

Philadelphia Public School District



Policies and Procedures for English Language Learners

248 Byrd Avenue
Philadelphia, MS 39350
(601) 656-2955

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The Philadelphia Public School District Plan

The Philadelphia Public School District will develop and implement a comprehensive District Plan, in accordance with Section 3116 of Title III of *No Child Left Behind Act of 2001*, for serving students who are limited English proficient and/or immigrant children and youth. The district will submit an updated District Plan annually to the PPSD Board of Trustees for approval. The updates will include changes in demographics and any other changes and/or improvements to the plan. The board approved plan will be distributed to each school and be kept on file in the district's central office.

Student Evaluation Team (SET)

The Philadelphia Public School District will establish a Student Evaluation Team (SET) that will include the following members: administrators, teachers, counselors, ELL Tutors, parent, and any other applicable staff. This team will be located at each school plus these members will serve on the District team. The school level SET will be responsible for guiding and monitoring the placement, services, and assessment of students who are ELLs. The district level SET will be responsible for reviewing and updating the District Plan and problem solving issues related to ELL students as needed.

Definition of English Language Learners (ELL)

Students who are English Language Learners are classified as Limited English Proficient (LEP) or Immigrant Children and Youth. Those classifications are defined below:

The term "**Limited English Proficient**" means an individual who:

- is aged 3 through 21;
- was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; **or**
- is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; **and**

who-

- has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

The term "**Immigrant Children and Youth**" means individuals who:

- is aged 3 through 21;
- were not born in any state in the US ; and
- have not been attending one or more schools in any one or more State for more than 3 full academic years.

Demographics of the Philadelphia Public School District

Philadelphia Public School District is comprised of the following:

Philadelphia Elementary School (Pre-K to 6)

Philadelphia Middle School (7-8)

Philadelphia High School (9-12)

Student Demographics as of September 2016:

	# White	% White	# Hispanic	% Hispanic	# Asian	% Asian	# Black	% Black	# Native Americans	% Native Americans
Philadelphia Elementary School	165	23%	22	3%	12	2.0%	511	72%	4	<1%
Philadelphia +Middle School	31	24%	5	4%	2	<1%	90	69%	3	<1%
Philadelphia High School	61	19%	6	<1%	5	<1%	244	77%	2	<1%
Philadelphia Public School District	257	22%	33	<1%	19	<1%	845	73%	9	<1%

	# Served	# Monitored
ELLs – Pre-Kindergarten	3	
ELLs – Kindergarten	1	
ELLs – First Grade	3	
ELLs – Second Grade	2	0
ELLs – Third Grade	2	0
ELLs – Fourth Grade	0	0
ELLs- Fifth Grade	2	0
ELLs –Sixth Grade	0	0
ELLs – Seventh Grade	0	0
ELLs – Eighth Grade	0	0
ELLs – Ninth Grade	0	0
ELLs – Tenth Grade	1	0
ELLs – Eleventh Grade	0	0
ELLs – Twelfth Grade	0	0
ELLs in Special Education	0	0
ELLs in Gifted	0	0

Educational Theory and Approach of Program of Services

Philadelphia Public School District uses a combination of programs to ensure that the language and academic needs of our ELL students are met.

- Regular classroom Instruction - Regular classroom teachers provide instructional modifications to enable students to improve English language proficiency and core academic competencies and objectives.
- Pull-Out Program - Provides supplemental regularly scheduled instruction to ensure that ELL acquire English language proficiency and are provided meaningful access to the educational program.
- Supplemental tutoring services are provided to those students who are non-English or very limited English.

The student's amount of time in the language instructional education program is dependent upon the English language proficiency level of the student. Philadelphia Elementary School ELL students participate in the program either for 30 to 60 minutes, two to five days per week, based on needs. . This is dependent upon level of English language proficiency and to include but not limited to the following: how long in the U.S. and if in a previous tutoring program. Philadelphia Middle and High School ELL students attend also based on level of English Language proficiency.

The ELL Program provides services consisting of a variety of research-based strategies and techniques that enhance the areas of listening, speaking, reading, writing, and content vocabulary. They also assist in study skills, homework skills, and also help calm transitional fears. Support is provided in the core curriculum for the regular program, but the ELL program does not take the place of the regular classroom instruction. The level of English language proficiency and the individual needs of the students determine the frequency and duration of the supplemental ELL instruction.

The ELL Tutors collaborate with the regular classroom teacher on a regular basis to determine any specific areas of need. The ELL Tutors also serve as a liaison between the community, the parents, and the school.

Educational Goals for English Language Learners

The goals of the Philadelphia Public School District is to provide all students, including those whose first language is one other than English, a quality education that develops the whole child to his or her greatest potential. Goals specific to English Language Learners [ELL] are the following:

Goal 1 – an annual increase in the number or percentage of students making progress in learning English (as measured by the WIDA ACCESS test approved for use as an appropriate English language proficiency assessment). Increase is determined by an increase in level.

Goal 2 – an annual increase in the number or percentage of students attaining English language proficiency (as measured by the WIDA ACCESS test approved for use as an appropriate English language proficiency assessment). A student is defined as English proficient when the student scored a composite score of 5.0 or above on Tier B or C of the WIDA ACCESS and scored at the “Proficient” or “Advanced” level on the MCT2 Language Arts test: or, attained a passing score on the English II Multiple-Choice test.

Goal 3 – make adequate yearly progress for the district's LEP and immigrant students (as measured by academic assessments). The LEP subgroup will make AYP as determined by scoring at the required percentage of Proficient and above.

The PPSD will adhere to the guiding principles outlined by the **Center for Equity and Excellence in Education** (George Washington University) regarding English Language Learners. These six principles are as follows:

Principle 1: English language learners are held to the same high expectations of learning established for all students. We hold the same standards for all students and our work in meeting student needs can draw upon work in the fields of bilingual education, second language acquisition, and recognizing that the education of an ELL student is multi-faceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.

Principle 2: English language learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. The PPSD recognizes that language acquisition is multi-faceted and that while the basic interpersonal skills may develop more quickly, the academic use of language can take from 5-7 years depending on the individual learning variation of a student.

Principle 3: English language learners are taught challenging content to enable them to meet performance standards in all content areas, consistent with those for all students. The PPSD recognizes that students who participate in the ELL tutoring program are provided the same challenging content in all academic areas, are provided with equitable access to all school services, and staff are provided with comprehensive professional development focused on planning and delivering research-based instruction that is aligned to content standards, and also addresses the needs of the ELL student.

Principle 4: English language learners receive instruction that builds on their prior knowledge and cognitive abilities and is responsive to their language proficiency and cultural backgrounds. The PPSD recognizes that ongoing assessment using multiple measures is crucial in determining progress and to drive instruction in language acquisition and academic progress.

Principle 5: English language learners are evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of the students. The PPSD further recognizes the need to support ongoing classroom-based assessments and to provide professional development for staff on research-based approaches to classroom-based assessments.

Principle 6: The academic success of English language learners is a responsibility shared by all educators, the family, and the community. The PPSD, in partnership with the families and community must all take interest and responsibility for the education of ELL students. The PPSD recognizes the need to conduct ongoing monitoring of programs and to review and modify programs in response to changes in the ELL population and in the knowledge base on effective teaching and learning for ELL students.

Procedures for the Identification of Potential ELLs

English Language Learners (ELLs) must be identified at the point of enrollment. The identification and placement of ELLs in an appropriate language program that that will assure them an equitable, quality education is a four-step process:

Step 1 – Home Language Survey

Step 2 – Initial Assessment of Language Proficiency

Step 3 – Parental Notification

Step 4 – Program Placement

A. Step 1 – Home Language Survey (HLS)

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedure requires LEAs to identify Limited English Proficient (LEP) students. The Mississippi Department of Education has selected the Home Language Survey (HLS) as the tool to identify LEP students. The purpose of this survey is to determine if there is a primary language other than English spoken in the home. Schools have a responsibility under federal law to serve students who are LEP and in need of ESL or bilingual instruction in order to be successful in core academic subjects. Given this responsibility, LEAs have the right to ask for the information they need to identify these students.

The Home Language Survey (HLS) is a part of the Philadelphia Public School District registration process. The parent or guardian of all students must complete the HLS at the time of initial enrollment into a Mississippi school, and the HLS should remain in the student's permanent record through the student's graduation. It may be helpful to conduct an interview with the student and/or parents during the enrollment process. Information from the interview may be helpful to the ELL committee when considering appropriate placement for the student. The assistance of a translator may be required to complete the survey.

The Home Language Survey must contain, at a minimum, these five questions:

1. Does your child speak a language other than English?
2. What is the first language your child learned to speak?
3. What language does your child speak most often?
4. What language is most often spoken in your home?
5. Has the student attended any U.S. school in any three years of his/her life time?

If all responses on the HLS indicate that English is the only language used by the student and by individuals in the home, the student is considered an English-only speaker. Procedures established by the LEA for placement in the general student population should be followed.

If any response on the HLS indicates the use of a language other than English by the student or an individual in the home or other person during the registration process, then additional assessment may need to be conducted to determine the student's English-language proficiency level. School office personnel are responsible for notifying the Philadelphia Public School District contact when a HLS indicates

a language other than English. The presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English.

If the HLS indicates that the primary language in the home is not English, then the Philadelphia Public School District's contact person or designee is contacted and an initial assessment of the student's English language proficiency level must be conducted.

Home Language Survey

Please check the appropriate answer:

1. Does your child speak a language other than English? _____ Yes _____ No
2. Has the student received English Language Learners instruction prior to enrolling in PPSD? _____ Yes _____ No
3. What is the first Language your child learned to speak? _____
4. What language does your child speak most often _____
5. What language is spoken most often in your home? _____

The most important component of the testing process is that the test should reveal individual student strengths and weaknesses so that the student can receive appropriate academic placement. No single instrument can provide all the information needed to successfully place or exit a student from ELL programming. It is important to seek combined measures in such a way that they complement each other in providing essential information regarding a student's academic needs. It is important to look at a student's prior schooling and life experiences before judgments about programming are complete.

All ELLs must be allowed to attend school, regardless of their ability to present a birth certificate, social security number, or immigration documentation. Children may not be excluded from school because they do not have a social security number (see *Plyler v. Doe*). The procedures described in *Cumulative Folders and Permanent Records Manual of Directions* must be followed.

http://www.mde.k12.ms.us/acad/id/curriculum/Cummulative_Folders_and_Permanent_Records.pdf

Community and area agencies will be contacted as needed to facilitate the school enrollment process. These efforts should be documented for future reference as needed.

LEAs may require only two kinds of information for enrollment:

1. proof of residency in the district and
2. proof of required vaccinations.

(State Board Policy 6600-Enrollment, MS Code § 41-23-37-Immunizations)

The presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English.

Step 2 – Initial Assessment of Language Proficiency

The level of English proficiency which will facilitate appropriate instructional and program placement decisions is determined by the administration of the **state approved instrument**. This instrument assesses English language proficiency in all four domains of language development; listening, speaking, reading, and writing—as well as comprehension to ensure that student' language needs are properly identified and addressed through the LEA's educational program.

A student whose HLS indicates the presence of a language other than English must be assessed for English-language proficiency within thirty (30) days of enrollment at the beginning of the school year. Assess students who register after the beginning of the school year within two (2) weeks of enrollment.

The **state approved instrument** will yield an overall composite score based on the language domains tested. The Philadelphia Public School District will adhere to the following guidelines when determining eligibility for placement in the English language instruction educational program:

At this time, the Mississippi Department of Education has not defined the steps and criteria for exiting ELs. The following information and chart on the following page will be updated as information is provided by the Mississippi Department of Education.

Kindergarten *W-APT*

The Kindergarten *W-APT* is an adaptive test whose components can be administered to students in pre-K, Kindergarten, or 1st semester first grade, depending on a student's individual circumstances. Newly enrolled kindergarteners (fall semester) would take only the Listening and Speaking components. A student entering in the second half of the Kindergarten year would take all four components: Listening, Speaking, Reading and Writing. The criteria for eligibility will follow these guidelines for the 1st semester:

- Administer the Listening and Speaking portions of the Kindergarten *W-APT* and note the combined Listening and Speaking Raw Score.
- If the combined **Listening and Speaking Raw Score is 27 or above**, the student meets the minimum criteria for English language proficiency.
- If the combined **Listening and Speaking Raw Score is less than 27**, then the student will be deemed eligible for language assistance services.

When the Kindergarten *W-APT* is utilized for students from 2nd semester of Kindergarten through the first semester of first grade, the criteria for eligibility will follow these guidelines:

- Administer the Listening and Speaking portions of the Kindergarten *W-APT* and note the combined Listening and Speaking Raw Score.
- If the combined **Listening and Speaking Raw Score is less than 19**, then the student will be deemed eligible for language assistance services.
- If the combined **Listening and Speaking Raw Score is between 19 and 27**, administer the Reading and Writing portions of the Kindergarten *W-APT*.
- Unless the students' reading score is 11 or higher **and** the writing score is 12 or higher, the student will be deemed eligible for language assistance services.
- If the student's **Reading** score is **14** or higher **and** the **Writing** score is **17** or higher, then the student meets the minimum criteria for English language proficiency. However, the LEAs have the discretion

of using additional indicators to inform the final decision. The Reading and Writing scores provide supporting data that may be used to inform the final decision.

- If the student's combined **Listening and Speaking Raw Score** is **27** or higher, the student meets the minimum criteria for English language proficiency. However, the LEAs have the discretion of using additional indicators to inform the final decision. It is important to note that, no matter how literate kindergarten students may be in the domains of listening and speaking and although they may have reading and/or writing skills equal to those of their peers, no kindergarten student has had an opportunity to become truly literate in either of the domains of reading or writing and will benefit greatly from the support of language assistance services. Therefore, the LEA has the flexibility to consider additional factors to support eligibility of kindergarten students for language assistance services.

W-APT for grades 1-12

When the **W-APT** is administered to students from second semester of grade 1 through grade 12, the criteria for eligibility will follow these guidelines:

- A student who scores at **5.0 or higher** on the *W-APT* is deemed **ineligible** for language assistance services.
- If the student scores **less than 5.0** on the *W-APT*, the student is deemed **eligible** for language assistance services.
- If the student's score is a borderline score approaching a 5.0, then this score in conjunction with the professional judgment of the school's Student Evaluation Team (SET) should inform the final decision for services and placement.
- The SET may wish to consider a child's grade level as part of this decision. In the primary grades or the transitional grades from one level to another, there may be valid concerns regarding the limited degree of proficiency attainable in the primary grades or the increased difficulty of academic content requirements at higher-grade levels.

Students who were previously enrolled in another Mississippi LEA or another *WIDA* Consortium state may not need to be assessed with the *W-APT*, providing they have test results available for review. (To see a list of other *WIDA* consortium states, go to www.wida.us)

The *W-APT* should be considered as only one piece of evidence in the decision-making process regarding placement of students in grades K-12.

The **Student Evaluation Team (SET)** at each school will be responsible for overseeing the assessment, placement, and evaluation of ELL students. The team shall consist of a principal, counselor, ELL tutor, regular classroom teacher(s), and others as designed by the principal. The team shall meet within the first thirty days of the student's registration at the first of the school year and ten days after school year has started and will review the relevant data/information on the ELL student to determine appropriate placement. A teacher's best professional judgment, other assessments, and extenuating circumstances, such as the student's age and amount and quality of previous schooling, will be considered when making decisions for educational instructional services.

The duties of the team are to:

- Place student in age-appropriate grade, unless specific documentation indicates that another grade placement is in the best interest of the child, and
- Place the student in the ELL program and provide services based on level of English proficiency or
- Place the student in the regular education program without modifications because initial assessments results indicate student is at a minimum transitional or fully English proficient (FEP).

Other duties of the team are to:

- ensure that systematic procedures and policies are in place related to the appropriate identification, assessment, and placement of students in a language program and are followed,
- make recommendations to school decision makers on professional development for school personnel and parents to ensure the educational success of students.

Prior to the initial placement of a student in a language instruction education program, the school will notify the student's parents or guardians. Parents are provided written notice of the committee's recommendation. Parents must sign the Program ELL *Permission for Placement/Parent Notification Form (see Appendix B)* and the process continues as follows:

- The placement decision is noted on the ELL Student Placement Form, which is placed in the student's cumulative record.
- Students recommended for ELL tutorial services will receive services 30 to 60 minutes, two to five days per week, based on determined needs.
- Middle and high school students will meet based upon needs.
- Fully English Proficient (FEP) students will be monitored by the counselor and tutors for one school year following exit and will receive tutoring if the need for such is found.

Parents do have the right to waive ESL services and remove their child from the district's English Language Instructional Program. However, if a student has been classified as an ELL, based on the HSL and the W-APT, the student is still required, by federal law (Section 3122 and Section 1116 of NCLB) to take the ELP assessment until the student has tested proficient in English.

The parents may refuse to enroll their child in a particular program or may choose another program or method of instruction, if available (for instance, Title I interventions). According to OCR policy, the district is still obligated to provide appropriate means to ensure that the student's English language and academic needs are met.

As with all students, parental involvement of ELL students is of utmost importance. It is the desire of the district to make the entrance of an ELL student and their parents into the school as pleasant and helpful as possible. To the extent possible, information to parents will be given in their native language that describes the district, its ELL identification process and programming and the procedures for accepting or refusing ELL services. Parents are also invited to all school events.

Step 4 – ESL Program Placement

Students identified as ELLs from the language proficiency assessment will be placed in a sound language instruction educational program in addition to mainstream classes. The PPSD has adopted a **Pull-Out Program** which provides supplemental regularly scheduled instruction to ensure that ELL acquire English language proficiency. If a parent or guardian has waived ESL services, the LEA will provide services in

accordance to Title I, Section 1001 of NCLB. In the “Pull-Out” program, students are taught in mainstreamed classes which allows for them to receive instruction in content classes in English, Using the professional development activities, resources, and supplied provided, content teachers will recognize that, just like English speaking students, ELL students come from diverse backgrounds which include varied learning styles and rates, and language and cultural differences. Because of this, collaboration with the tutor is essential in meeting the needs of each individual ELL students. By recognizing these needs, collaborating with the tutor, and allowing students to actively participate in classroom activities and communicate with their English speaking peers, ELL students will be part of a language-rich environment that will not only assist them in developing English proficiency, but will hold them to the same high academic standards as the others students in the class.

Grade Level Placement

English language learners face a unique challenge in that they must learn the same academic content that their peers in mainstream classrooms are learning, except that ELLs must do so at the same time that they are acquiring a new language. Helping ELLs succeed in school is the responsibility of both the mainstream classroom teachers and the ELL Tutors. Both groups of teachers should address cognitive and academic development of students, as well as English acquisition.

Educators must remember that the first rule for placing ELLs in an educational program is that they should be placed at the age-appropriate grade level. One important reason for age-appropriate placement is socio-cultural. Students progress faster and work harder when they are with their peers. In addition, classroom teachers are organized to teach students of a certain age and will have educational expectations appropriate for students of that age group.

ELLs should not be placed in special education classes on the assumption that the materials and teaching methods in those classes would be better for them than sitting in classes where they could not understand the instruction. This placement violates the students’ rights to educational opportunities that take advantage of their true capabilities.

EDUCATORS MUST ALWAYS REMEMBER THAT THE FIRST RULE FOR PLACING ELLS IN AN EDUCATIONAL PROGRAM IS THAT THEY SHOULD BE PLACED AT THE AGE APPROPRIATE GRADE LEVEL.

Staffing and Resources

The Philadelphia Public School District ELL Program Coordinator oversees the ELL program at the district level and at the school level. The ELL coordinator works with the tutors, school staffs, the curriculum coordinator, the counselors, and the special education coordinator to coordinate services for ELL students.

The district is committed to maintaining a highly qualified [meet HQ requirements] staff adequate to meet the needs of its ELL population. The staff serves a dual purpose: providing instruction to ELL students to increase their English language proficiency and providing interpreting/translating assistance as needed to school staff, students, and parents. Applicable staff is provided professional development on issues relevant to ELL students.

ELL materials and resources are used that emphasize the development of the followings skills: listening, speaking, reading, writing, and comprehension. The district has used a combination of different funds to increase the availability of resources in the schools. The following is a list of some of the materials used toward increasing English language proficiency:

Accelerated Reader
Read Well

Accelerated Math

Staff is surveyed as to needs periodically – either professional development or resources. The needs of staff are considered at during each school’s Strategic Planning. Plans are then developed and implemented to meet those needs.

Grading Scale for ELLs

NO FAILING GRADES MAY BE GIVEN DURING THE ELL’S PROGRESS FROM LEVEL 1 – ENTERING THROUGH LEVEL 3 – DEVELOPING LANGUAGE PROFICIENCY.

The score on the W-APT screener or the WIDA ACCESS annual assessment will determine the level of proficiency.

The district will adhere to the following grading scale [MDE suggested scale for ELLs, p. 50]:

Modified Grading Kindergarten – 5th Grade:

0 1. Levels 1-3 (Not Proficient)

- a. 65 -100% Passing (S=Satisfactory)
- b. 46 - 64% Passing (N=Needs Improvement)
- c. 0 - 45% (U=Unsatisfactory) Documentation necessary
- d. “ELL” noted on the report card

2. Level 4-6 (Approaching Proficiency)

- a. Common criteria for assigning grade (with necessary accommodations and modifications)
- b. “ELL” noted on the report card

6th Grade – 12th Grade:

1. Levels 1-3 (Not Proficient)

- a. 65 -100% Passing (S=Satisfactory). With necessary accommodations and modifications
- b. 46 - 64% Passing (N=Needs Improvement). Documentation necessary
- c. 0 - 45% (U=Unsatisfactory) Documentation necessary
- d. “ELL” noted on the report card

2. Level 4-6 (Approaching Proficiency)

- a. Common criteria for assigning grades (With necessary accommodations and modifications)
- b. —ELL noted on the report card

Award Carnegie unit credit to students in levels 1-3 based on classroom modifications and accommodations for students' success.

Accommodations

ELLs must meet the same educational requirements as other students, and these requirements must be presented in a manner appropriate to ELLs' cultural and linguistic needs and in a period, that facilitates their learning.

The Philadelphia Public School District will accommodate the ELL in a way that allows each student to benefit from the educational experience. The student will not be penalized for his/her lack of the English language. A valid interpretation would mean that **a student should never be given the grade of "F" when the student's lack of success can be attributed to limited English proficiency.**

Retention of English Language Learners

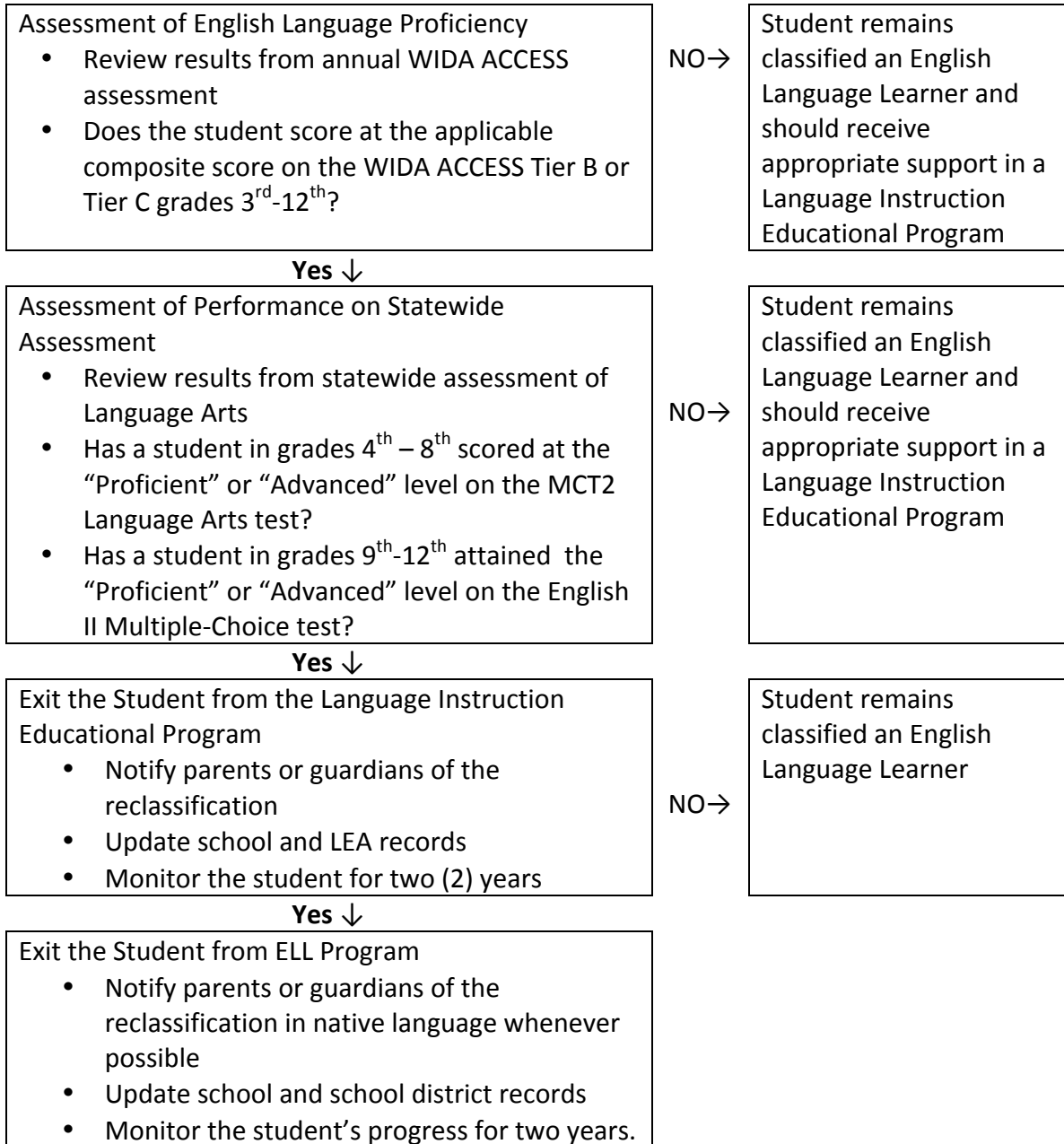
Retention is generally not recommended for ELLs. Though the decision to promote or retain must be made on a case-by-case basis, any decision to retain an ELL must be accompanied by documentation demonstrating that appropriate accommodations and modifications were employed throughout the year to assure compliance with Federal requirements (May 25, 1970 Memorandum).

ELLs should be carefully evaluated before retention is recommended to ensure that lack of English skills is not being mistaken for poor achievement.

ELL Exit Criteria

Mississippi's criteria for exiting ELLs relies on the student LA LINKS score and standardized assessment results for exiting ELLs from program services. The Philadelphia Public School District will require these two data elements for measuring proficiency and exiting students from the ESL program. The district will follow the prescribed criteria to ensure ELLs are not exited prematurely or remains in the program longer than necessary.

Steps and Criteria for Exiting ELL Students. *(Mississippi Guidelines for English Language Learners: Policies, Procedures, and Assessments, January 2011 (Revised March 2011), p. 54).*



Kindergarten through 2nd grade ELLs are not eligible for exit. The criteria for exiting ELLs rely on the student WIDA ACCESS overall proficiency level scores and standardized assessment results. LEAs are required to use these two data elements for measuring proficiency and exiting students from the ESL program. The implication of this is that even with a high score on the LAS Links; ELLs may not have attained sufficient academic language skills to exit the ESL

When an ELL achieves at the levels demonstrated in the following table, the student is eligible to exit the ESL program and enter a federally mandated two-year monitoring period.

The table's information will be updated during 2015-2016 to reflect the achievement levels reflective of the State's newly adopted LAS Links proficiency exam to be given during the spring 2016 testing period.

Grade Range	WIDA ACCESS TIER	Required Performance On WIDA ACCESS	Required Performance on State Language Arts Proficiency Exam
3-5	B	5.0	Proficient
3-5	C	4.5	Proficient
6-8	B	5.0	Proficient
6-8	C	4.0	Proficient
9-12	B	4.0	Proficient
9-12	C	4.0	Proficient

The school-level Student Evaluation Team (SET) will consider the following factors in deciding whether a student should be retained in ESL classes or exited from them:

- standardized test scores,
- academic achievement as measured by classroom assignments and tests,
- observation of classroom behavior,
- interviews with the student,
- length of time in school,
- student's educational background, and
- progress through Can Do Descriptors.

Monitoring ELL

When students reach proficiency and are exited according to MDE exit criteria, the students will be monitored for two (2) calendar years following exit from language assistance services. Exited students will:

- No longer be classified as LEP
- Will receive no accommodations (unless they are in the SPED program and have an IEP or a 504 classification), and
- Not be required to take the annual WIDA ACCESS.

Teachers in the district will be required to provide needed support as exited students continue to work toward grade-level academic language performance.

After exit, an initial follow-up must be made within two (2) weeks by the school counselor and/or ELL Tutor to verify that the student can compete academically, and to check on the student's social and psychological adjustment.

At the end of each nine week reporting period, the counselor and/or ELL Tutor will contact teachers in all mainstream classes the exited student attends. The Monitoring Checklist will be completed to help ensure the exited ELL student is making a successful transition into the regular classroom [Appendix F]. Students whose inadequate progress can be associated with a decline in English proficiency should be provided academic support through methods which may include the following:

- Immediately receive support services based on needs
- Provide special services for language support and/or content area tutoring as needed
- Appropriate supports available to students within the school
- If above do not work, student may be re-entered into a language instruction educational program.

The required documentation and annual evidence of English language proficiency for each exited/reclassified student throughout the two-year monitoring period will be maintained by the SET. Evidence should include demonstrations of proficiency without the use of adapted or modified English materials or ELL accommodations on standardized measures such as:

- District benchmark examinations (in multiple content areas)
- Writing samples or performance assessments scored with formal, standardized rubrics
- State assessments at applicable grade levels, and
- Academic records such as semester or end-of-course grades.

Note: Students with disabilities under the Individuals with Disabilities Education Act (IDEA) should meet the above standards, or have individual Education Plans (IEPs) or 504s that specify parallel and/or alternate standards-related criteria.

ELLs and Other District Programs

The school-level administrators, counselors, ELL Tutors and other applicable staff will receive a copy of this document plus a copy of the Mississippi Department of Education Guidelines for English Language Learners, 2011. It is the primary responsibility of the school principal to ensure that all staff are familiar with the following:

- this document ,
- MDE Guidelines for English Language Learners, 2011, and
- district policy to ensure equal opportunities for ELLs to participate in the range of programs made available to other students – special education, Title I, gifted, and nonacademic and extracurricular activities

Parents and students will be notified of available by a variety of means to include but not limited to the following: student handbooks, district newsletters, district website, and local newspaper.

ELL Student Participation in Statewide Testing Program

ELL students are expected to participate in all aspects of the Mississippi Statewide Assessment System [MSAS]. Basis of Policy is the following: Mississippi Code 37-16-3 requires that all eligible students enrolled in public school participate in the Mississippi Statewide Assessment System and that the school district superintendent certify annually that all eligible students enrolled in the designated grades/courses were tested. However, accommodations may be provided in accordance with Mississippi Code 37-16-9. It is necessary that all guidelines contained herein be adhered to as written.

ELL students are not exempt from testing; however, the MDE excludes the test scores of ELL students whose progress and proficiency reports indicate that they have been receiving language instruction educational services for one year or less.

These students are still included in the calculation of the 95% participation rate, but their scores may be excluded from the Adequate Yearly Progress (AYP), Achievement Model, and Growth Model calculations for the first year. If districts wish to include the scores of first-year ELL students in AYP, Achievement, and Growth, they have to request that scores be included.

ELL students who are working towards a regular diploma and who are enrolled in Algebra I, Biology I, English II and/or U.S. History from 1877 must take the applicable subject area test(s) using only allowable accommodations and meet the standards that are required for graduation. All ELL students who are considered vocational completers due to completion of a two (2) year vocational program must participate in the MS-CPAS.

Decisions regarding the appropriate accommodations for each testing program or whether a student's scores will be excluded from the statistical summary are addressed in the Mississippi Department of Education Testing Accommodations as outlined on pages 21-29 of *Mississippi Guidelines for English Language Learners: Policies, Procedures, and Assessments, August, 2007*.

ELL Students and Special Education

The same procedures in the MDE's Office of Special Education Policies and Procedures are to be followed when ELL students are referred for special education services as when English-speaking students are referred. Even though some of the information gathering and assessment activities may vary, the process is the same.

Parental participation requirements in the MDE's Office of Special Education Policies and Procedures are the same for the parents of ELL students as for the parents of English-speaking students. This is true even when the parents themselves are non-native English speakers. Arrangements for an interpreter must be made in such cases. Written notices must be provided in the native language of the parents, or other mode of communication used by the parent, unless it is clearly not feasible to do so.

Students who are experiencing academic and/or behavioral difficulties are initially referred to the school's Teacher Support Team [TST]. It must be determined that the difficulties are not related to English language proficiency. The TST reviews the student's academic history, language and culture, strengths and learning style and then recommends interventions as a means to improve the student's performance. If these interventions are not successful, the TST refers the students to the school's Local Survey Committee.

The process for identification of ELL students for placement in special education or the determination of a disability in ELL students requires consideration of the student's language background in English and in the home language. Caution must be taken with regard to the assessment instruments, administration procedures, and interpretation methods used to determine or identify a need for special education. Tests will be presented in the native language of the student if available. Another option is testing with an interpreter.

ELL students should receive the specialized instruction and support identified in the IEP. The same procedures for annual reviews are followed for ELL students with disabilities as for all other students with disabilities. Continued language accommodations for parent notifications, meetings, and student assessments need to be followed.

English language proficiency needs are to be addressed through language instruction educational program services rather than through special education services.

Private Schools

This does not apply as there are no private schools within the district boundaries.

Program Evaluation, Review, and Improvement

The Philadelphia Public School District will evaluate the effectiveness of its language instruction educational program by collecting and analyzing the data relative to the three (3) Educational Goals for English Language Learners listed on page 6 of this document.

The district will also do the following:

- Maintain a roster of ELL students to include dates the student entered the district, date tested with the State approved assessment instrument, migrant and immigrant eligibility
- Maintain folders on all students to include a copy of the registration form [HLS, migrant, & immigrant info], copies of State approved assessment instrument, copies of score reports from the State approved assessment instrument, parent refusal form or withdrawal form, and copy of exit form if student meets criteria for exit from program
- Annual update of demographic information
- Title I – LEP information collected and updated
- Failure lists with ELL students identified
- Meeting held after Title III released to determine if district will apply and what will be the focus area(s)

Appendix A

The Rights of English Language Learners and Their Families

Federal and Mississippi governments have enacted laws and regulations, including Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974, to protect the rights of English language learners and their families, to establish services that are non-discriminatory and that is based on pedagogically sound educational theory and practice. It is the school district's responsibility to comply with all legal mandates related to English Language Learners and to provide a free and equitable education to all school age children who live within the boundaries of the school district.

Therefore, Philadelphia Public School District (FMSD) is committed to provide all English Language Learners a program that asserts the following: *all English language learners will develop English proficiency and skills for high academic achievement in English WHILE SIMULTANEOUSLY MEETING the same challenging State standards that all students are required to meet.*

The **No Child Left Behind Act of 2001** (NCLB) reauthorizes a variety of federal education programs found in the Elementary and Secondary Education Act (ESEA), replacing the Improving America's Schools Act of 1994 (IASA). The federal Bilingual Education Act (Title VII) was reauthorized as Title III of NCLB. Written to aid state education agencies (SEAs) and local education agencies (LEAs) to respond to the needs of their English Language Learners, NCLB in no way undermines or amends the federal and state statutes and regulations that establish the rights of ELL students; however, it outlines the responsibilities of school districts serving English language learners.

The following federal laws and Mississippi statutory regulations clarify the obligation of every school not only to enroll students from diverse language backgrounds, but also to provide the foundation for guidance in establishing an equitable, quality education for Mississippi students, including English language learners:

1964 Civil Rights Act, Title VI

What the law says

"No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." 42 U.S.C. § 2000d.

What this means

Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance. Public institutions (like schools) must provide equal quality of educational services to everyone, including those who are Limited English Proficient (LEP). Title VI covers all educational programs and activities that receive Federal financial assistance from the United States Department of Education (ED).

May 25, 1970, Memorandum

What the law says

“The purpose of this memorandum is to clarify policy on issues concerning the responsibility of LEAs to provide equal educational opportunity to national origin minority group children deficient in English language skills.”

What this means

Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the education program offered by a LEA, the LEA must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. School districts have the responsibility to notify national origin- minority group parents of school activities, which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.

Lau v. Nichols (US Supreme Court Decision 1974)

What the law says

The failure of school system to provide English language instruction to approximately national origin students who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program, and thus violates § 601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving Federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare. Pp. 414 U. S. 565-569.

What this means

The Supreme Court stated that these students should be treated with equality among the schools. Among other things, Lau reflects the now-widely accepted view that a person's language is so closely intertwined with their national origin (the country someone or their ancestors came from) that language-based discrimination is effectively a proxy for national origin discrimination.

1974 – Equal Education Opportunities Act

What the law says

The Equal Education Opportunities Act of 1974 states: “No state shall deny equal educational opportunity to an individual based on his or her race, color, sex, or national origin 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.”

What this means

The EEOA prohibits discriminatory conduct, including segregating students on the basis of race, color or national origin, and discrimination against faculty and staff serving these groups of individuals, as it interferes with their equal educational opportunities. Furthermore, the EEOA requires LEAs to take action to overcome students' language barriers that impede equal participation in educational programs.

Plyler v. Doe (U.S. Supreme Court Decision 1982)

What the law says

“The illegal aliens who are plaintiffs in these cases challenging the statute may claim the benefit of the Equal Protection Clause, which provides that no State shall „deny to any person within its jurisdiction the equal protection of the laws“ . . . The undocumented status of these children does not establish a sufficient rational basis for denying them benefits that the State affords other residents . . . No national policy is perceived that might justify the State in denying these children an elementary education.”

-457 U.S. 202

What this means

- The right to public education for immigrant students regardless of their legal status is guaranteed.
- Schools may not require proof of citizenship or legal residence to enroll or provide services to immigrant students.
- Schools may not ask about the student or a parent’s immigration status.
- Parents are not required to give a Social Security number.
- Students are entitled to receive all school services, including the following:
 - free or reduced breakfast or lunch,
 - transportation,
 - educational services, and
 - NCLB, IDEA, etc.

Presidential Executive Order 13166

What the law says

“Entities receiving assistance from the federal government must take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access to the programs, services, and information those entities provide.”

What this means

Recipients of federal assistance are required to help students overcome language barriers by implementing consistent standardized language assistance programs for LEP. In addition, persons with limited English proficiency cannot be required to pay for services to ensure their meaningful and equitable access to programs, services, and benefits.

2001 – Title III of the No Child Left Behind Act of 2001

What the law says

Title III of the No Child Left Behind (NCLB) Act requires that all English language learners (ELLs) receive quality instruction for learning both English and grade-level academic content. NCLB allows local flexibility for choosing programs of instruction, while demanding greater accountability for ELLs' English language and academic progress.

What this means

Under Title III, states are required to develop standards for English Language Proficiency and to link those standards to the state's Academic Content Standards. Schools must make sure that ELLs are part of their state's accountability system and that ELLs' academic progress is followed over time by establishing learning standards, that is, statements of what children in that state should know and be able to do in reading, math, and other subjects at various grade levels;

- creating annual assessments (standardized tests, in most states) to measure student progress in reading and math in grades 3-8 and once in high schools;
- setting a level (cut-off score) at which students are considered proficient in tested areas; and
- reporting to the public on what percentages of students are proficient, with the information broken down by race, income, disability, language proficiency, and gender subgroups.

Appendix B (page 1 of 2)

Philadelphia Public School District

ELL Permission for Placement/Parent Notification Form

Dear Parents,

According to our records, your child's Home Language Survey indicates that your child may speak or hear another language other than English. In accordance with the **No Child Left Behind Act of 2001**, your child has been assessed to determine his/her English skills. We believe your child could benefit from being in an ELL (English Language Learner) class. The purpose of the ELL program is to provide services to ELL students to improve or increase their English proficiency; thus, enabling them to function independently and to participate effectively in the regular academic program. As a supplement to regular classroom instruction, ELL students receive regularly scheduled instruction in English as a Second Language, with emphasis on English language acquisition skills, from a certified ELL teacher. Other points to note about the Philadelphia Public School District ELL program are listed below.

Once a child meets the requirements to exit the ESL program, the student enters a federally mandated two-year monitoring period.

The expected rate of graduation for an ELL students and a non-ELL student are comparable.

The ELL instructional program meets the objectives of an individualized education program for a child with a disability by providing academic instruction tailored to the child's specific individualized education program. Students experiencing academic difficulties---determined by the ELL Support Committee NOT to be related to a lack of language proficiency—are initially referred to the school-based Teacher Support Team. If interventions are not successful, the referral to placement process as outlined in the Philadelphia Public School District's student handbook is carried through, just as for English-speaking students experiencing academic difficulties.

Parents have the right to immediately remove their child from an ELL program upon their written request, the right to right to refuse to enroll their child in an ELL program, or choose another method of instruction, if available. The Philadelphia Public School District will assist parents of ELL children in selecting the best program to serve their child's needs.

If you have questions, or if you would like additional information on ELL services, please contact Mr. Gene Cliburn, Federal Programs Director at 601 656 2955.

Appendix B (page 2 of 2)

**Philadelphia Public School District
ELL Parent Notification**

Student Name: _____

Date: _____

I have received notification for my child, _____.

I understand that my child will be receiving English Language supplemental tutoring during the school day to assist him/her on the State approved assessment instrument. I understand that my child's progress will be reviewed on a yearly basis to determine an appropriate educational program for my child.

_____ I give permission for my child to attend English Language tutoring sessions for the current school year.

_____ I do not wish for my child to attend English Language tutoring sessions for the current school year.

Parent's Signature: _____

Date: _____

Please return signed document to your child's school.

Appendix C

Philadelphia Public School District
Language Instruction Educational Program

DETERMINATION OF PLACEMENT IN ELL PROGRAM:

Number of hours per week: _____

or

Number of periods per week _____

ELL SST Members Present:

Principal: _____

ELL Tutor: _____

Counselor: _____

Classroom Teacher: _____

Date of Determination for Placement: _____

Before actual placement, parent must be notified by the *ELL Tutoring Program Parent Notification* form. Signed approval is needed before serving student in the program.

Appendix D

Philadelphia Public School District ELL Tutoring Program Parent Notification

TO: (Parent of) _____

DATE: _____

Why has your child been identified as LEP and why your child needs to be placed in a language instruction education program?

Based on your child's performance on the state mandated assessment, you child is eligible for placement in our English Language Learners [ELL] Tutoring Program. In order to assist your child in developing and attaining English proficiency and meeting state standards, we recommend this placement.

Your child's level of English proficiency, how level was assessed, and your child's academic level:

Your child's Test score is found on the attached sheet. Also included is an explanation of the score and levels in both English and Spanish. This test measures your child's proficiency in speaking and listening and also reading, writing, and comprehension if appropriate to your child's age and English proficiency level. The speaking section is given individually. The rest of the test is given either individually or in a small group.

The method of instruction that will be used to serve your child:

Our district offers a Pull-Out Tutoring Program in which your child is "pulled out" from the regular classroom from twice a week to daily. The primary focus of this Pull-Out Program is increasing your child's English language proficiency by activities that range from simple vocabulary instruction to specific assistance with classroom work. Currently this is the only available program.

How this program will meet the specific needs of your child in attaining English proficiency and meeting state standards:

Yearly , our district will analyze all relevant data related to your child's progress in attaining English proficiency and meeting state standards by the completion of an ELL Student Data Form. The results of this analysis will show areas of strengths and weaknesses. Any areas of weakness will be addressed in the Pull-Out Program and in the regular classroom. Our bilingual tutors and your child's classroom teacher(s) work collaboratively to ensure that any problem areas related to language are addressed to enable your child to meet state standards. Your child will receive additional English language instruction in the regular classroom.

The program's exit requirements, expected rate of transition into a classroom not tailored for ELL students, and expected rate of graduation:

Before your child is exited from the Pull-Out Program, data from the following areas will be collected and analyzed to determine if your child can succeed successfully without the program – English Language Proficiency Test results, grades, Mississippi Curriculum Test [grades 2-8], tutors comments on Pull-Out Program progress, classroom teacher's comments on classroom progress, and any other pertinent data. If your child exits the Pull-Out Program, the district will monitor your child's progress for at least two years to ensure that your child continues to make sufficient progress.

All students are placed in the regular classroom so transition begins when the child enrolls in the Philadelphia Public School District. The district expects that all students who are enrolled will graduate.

If your child has disabilities, the program will meet the objectives of your child's IEP by the following:

All your child's teachers plus Pull-Out Program Tutors will have a copy of your child's present level of performance, objectives, and accommodations. Again, there is a collaborative effort between all teachers and programs to ensure your child progresses academically.

Your rights to have your child removed immediately from the Pull-Out Program, and other options if available:

If you do not want your child to remain in our district's Pull-Out Tutoring Program, please notify your child's school as soon as possible. This currently is the only available option. However, if you remove your child from the tutoring program, your child's English language and academic needs will be met by your child's regular classroom teacher(s). Your child's progress will be monitored for progress toward English language proficiency and meeting state standards.

Options for Parent Involvement:

Our district has a number of different options that will enable you to become involved in your child's education. Some of these options are as follows:

- Open House/Open Scheduling of Conferences to talk to your child's teacher about any problems or concerns.
- Open Door Policy: If you have concerns or questions concerning your child, please do not hesitate to contact your child's school. Feel free to visit your child's school. Please go by the school office first.
- Parent Teacher Organization

If you have questions, or if you would like additional information on ELL services, please contact your child's school.

Please notify the school if you do not want your child to attend ELL classes.

Distrito Escolar del Municipio de Forest
Notificación para los padres del Programa de Tutoría de ELL

PARA: Los Padres de _____
FECHA: _____

Por que su hijo ha sido identificado como LEP y porque su hijo necesita ser colocado en el programa de educación de instrucción del lenguaje?

Basado en el examen mandatorio del estado que presentó su hijo, él es elegible para ser colocado en nuestro Programa de Tutoría de estudiantes de Inglés [ELL]. Para poder ayudar a su hijo a desarrollar el idioma Inglés en forma fluida y reunir los requisitos del estado, nosotros recomendamos que sea colocado en el programa.

El nivel de proeficiencia de Inglés de su hijo, como se determina el nivel, y el nivel academico de su hijo:

El resultado del examen de Proeficiencia del Lenguaje Inglés Stanford de su hijo se encuentra adjunto a esta carta. Tambien incluye una explicación de los resultados y de los niveles en Inglés y en Español. Este examen mide la proeficiencia de su hijo hablando, escuchando, leyendo, y escribiendo como también de comprensión si es apropiado para la edad de su hijo. El examen oral se da individualmente. El resto del examen es dado en forma individual o en grupos pequeños.

El metodo de instrucción que sera usado para servir a su hijo(a):

Nuestro distrito ofrece un Programa de Tutoría en el que se sacan los niños de las clases regulares dos veces por semana o diariamente. El enfoque primario de este programa es incrementar la proeficiencia del lenguaje Ingles de su hijo con actividades que varían desde instrucción de vocabulario simple hasta asistencia específica con el trabajo del salon de clase. Actualmente este es el unico programa disponible.

Como este programa suplira las necesidades especificas de su hijo para alcanzar la proeficiencia del Inglés y reunir los requisitos del estado:

Cada año nuestro distrito analizará toda la información pertinente relacionada con el progreso de su hijo en alcanzar la proeficiencia de Inglés y reunir los requisitos del estado por medio de una forma de datos que sera completada para los estudiantes de ELL. El resultado de este analisis mostrara las areas fuertes y debiles. Cualquier area de debilidad sera tenida en cuenta en el Programa y en el el salon regular de clases. Nuestras tutoras bilingues y la maestra(s) de la clase de su hijo trabajaran en conjunto para asegurarsen que cualquier problema en la area relacionada con el lenguaje se tenga en cuenta para ayudar a su hijo a reunir los requisitos del estado. Su hijo recibira instrucción adicional en el lenguaje Inglés en el salon de clase.

Los requerimientos para salir del programa, tiempo esperado de transición dentro de la clase no es medido para los estudiantes de ELL, y tiempo esperado para la graduación:

Antes que su hijo sea sacado del programa, se colectaran y analizaran datos de las siguientes areas para determinar si su hijo puede tener exito sin estar en el programa – resultados del examen Mandatorio del Estado, del Examen del Plan de Estudios de Mississippi (Mississippi Curriculum Test [grados 2-8], comentarios de las tutoras del programa acerca del progreso, comentarios de la maestra de la clase acerca del progreso, y cualquier otro dato pertinente. Si su hijo sale del programa, el distrito monitoreara el progreso de su hijo por lo menos por dos años para asegurarse que su hijo continua teniendo buen progreso.

Antes que su hijo sea sacado del programa, se colectaran y analizaran datos de las siguientes areas para determinar si su hijo puede tener exito sin estar en el programa – resultados del examen de Stanford English Language Proficiency, grados, Mississippi Curriculum Test(Plan de Estudios de Mississippi [grados 2-8], Terra Nova, comentarios de las tutoras del programa acerca del progreso, comentarios de la maestra de la clase acerca del progreso, y cualquier otro dato pertinente. Si su hijo sale del programa, el distrito monitoreara el progreso de su hijo por lo menos por dos años para asegurarse que su hijo continua teniendo buen progreso.

Todos los estudiantes son colocados en un salon de clases regular, la transición comienza cuando el niño(a) es inscrito en el Distrito Escolar del Municipio de Forest. El distrito espera que todos los estudiantes que sean inscritos se graduen.

Si su hijo tiene discapacidades, el programa cumplira los objetivos de su hijo de IEP de la siguiente forma:

Todas las maestras de su hijo mas las tutoras del Programa tendran una copia del actual nivel , objetivos, y accomodaciones de su hijo. Nuevamente, es un esfuerzo colectivo entre todas las maestras y programas para asegurar el progreso academico de su hijo.

Sus derechos para retirar inmediatamente a su hijo del program, y otras opciones si hay disponible:

Si usted no quiere que su hijo este en nuestro programa de tutoria de nuestro distrito, por favor notifique la escuela de su hijo lo antes posible. Este programa actual es nuestra unica opción disponible. De todas formas, si usted saca a su hijo del programa de tutoria, las necesidades de su hijo en el lenguaje inglés y academicas seran suplidas por la maestra de la clase regular de su hijo. El progreso de su hijo sera monitoreado de acuerdo a la proeficiencia del lenguaje Inglés y a los requisitos del estado.

Opciones para la involucración de los padres:

Nuestro distrito tiene un sin número de diferentes opciones que le permitiran a usted involucrarse en la educación de su Cartas de noticias acerca de institución para padres, en Inglés y en Español. Tambien en la pagina de internet del distrito:
www2.mde.k12.ms.us/6220 bajo Parent Institute section.

- Visitas a la escuela/Recojer la Tarjeta de Reporte –Esto le permitira hablar con la maestra de su hijo acerca de cualquier problema o duda.
- Politica de puerta abierta: Si usted tiene dudas o preguntas acerca de su hijo, por favor no dude en contactar la escuela de su hijo. Sientase e

Si usted tiene preguntas, o si quiera información adicional acerca del servicio de ELL por favor pongase en contacto con la escuela de su hijo(a).

Appendix E

Philadelphia Public School District ELL Services/Program Exit Form

Name: _____ School: _____ Grade _____

The steps and criteria for exiting ELL following information has been reviewed on the above named student:

Step I: English Language Proficiency Test

Date _____ Composite Score _____

If student scores High Intermediate or Transitional ~ continue.

Step II: Mississippi Assessment Program (MAP)

Language _____

If student scores at the Proficient or Advanced Level ~ continue.

Step III: Teacher Evaluation of Student's Academic Performance

Include report card grades, results of local assessments, etc.

After reviewing the above data, we agree that this student can be exited from the ELL Tutoring program with monitoring for the next two years. If during the monitoring period the student experiences difficulty, a review will be conducted to determine what services are needed to ensure that the student progresses.

Signatures of ELL SST committee meeting: Date: _____

A copy of this ELL Services/Program Exit Form will be kept in the student's cumulative folder.

Appendix F

Philadelphia Public School District ELL CHECKLIST FOR MONITORED STUDENTS (2 YEARS)

Under the **No Child Left Behind Act of 2001, Title III, Public Law 107-110, Subpart 2 Accountability and Administration, Sec. 3121. Evaluations**, all ELL students that have exited the ELL program and no longer receive services must be *monitored for two years*. For compliance to the federal statute, the ELL tutor shall complete an ELL Monitoring Checklist for each “monitored” ELL student two times a year [end of each semester].

Name of Student: _____ **Circle:** (Monitored Year) **1** **2**

School Year: _____ **Grade:** _____ **Date:** _____

Yes No

____ ____ The student’s English language is proficient and does not create a barrier for the continued growth and development of the English language.

____ ____ The student is making adequate academic progress in both oral and written communication.

____ ____ The student is passing all subjects with grades no lower than a “C,” and making adequate gains in acquiring new knowledge.

____ ____ The student’s state test scores are at or above the proficiency level.

____ ____ The student works well independently in class, with little or no assistance.

____ ____ The student has a good attendance record.

____ ____ The student has few or no office referrals for discipline.

____ ____ The student does not need special accommodations or modifications to enhance academic performance.

Based on this checklist, this student should:

YES NO

____ ____ Classroom performance and assessments indicate that the student should receive ELL services / reenter the ELL program.

ELL Tutor’s Signature:

Classroom Teacher’s Signature:

Date:

If Yes to last statement:

Re-enter the ELL program on (date) _____ with parent notification.

Appendix G

The table's information will be updated during 2015-2016 to reflect the achievement levels reflective of the State's newly adopted LAS Links proficiency exam which was given during the spring 2016 testing period.

WIDA English Language Proficiency Level Performance Definitions

PERFORMANCE LEVEL	PERFORMANCE LEVEL DEFINITION
6 - Reaching	<ul style="list-style-type: none"> • Specialized or technical language reflective of the content area at grade level • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • Oral or written communication in English comparable to proficient English peers
5 - Bridging	<ul style="list-style-type: none"> • The technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • Oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 - Expanding	<ul style="list-style-type: none"> • Specific and some technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs • Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 - Developing	<ul style="list-style-type: none"> • General and some specific language of the content areas • Expanded sentences in oral interaction or written paragraphs • Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative, or expository descriptions with occasional visual and graphic support
2 - Beginning	<ul style="list-style-type: none"> • General language related to the content areas • Phrases or short sentences • Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 - Entering	<ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas • Words phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

Appendix H

Effective Instructional Strategies

A number of strategies and methods which experience and research have demonstrated work best for facilitating the learning of ELL students are provided in this section. Because students' learning styles, interests, and levels of skills and proficiency are different, it is usually necessary to employ different procedures to best meet the individual needs of English language learners. Regardless of the strategies and methods that are used, there are essential practices that provide a foundation for ELL student success. These are related to language instruction, classroom practices, and the rights and responsibilities of students as summarized below.

- Areas of essential learning related to language include: understanding thoughts and rhetorical patterns; listening with comprehension; speaking with clarity; reading for understanding; writing for effectiveness; acquiring social and academic language; using mechanics including phonics, spelling, grammar, and the semantic aspects of the second language; developing content area and technical vocabulary, idiomatic expressions, and commonly used phrases; and building note taking and test taking skills.
- Classroom skills and strategies include: expressing opinions and thoughts, seeking and interpreting feedback, understanding strengths and capitalizing on those strengths, employing active learning strategies, working individually and cooperatively, asking for help, and taking risks in learning and language production.
- The rights and responsibilities of ELL students include: learning about attendance, discipline, and all other school and district policies; learning about grading, standards, and assessments; learning grievance policies and procedures; and learning strategies and knowledge for successful interaction both within the classroom and school cultures and within the larger society.

The methods by which educators can best facilitate learning for the expanding number of ELL students in their classrooms are often very specific to individual teachers and to the climate and culture of the school. Many educators are skilled in successfully communicating content, modeling learner-centered strategies, and motivating those students acquiring a second language to be self-reliant learners. While these successful teachers may or may not speak the first language of the student, they share several important qualities.

First, they have high expectations for their students with organizational and educational structures that support their students. Secondly, they are able to marshal the human and technological resources to facilitate learning. Next, they establish and maintain a safe, dynamic, interactive, print-rich classroom environment in which students can work in small cooperative groups with peers, independently, and with adults. Finally, they have a commitment to their own professional development.

In considering effective instruction, strategies for ELL student success can be clustered in the areas of survival skills – what to do when the student first enters the school or classroom – and instructional strategies – how to modify teaching to accommodate the needs of linguistically diverse learners. Clearly, increasing educators' capacities in these areas requires targeted staff development that allows for modeling, practice, and reflection.

Increased capacity should be directed not only at the individual teacher, but also at the entire school and district.

Survival Skills

When new students who are limited in English proficiency arrive at the office, schools should have procedures in place to make the students' first experience a positive one. Schools that have neither bilingual programs in place nor staff who are bilingual and can assist students in making the initial adjustment have an even greater need to plan ahead to facilitate ELL student success.

This section on Survival Skills offers some suggestions for helping teachers who do not speak the student's home language overcome the initial hurdles that occur in basic communication. These suggestions can assist teachers when the activities and plans that have always worked no longer work or when they become frustrated by their inability to be understood, reluctant to accept responsibilities for ELL students' achievement, and eager to relegate instructional duties to ESL teachers, language tutors, and/or support staff who are bilingual.

To appropriately welcome ELL students and help make their classrooms inviting, teachers must help students develop a sense of belonging by modeling for the entire class how to value and celebrate diversity. Suggestions for classroom teachers' survival and success follow.

1. **Welcome the student with a smile and a warm greeting.** Remember it is *how* you say what you say that often carries the greatest impact. Using paraprofessionals, volunteers, or other students in the classroom, let the student know that he or she is an important part of the class with something unique to contribute. Ask questions about the student's background, experiences, and preferences. Find things that the student has in common with others in the class – something as simple as the commonality of wearing the same color shoes or jacket. Demonstrate to the class how they should welcome new students and help make them feel comfortable in the classroom.
2. **Establish a "Welcome" Program.** As a class project, prepare to welcome new students with a basket, bag, or backpack that contains educational materials. The "Welcome" gift could include a class dictionary with commonly used words and phrases; school supplies; a map of the school and the area; and other materials either donated or provided through fundraising.
3. **Make a point of correctly pronouncing and learning the student's name.** Practice that student's first and last names until you have them mastered. Remember, you only have a couple of new words to learn while the ELL student has thousands. Ask the student the name that he or she prefers. Because a person's name has great personal and emotional impact, don't shorten or change names just to make it easier to pronounce.
4. **Identify a classmate to serve as the student's "language buddy."** Set up a volunteer program in which you provide structured training to students to serve as "language buddies." Training can include the basics of interpersonal communication, logistics of providing school tours, and strategies for "simplifying" English.
5. **Contact local universities as a resource.** Often, universities can identify students who might be interested in volunteering as native language translators or tutors. Some even award college credit for community service. Initially, it takes time to build these collaborative ties with universities and integrate students into the classroom routine; however, it is well worth the investment.
6. **Find out all you can about the student.** A student's history can be an important source of information to help you make instructional decisions. For example, has the student been in school before, how well can he or she read in the first language, what special achievements or honors have been earned, etc. are questions that may need to be asked. Information about the student's language, culture, and home life can be determined by using an interpreter or parent volunteer to help you speak with the parents.

7. **Set up a language learning center.** Language learning centers are places where the second language learner can explore print materials, listen to tapes, and work with picture vocabulary cards. For very new speakers of English, borrow materials for the center from early elementary classrooms to ensure that the vocabulary is not too difficult. Set up cassette tape recorders with blank tapes for students to practice.
8. **Provide direct, explicit ESL instruction.** Talk to experts in your school or district to learn about ESL techniques such as those discussed in this document. These techniques will be helpful to ensure that new students have the opportunity to learn.
9. **Label items in the classroom.** Visual cues are helpful for new students to connect the spoken language with specific English vocabulary. Most students need visual cues in order to process spoken words, especially when learning a new language.
10. **Be knowledgeable about the student's culture.** Make the classroom "friendly" for new students. Displaying posters and other memorabilia of where the students are from will convey the message that you are interested in them and their experiences.
11. **New students should begin the day with the class.** Even though new students enroll at various times throughout the day, the school should ask parents to have them return the next morning. This avoids putting the student in the embarrassing situation of interrupting the class and having all the other students focused on him or her.
12. **Invite the ELL student to be the "class helper."** This position of importance will give the student confidence, a sense of belonging, and an identity within your class.

Using Multiple Instructional Strategies

Because ELL students have varied language and skill levels, using multiple instructional strategies for mixed ability groupings is recommended. Some examples of strategies include **cooperative learning** in which students are paired and grouped to provide support and to reduce the anxiety of independent learning; **peer tutoring** in which students learn and share among themselves while the teacher is facilitating the learning; **process writing** that allows students to begin with pre-writing activities, review key concepts together as a group, and learn about language in a safe environment; and **discovery learning** and **problem-based learning** that encourage students to investigate topics and discover new information on their own with guidance from the teachers. These techniques rely on teachers to organize data as students identify a problem, hypothesize causes, design procedures, and conduct research.

Checking Student Comprehension of Content

By using story strips and sentence strips, setting up dialogue journals and reading logs, using drama and role play, and checking comprehension with story summaries, ELL students will more successfully understand the deep meaning and not merely interpret written and spoken English. The **Language Experience Approach** is another way to check student comprehension of content. In this approach, students have a common experience such as a field trip or a visit to a community agency. After the experience, students dictate to the teacher what happened, work together to organize the written ideas, and make corrections as needed.

Adjusting Teaching Style

Developing a learner-centered approach to teaching gives ELL students a greater opportunity to interact meaningfully with educational materials as they acquire English and learn content materials. Suggestions for adjusting teaching style include reducing "teacher talk" and increasing student talk and time when they are engaged interactively with other students and with resource materials. Increasing the amount of time in which questioning techniques are used is desirable, along with recognizing that students need time and space to be comfortable in producing English. It is also important to demonstrate good language and learning models.

Peregoy and Boyle in *Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers* (1996) discuss dozens of classroom practices for ELL student instruction. A few of the strategies that they suggest are listed below. It should be noted that the suggestions to follow are methods, not programs of instruction.

- Sheltered Instruction – Teachers tailor instruction by adjusting the cognitive load, but not the cognitive level or grade-appropriateness of the content. This occurs through simplifying the vocabulary, using visuals and gestures, and slowing down the speed of verbal speech to provide access to core curriculum.
- Group Work – ELL students are grouped to interact with English language models to accomplish a group goal.
- Jigsaws – Students are responsible for one another’s learning and help one another in identifying purposes and important concepts.
- Scaffolding – Support and assistance that are provided to ELL students permit them to move from one level of learning to another with proper support and encouragement.
- Oral Discussion – A context-embedded discourse such as show-and-tell occurs during which students are motivated to use oral language to describe objects or events of interest.
- Improvisational Sign Language – Using a dictated story or well-known story of interest, students create gestures to represent characters and actions to provide their peers with clues for understanding nonverbal language.
- Response Groups – Through group work, students share writing with one another, concentrate on what is good in writing, and help one another improve.
- Directed Listening-Thinking Activity – This activity provides support by modeling how experienced readers make predictions while in the process of reading a passage. The teacher asks questions about the story while students are reading to allow students to predict and summarize what they have read.

While the number of instructional activities is endless, it is important to remember the following six principles for working with ELL students, as put forth by a national initiative on promoting excellence and ensuring academic success (NCELA, 1996). These principles help teachers in setting high expectations and challenging performance standards.

- Principle 1. ELL students are held to the same high expectations of learning established for all students.
- Principle 2. ELL students develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, writing, and comprehension, consistent with expectations for all students.
- Principle 3. ELL students are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, and health and physical education, consistent with those for all students.
- Principle 4. ELL students receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
- Principle 5. ELL students are evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition states and cultural backgrounds of the students.
- Principle 6. The academic success of ELL students is a responsibility shared by all educators, the family, and the community.

Appendix I

PHILADELPHIA PUBLIC SCHOOL DISTRICT
Language Service Plan for Student with Limited English Proficiency
 Required under Federal Law (Title III, Sec 3302, No Child Left Behind Act of 2001)

GENERAL DATA

Student Name		Last				First			Middle		
Current Address											
Gender	M		F		Date of Birth		Country of Birth				
Language first spoken					Language spoken in home				Additional Languages spoken		
Date of entry into U.S.A.						Immigrant Status (less than three years)					
Parent/Guardian name											
Phone	Home				Work			Cell			
Other Contact Person		Relationship					Phone				
Home/School communication to parent/guardian requested in:				English		Native Language		Oral		Written	

ACADEMIC HISTORY PRIOR TO ENTERING PHILADELPHIA PUBLIC SCHOOL DISTRICT

Age Started School		Years in Preschool/K		Years in 1-5		Retained in grades	
Last Grade Completed		Interrupted Education		Limited Schooling		No formal Schooling	
Has the student been referred for Special Education?				Does the child have an IEP?			
School Attended	City/State/Country	School Year	Grade	Age	Language of Instruction		

ACADEMIC ACHIEVEMENT LEVEL HISTORY

Subject	Below level	On or Above level	Method used to determine Level	Information not available
Math				
Reading				
Writing				

PHILADELPHIA PUBLIC SCHOOL DISTRICT/SCHOOL DATA

Enrollment Date		Withdrawal Date		Reentry Date		Grades Retained	
Preschool 1	Kindergarten	Third	Sixth	Ninth	Twelfth		
Preschool 2	First	Fourth	Seventh	Tenth			
Preschool 3	Second	Fifth	Eighth	Eleventh			

LANGUAGE PROFICIENCY TEST INFORMATION

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
LAS LINKS Speaking															
LAS LINKS Listening															
LAS LINKS Reading															
LAS LINKS Writing															
Composite SCORE															

ESL SERVICE

Date Identified LEP		Date Entered ESL Program	
Student will receive Direct ESL Pull-out Services for		Minutes	Days a week
Student will be placed in an ESL English Class for on Credit (Grades 9-12 only)		Year	Semester
Student will be placed on monitoring Status	Comments:		
Parents Declined Services	Comments:		
<p>With regular school attendance and parental support it is anticipated that the student will exit from services for Limited English Proficiency to monitoring status in _____ years.</p>			
Comments:			
Date exited from LEP Status			
Expected date of Graduation (Grades 9-12 only)			

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Date of entry to an English Speaking School			
Student will participate in:			
	LAS LINKS		
	Annual English Language Proficiency Assessment		
	State-Required Assessment and Accountability Program		
	Accommodations will be Provided *		
	*Accommodations will no longer be provided when the student’s English Language Proficiency (ELP) levels have reached a composite score of 5.0 or above on the LAS LINKS Tier B or Tier C and proficient on the MAP Language Arts or passing on the SATP English II multiple choice.		

*These Accommodations/ Modifications are appropriate if consistent with the on-going normal delivery of classroom instruction.

Accommodations:		
Use of memory aids, fact charts, resource sheets, and/or abacus		
Provide cues (e.g., arrows and stop signs) on answer document in pencil		Administer the test over several days
Highlight key words or phrases in directions (e.g., complete sentences, show your work)		Native language word-to-word dictionaries (no definitions)
Read the test directions (but not the test items) to individual students or the group – repeating and/or paraphrasing the directions, if needed.		Individual test administration
Dictation of answers to test administrator/proctor (scribe) in English only		OTHER:

- See English Language Learner Testing Accommodations Manual for further guidance.

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the needs of this child the following are to be used in regular classroom instruction:

*Paraphrasing or repeating directions in English	Print instead of using cursive; Type all notes, tests, and handouts
Personal cueing	Use high interest/low vocabulary text material
*Read the test directions (but not the test items) to individual students or the group – repeating and/or paraphrasing the directions, if needed.	Use overhead and provide students with copies of teacher transparencies/notes/lectures
*Dictation of answers to test administrator/proctor (scribe) in English only	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
*Reader (oral administration)	Highlight/color code tasks, directions, letters home
*Native language word-to-word dictionaries /Electronic word-to-word dictionaries (no definitions)	Pair ELs with an English speaking “Study Buddy” for assistance
OTHER*:	Seat student in close proximity to teacher, alongside Study Buddy
Present questions in same phrasing as used in learning/review	Check for comprehension often
Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully
Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape
Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Vocabulary matching- fill-in-the-blank exercises with word list
Face student when speaking – speak slowly	Label items in the room
Other programming accommodations to address individual strengths and needs:	

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
<ul style="list-style-type: none"> To communicate in social settings
<ul style="list-style-type: none"> To achieve in content areas
<ul style="list-style-type: none"> In socially and culturally appropriate ways

Persons involved in the development of the Language Service Plan:

	Principal		Parent
	School /District ELL Coordinator		Parent
	ELL Tutor		Student
	Teacher		Interpreter
	Teacher		Date