs in the PIMS October District and School Enrollment Collection cannot exit the English language instructional program from October until June.

To meet the required state exit criteria for Pennsylvania's English language instructional programs for ELLs, LEAs must ensure that students meet **both required exit criteria** listed below and meet **one additional exit criteria** listed below to exit from an English language instructional program:

Required Exit Criteria:

1. Score of 5.0 on an ACCESS for ELLs Kindergarten assessment (accountability score) or score of 5.0 on a Tier C ACCESS for ELLs assessment.

Cutoff score flexibility is available in the following *Special Circumstances*:

- *Following the grade and score 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.

<u>Grade Level</u>	<u>ACCESS Score</u>	<u>Required W-APT Scores*</u>
K	Cut-off score flexibility is not allowable for Kindergarteners	
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 score of PROFICIENT on the English Language Arts PSSA or Literature Keystone assessments can be used along with the other required criteria outlined in this policy (Required Exit Criteria #2 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.*
2. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA) math or Algebra I Keystone AND English Language Arts PSSA or Literature Keystone.

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

Cutoff score flexibility is available in the following *Special Circumstances*:

- *For students that were administered a PSSA math and/or PSSA English Language Arts assessment in school year 2014-15 and did not score BASIC or higher, each of the remaining exit criteria must be met to exit (Required Exit Criteria #1, Additional Exit Criteria #1, Additional Exit criteria #2).*
- *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 #1, Additional Exit Criteria #1, Additional Exit criteria #2).*

- *For students that were opted out of participation in a PSSA or Keystone assessment due to a religious objection or conflict, each of the remaining exit criteria must be met to exit (Required Exit Criteria #1, Additional Exit Criteria #1, Additional Exit criteria #2).*
- *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.*

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 or local assessments that are comparable to the BASIC performance level on the math PSSA or Algebra I Keystone AND English Language Arts PSSA or Literature Keystone assessments.

Monitoring of ESL Students

All ELLs who are exited from the ESOL program will be monitored for two years and can reenter the program at any time based on the multiple criteria listed above. This process is to ensure that exited students no longer require ESOL support even after meeting the exiting criteria. A monitoring form will be completed by content teachers, and collected and reviewed by ESOL teachers before the end of every marking period. Students may reenter into the program with the recommendation determined by content teachers and ESOL teachers. When reentering a student into the ESOL program an ESOL reentry form will be sent to the parent/guardian of the student in their home language or be notified using Pacific Interpreters if unable to translate the written text into the home language.

An ELL with an IEP may be exited based on the criteria set forth under the Pennsylvania Department of Education with conjunction of reasonable accommodations written into the IEP.

Reporting the Learner's Progress

All ESOL students receive an ESOL program report card in addition to the grade level report card for every marking period. The ESOL report card is a progress report that contains information describing what the student is capable of doing in each language domain (Listening, Speaking, Reading, and Writing), areas in which they require further attention or development, and ways of supporting them in their future learning. The ESOL program report card is designed based on the WIDA English Language Development framework, and is complimentary to the annual WIDA ACCESS parent report. It is important that parents/guardians be informed of their child's progress in social and academic language competence as part of the regular reporting process.

Where an ESOL specialist is responsible for providing some portion of the student's educational program, s/he should provide written information on the student's progress with the report of the classroom teacher.

Guideline for Retention of English Language Learners (ELLs)

1. The decision to retain a child should be made as a team which includes, but is not limited to, the content teachers, ESOL coordinator, ESOL teacher, principal, and parent/guardian.
2. Federal law is very clear that no ELL be retained when language is the reason for the retention. Retention of an ELL shall not be based solely upon the level of English language proficiency (Section I, Part G, guidelines to satisfy legal requirements of Lau v. Nichols).

Lau vs Nichols

Equity of Educational Opportunity is not achieved by merely providing all students with "the same facilities, textbooks, teachers and curriculum; (because) students who do not understand English are effectively foreclosed from any meaningful education." All English Language Learners are entitled to equal access to the core curriculum and the curriculum must be made comprehensible to ELLs.

1983 Office of Civil Rights

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

3. Prior to considering retention for an ELL, the following questions should be addressed in consultation with the ESOL coordinator and ESOL teacher.

Checklist	Ask...
	Has the student's level of English language proficiency been assessed and discussed with content teachers?
	Have the results of any previous assessments or documents, such as report cards from the child's native country been obtained and reviewed?
	Has the team analyzed the student's WIDA composite scale score gains using the WIDA's individual growth chart as a reference?
	How long has the student been enrolled in a school in the United States?
	To ensure meaningful participation, are classroom modifications being made in the areas of teacher lesson delivery, assignments, homework, and formative/ summative assessments?

	Has sample work been collected and reviewed by the team?
	Are the modifications provided and documented in work samples? Is it evident in all content areas?
	Have the interventions been well documented?
	Is there a possibility that the child's problems are the result of incomplete adaptation to the school environment?
	Has the child's formal schooling experience been continuous or interrupted in their country of origin and/or the US?
	How much targeted English language development instruction is the student currently receiving?
	How much targeted English language development instruction did the student receive in the past?
	Would the child benefit from increased targeted language support?
	Have realistic and appropriate goals been developed based on the child's current English proficiency level and the most current research on second language acquisition?
	Has the child made progress in language development?
	If the ELL also has an IEP, are the IEP goals being met?
	If the ELL also has an IEP, have the Special Education supervisor and teacher been included in the team discussion?

If any of the above points has not been addressed, retention is not appropriate. Retention of an ELL will not facilitate English language acquisition.

Final Authority on Promotion Decisions

The principal shall maintain the final authority regarding promotion, taking into account the promotion requirements, federal law, individual student progress, any prior retention, student age, recommendations from the team, as well as any documentation provided by the team.

Roles and Responsibilities

Board of Trustees/Executive Director

- promotes the equitable participation of ESOL students in the educational program at FACTS
- sets standards, develops necessary policy, and establishes guidelines for ESOL services
- provides and allocates funding to FACTS for ESOL support
- ensures that funding for ESOL services is equitably distributed and effectively used, and
- analyzes student enrollment trends and distribution to facilitate long-term educational planning.

Principal

- works with teams of educators to identify effective practices in ESOL and supports educators' efforts to improve ESOL services
- ensures that instructional staff provide educationally appropriate ESOL services to all students who require them
- ensures that parents/guardians of ELLs understand their rights
- ensures that educators assigned to deliver ESOL services are appropriately trained and possess the necessary skills
- ensures that all educators and support staff who work with ESOL students have access to relevant staff development opportunities
- facilitates access to resources and support for effective implementation of ESOL services
- facilitates the collaboration among all educators serving ESOL services
- promotes a learning environment which values diversity, bridges cultures, and works to eliminate racism, and
- ensures compliance with Title III requirements by supervising the ESOL coordinator who submits a report annually.

ESL Coordinator

- I. ESOL Coordinator:
 - a. Scheduling and facilitating weekly meetings with ESL Team to discuss ESOL objectives and goals
 - b. Attending weekly RtI meetings to ensure that English Language Learners are correctly identified as needing or not needing additional services outside of the ESL program
 - c. Researching and sharing information with school staff on current research, methodology, resources and workshops on TESOL(Teaching English to Speakers of Other Languages)/SLA(Second Language Acquisition)

- d. Serving as a liaison between ESOL Team and content teachers to bridge communication to build a stronger ESOL program
 - e. Leading ESOL community outreach with ESOL Team
 - f. Overseeing a newcomer curriculum with ESOL Team
 - g. Providing input in ESOL staffing by participating in the interviewing/screening process
 - h. Scheduling weekly meetings with Principal to discuss ESOL program
 - i. Scheduling end of the year meeting with ESOL team to complete an evaluation of the ESL program
 - j. Coordinate schedules, meetings, and trainings for ESOL volunteers, tutors, and assistants
- II. Ensuring compliance with local school district and state:
- a. Attending professional development trainings and meetings to maintain current information
 - b. Collecting and inputting data for PDE LEP Annual Data Collection
 - c. Keeping student data up to date on the Philadelphia School District's S-21 screen
 - d. Maintaining records and files for all students in ESOL program
 - e. Overseeing the progress monitoring of all monitored ELLs for two years
 - f. Collecting data and information for PDE 3044 submission
- III. Testing Coordinator for PA mandated annual English Language proficiency test (WIDA ACCESS):
- a. Ordering materials
 - b. Packing and shipping materials
 - c. Organizing testing schedules and rosters
 - d. Training testing administrators
 - e. Attending PaTTAN training meetings on WIDA framework

ESOL Teacher

- works collaboratively to identify, plan, and provide services to ESOL students,
 - provides effective targeted language instruction,
 - provides ongoing assessment, and
 - reports progress in all language domains.
- I. Duties and Responsibilities:
- a. Planning, preparing, and delivering ESOL instruction to English Language Learners (ELLs)
 - b. Collaborating with content area teachers and Special Education teachers as co-teacher
 - c. Assessing students' language learning needs and modifying instruction accordingly
 - d. Attending weekly RtI meetings to ensure that English Language Learners are correctly identified as needing or not needing additional services outside of the ESOL program

- e. Attending weekly ESOL meetings
 - f. Attending weekly meetings with the appropriate grade cluster teams
 - g. Leading ESOL community outreach with ESOL coordinator
 - h. Participating in FACTS School community activities, including morning meeting, lunch-time and dismissal duties
 - i. Providing input in ESOL staffing by participating in the screening process
 - j. Evaluating the ESOL program with ESOL coordinator
 - k. Maintain close communication with parents and guardians of ELLs
- II. Ensuring compliance with local school district and state:
- a. Attending trainings and meetings at PaTTAN to maintain current information on second language acquisition and pedagogy
 - b. Maintaining the school’s ESOL database up to date
 - c. Maintaining records and files for all ELLs in ESOL program
 - d. Monitoring and documenting progress of all monitored ELLs for two years
 - e. Researching and sharing information with school staff on current research, methodology, resources and workshops on TESOL(Teaching English to Speakers of Other Languages)/SLA(Second Language Acquisition)
 - f. Administering the WIDA W-APT to new entrants and the WIDA ACCESS test to all ELLs annually
 - g. Send out AMAO notification letters to parents annually
 - h. Issue parental notification letters to parents annually

Special Education

English language learners (ELLs) can qualify for multiple services. For example, an ELL with special education needs would receive both ESOL and Special Education services. ESOL students who are recommended for special education must be evaluated through the school’s Response to Intervention (RtI) process to collect information regarding the student’s home, academic, emotional, and social background for accurate identification and placement. The student’s status with regard to the ESOL program must be indicated in their IEPs. ESOL teachers should participate in all IEP meetings that involve ELLs. ESOL students cannot be categorically excluded from gifted/talented or other specialized programs. The RtI team in each grade will utilize the checklist below to ensure proper identification of ELLs who may benefit from special education services.

Checklist	Ask...	Note(s)
	Has the student’s level of English language proficiency been assessed and discussed with all team members, using the WIDA teacher report and its individual growth chart as a reference?	
	Has a background interview with family been conducted? Is the assessment team familiar with the cultural background and norms of the child and family (home community, religion, country)?	
	Has an interview with the student been conducted in his/her dominant language to assess his/her L1 language	

	proficiency?	
	Have the results of any previous assessments or documents, such as report cards from the child’s native country been obtained and reviewed?	
	Has the student been enrolled in a school (in the US) for more than one full academic year?	
	To ensure meaningful participation, are classroom modifications being made in the areas of teacher lesson delivery, assignments, homework, and formal assessments?	
	Has an ESOL teacher(s) provided input with regard to the student’s language learning needs?	
	Is there a possibility that the child’s problems are the result of incomplete adaptation to the school environment?	
	Has the child’s formal schooling experience been continuous or interrupted, both in their country of origin and/or the US?	
	How much targeted English language development instruction is the student currently receiving? How much targeted English language development instruction did the student receive in the past?	
	Would the child benefit from increased targeted language support?	
	If applicable, include other pertinent information.	

Program Evaluation

A committee will conduct a comprehensive evaluation annually to determine successes and specific goals for improvement to further develop the ESOL program. The committee will reconvene at the end of each school year to reflect on the progress the program has made with each goal. The committee will include, but not be limited to, the school’s executive director, principal, literacy coordinator, ESOL coordinator, ESOL teachers, and content teachers.

Parent and Community Engagement

The ESOL program will hold two events to which families and community members are invited to attend. These events are planned, so the participants will have the opportunity to become familiar with the ESOL team and program. The events will be held in the fall and spring annually. The events will include activities that empower parents/guardians to support their child at home while allowing the parents to connect with other ESOL families in the school community.

Parents and community members are also invited to volunteer in classrooms when appropriate.

All materials must be translated into dominated languages of families to ensure all families and students are able to have access to information sent home.

Title III

Under the Pennsylvania Department of Education Title III is described as,

“Title III is a 100% federally funded supplemental program that concentrates on delivering language instruction educational programs to students who have a primary language other than English. This program is designed to improve the education of limited English proficient (LEP) children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards. The program also provides enhanced instructional opportunities for immigrant children and youths.”

http://www.portal.state.pa.us/portal/server.pt/community/title_iii/7386

The district’s PIMS system must be updated to provide necessary information to PDE in order for students to be eligible to receive Title III funding. Changes to the PIMS system must occur once a student is enrolled into the ESOL program.

The ESOL staff and administrators must determine allocation of Title III funds and annually submit an itemized list of spending. Allocation decisions should be made at the beginning of every new academic year based on the previous year’s allocation and the current needs of the program. An increase in Title III allocation is announced anytime between August and October of that school year. The application and rider are due between October and December depending on the allocation date. This record is kept within the administrative files.

Requirements for district/consortium to be eligible to receive Title III funding

The program must have evidence of the following components in their program and submit the following information to PDE:

Chapter 4.26 Core Program requirements conducted by the district for programs for LEP students:

- Does the LEA have a board approved policy that ensures the LEA’s commitment to address the needs of ELLs (i.e., core curriculum, equal access, adequate resources/funds, adequate staffing/instructional time, program evaluations, and participation in large scale assessments)?
- Does the LEA’s strategic plan refer to all components of an ESL program (i.e., how the needs of ELLS will be addressed in the instructional program, what assessment procedures will be utilized to identify and determine student achievement and mastery of the standards, what assistance will be provided to ELLs to prepare them for attainment of the academic standards and to meet the LEA school’s graduation requirements, what resources and staff will be made

available to assist ELLs in becoming English proficient and to master the standards, and what additional instruction will be made available to identified ELLs who have not mastered the PA academic standards)?

- Has the LEA included in its professional education plan training for ESL and content area teachers (i.e., Act 48 Plan)?
- Does the LEA have a written description of the K-12 ESL program available?
- Has the LEA made available the K-12 ESL Program Plan to every teacher?
- Has the LEA made available the description of the K-12 ESL program available for parents of ELLs?
- Does the LEA administer a Home Language Survey (HLS) to every student upon entrance to identify PHLOTEs (Primary home language other than English)?
- Does the LEA administer a Home Language Survey in the permanent record folder for all currently enrolled students in the school district through graduation?
- For students identified as PHLOTEs, does the LEA administer English language proficiency tests and begin ESL instruction within 30 days at the beginning of the school year. For any child entering school, after the first 30 days, does the LEA administer English language proficiency tests and begin instruction within 14 days?
- Does the LEA have an updated list of PHLOTEs?
- Does the LEA maintain a record (amended annually) of all ELLs and their English proficiency levels in the student's permanent record?
- For the purpose of initial placement, ongoing assessment, and reclassification, are ELLs assessed for the development of listening, speaking, reading, and writing?
- Does the LEA administer the Annual State English Language Proficiency Assessment annually to all ELLs who are receiving instruction in an ESL/Bilingual education program?
- Has the LEA incorporated the State Required Exit Criteria into its English Language Instructional Program Plan?
- Does the LEA monitor the progress of students exited from an ESL/Bilingual Education Program for a period of two years as per No Child Left Behind regulations?
- Are ELLs in the ESL program guaranteed access to the full school curriculum (both required and elective courses) including career education and technology

(e.g., guidance materials, registration handbook, career technology, criteria for selection, student schedules, club lists, handbooks)?

- Does the LEA provide information about assessment, academic achievement and related issues to parents in their native language or in their preferred mode of communication?
- Does the LEA have a line item in the budget for ESL instructional resources and teachers?
- Does the LEA have a procedure for accessing interpreters (oral) and translators (written) who can be called upon when needed?

Activities conducted by the district for programs for LEP students through Title III include, but are not limited to:

- Professional Development
- Providing high-quality language instruction educational programs based on scientifically based research
- Community Programs/Services
- Family Literacy Services
- Parent Outreach and Training
- Improving the instructional program by identifying, acquiring and upgrading curricula, instruction materials, education software and assessment protocol
- Providing tutorials and academic or vocational education
- Developing or implementing elementary school or secondary school language instruction educational programs coordinated with other relevant programs an
- Intensified instruction
- Technology

Glossary

Academic communicative competence - the ability to use language to communicate academic knowledge and reach one's potential academically within the context of formal schooling. A variety of factors are involved, including the ESOL student's previous academic experiences, literacy background, previous life experiences (e.g., trauma), motivation to learn the language, personality, and developmental history.

Adaptation/Differentiation – modifications provided to instruction so that the student can participate fully in the program. These adaptations can include alternate formats and instructional strategies, contraction or extension of time, and assessment procedures.

AMAOs – acronym for Annual Measureable Achievement Objectives; they are performance objectives or targets the ESOL program must meet for their ELL population in order to secure Title III funding each academic year.

Assessment is a systematic process of gathering information in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, and results in the identification and implementation of selected educational strategies. Assessment of the ESOL student occurs initially to identify placement and service and on an ongoing basis to determine progress.

Dominant Language - the language in which the language user has the greatest proficiency and the most frequent uses

ELL - acronym for English language learners; students whose primary language is not English and who are in the process of acquiring English

ESOL - acronym for English to Speakers of Other Languages; an academic discipline that is designed to teach ELLs social and academic language skills as well as the cultural aspects of the English language necessary to succeed in an academic environment; it involves teaching listening, speaking, reading and writing at appropriate developmental and proficiency levels with little or no use of the native language; courses of study must be carefully articulated K-12 and must be correlated to the PA Common Core Standards; ESOL program models include departmentalized, sheltered, intensive, pull-out and push-in.

ESOL Specialist – an educator who has specialized training in the field of English to Speakers of Other Languages: a concentration, diploma or degree in ESOL from a recognized institution in higher education

Equal Education Opportunities Act of 1974 - a civil rights statute prohibiting states from denying equal educational opportunity to an individual on account of his or her race, color, sex or national origin; the statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs

Home Language Survey - part of the enrollment process for all students newly enrolling in a school (district). The HLS is used to identify students who use a language other than English at home, who will be administered the placement test for the ESOL program.

Integration- An instructional model that allows ELLs for whom English is an additional language to be included in educational settings with their peers, and to be provided with the necessary accommodations and modifications to enable them to be successful in those settings.

PDE – acronym for Pennsylvania Department of Education

PDE 3044 - Pennsylvania Department of Education form for school district annual report of services to ELLs

PSSA - acronym for the Pennsylvania System of School Assessment

PHLOTE - acronym for primary home language other than English

Social communicative competence is the ability to use natural speech to communicate in social situations for a variety of purposes, and to function effectively in a variety of social contexts, including the classroom.

TESOL - acronym for Teachers of English to Speakers of Other Languages; a professional association of teachers, administrators, researchers, and others concerned with promoting scholarship, the dissemination of information, and strengthening of instruction and research in the teaching of English to speakers of other languages and dialects

Title III - a part of the federal [No Child Left Behind Act](#) of 2001 proposed and signed into law. It is specifically targeted to benefit ELLs and immigrant youth. The Act states that ELLs must not only attain English proficiency but simultaneously meet the same academic standards as their English-speaking peers in all content areas. ESOL programs in public schools receive federal funding in order to meet these requirements.

W-APT – acronym for WIDA ACCESS Placement Test; It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system.

WIDA ACCESS Test – acronym for assessing comprehension and communication in English state-to-state for English language learners; it is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners.