

English Language Program Service Guide

Placement and Assessment

English Learners are students whose first language is not English. They can also be students who have difficulty with English because they have grown up listening to another language, or students born in the United States who first spoke another language. The service an English Learner receives depends on the student's English proficiency level, previous U.S. schooling and time in the U.S., and current academic achievement level. At each proficiency and grade level, the English learning structure is tailored to students' needs. Students' English language proficiency is assessed with the WIDA ACCESS test. This assessment is given annually to students in grades K-12 who have been identified as English Learners to monitor their progress in acquiring academic English.

English Learner Identification Criteria and Procedures

Initial Identification

A student considered "Limited English proficient" (LEP) would include any student who meets the following requirements.

1. Home Language Questionnaire: All students registering answer the Home Language Questionnaire (HLQ) located on the registration form. If there is evidence of another language, they would be referred by the Enrollment Center to the school EL staff for further evaluation.

The three questions found on the HLQ are as follows:

- Which language did your child learn first?
- Which language is most often spoken at home?
- Which language does your child usually speak?

If the answer to any of these questions is a language other than English, the student will be assessed for English Language Proficiency. The evaluation will be administered at the school as soon as possible.

2. EL Program Entrance requirements:
 - a. If the student is transferring from another Minnesota school, the EL teacher will evaluate any/or all of the following data in the cumulative folder and apply the metrics identified in the Entrance/Exit Criteria matrix:
 - ACCESS/W-APT scores for students who are transferring within the state of Minnesota
 - Evidence of past participation in EL programs
 - MCA/MAP assessment data
 - Classroom performance
 - b. If a student is new to Minnesota or the above data is not available at the time of registration: W-APT(or IPT) will be administered to determine language proficiency level
3. If a student meets the entrance requirements for the EL program, parents have the option of either accepting or refusing (waiving) EL services. If parents accept EL services, school staff will be tasked with scheduling appropriate school-based EL supports for the student, and they will be placed into appropriate programming.

Waiving Services: Parents who wish to waive EL services for students who meet the entrance criteria must meet with the EL team at their school and complete a School-Based Waiver form which will be provided to them by the EL team. EL staff will communicate with families that EL Support for Academic Language Development is essential to a student's success in school. EL

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staff will recommend that services should be waived only in cases where academic achievement levels (test scores) clearly suggest that the student can succeed without EL support services.

Ongoing Identification

1. Transitioning students from one year to the next: The EL teachers will evaluate all spring standardized testing data as it becomes available to determine each EL's eligibility for ongoing ESL support. When a student meets the exit criteria (See Entrance/Exit Criteria) with an emphasis on standardized scores, they will be reclassified in late spring for the next school year and will no longer receive ESL supports.
2. If a student who has not been initially identified but begins to demonstrate language/academic concerns, the EL teacher will do a combination of the following to determine if language is the primary concern:
 - Administer the W-APT/IPT to determine language proficiency (if it hasn't been done prior)
 - Re-evaluate all assessment data and review updated data
 - Make a classroom observation and interview the student's classroom and content teacher(s).
 - Consult with parents
 - If the student meets the entrance criteria with an emphasis on standardized test scores, the EL staff will enroll the student in the EL program assuming the parents agree to EL services.

Overall identification measures

Kindergarten and Grade 1

- WIDA W-APT /ACCESS language proficiency data
- F&P or FAST Reading Benchmarking data: including letter naming and letter sounds, fluency
- Classroom performance and observation

Grade 2

- W-APT/ACCESS language proficiency test
- Measures of Academic Progress (MAP): Reading and Math
- F&P or FAST Reading Benchmarking data
- Classroom performance and observation

Grade 3-5

- W-APT /ACCESS language proficiency test
- Measures of Academic Progress (MAP): Reading and Math
- Minnesota Comprehensive Assessments (MCA): Reading and Math
- F&P/FAST Benchmarking data
- Classroom performance and observation

Grades 6-8

- W-APT/ACCESS language proficiency test
- Measures of Academic Progress (MAP): Reading and Math

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- Minnesota Comprehensive Assessments (MCA)

Grades 9-12

- IPT or ACCESS language proficiency test
- Measures of Academic Progress (MAP): Reading and Math
- Minnesota Comprehensive Assessments (MCA)
- Classroom performance

English Language Proficiency Measures

ACCESS for ELL (See Proficiency Level Descriptions)

1. The results of the ACCESS for ELL language assessment are used to:
 - Determine the scope and sequence of the EL program for each child
 - Determine which language domains need additional instruction
 - Measure adequate language growth over time
 - Determine exit from the EL program
2. All EL teachers will complete the required WIDA Training to administer the ACCESS English Proficiency Test, including yearly reviews of key areas. Each teacher is recertified each year in the administration of the speaking portion of the ACCESS test.

Identification Criteria

When a potential EL student meets the entrance criteria and it is determined that additional EL support would provide educational benefit to the student, they will be admitted into the EL program.

Communication of Identification Criteria and Procedures

- All EL program identification criteria is located on the district website and can be translated through Google Translator.
- EL teachers are present at Kindergarten orientations, elementary open houses, and information nights to field any questions from potential EL families.
- EL/Bilingual Education Program description and Notification of Services: sent home at the beginning of each school year which includes the scores of multiple assessments
- Intake meeting with parent or guardian: for new-to-district students
- Staff Meetings
- Team meetings (middle school/elementary schools)
- Parent/Teacher Conferences: available 2 times/year

Phone calls using Language Line interpreter service when needed and is offered to all staff who are educating EL students. District and contracted interpreters are employed for meeting with parents as needed.

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English Language Development, WIDA Levels and the Goal of ESL Support.

A primary goal of EL support is to help English Learners achieve the high levels of Academic English Proficiency needed to be college and career ready. The WIDA English Language Proficiency levels offer one measure of this Proficiency. The following tables set forth the basic criteria for each WIDA Level.

- WIDA Levels: Listening and Reading
- WIDA Levels: Speaking and Writing

Grade-Level, Proficiency-based Learning Supports.

The Fridley Public Schools EL Program Service Framework sets forth basic expectations for the form and amount of support each English Learner will receive based on their demonstrated language proficiency levels.

- K-4 EL Program Service Model
- 5-8 EL Program Service Model
- 9-12 EL Program Service Model

Schools may modify this basic framework based on student and building needs. The EL teacher can provide more details about the specifics of any student's EL supports.

Moving Through and Exiting EL Services

To ensure that students are receiving the appropriate EL supports for both Language Development and academic achievement, all English Learners' progress and need for services will be reviewed by a school-based team (that includes classroom teachers and EL teachers) throughout the year. In order to ensure that all English Learners are making adequate progress in acquiring academic English and increasing English language proficiency, the school district uses resources developed by WIDA:

- ACCESS for ELs: Students identified as EL are assessed each spring in the four domains of reading, writing, speaking and listening. Based on the results of this assessment, students receive an English proficiency level which determines level of service at their school. Students who receive an English proficiency level of 5.5 or higher (5.9 in grades K and 1) are considered for exiting EL services.
- Alternate ACCESS for ELs: This English language proficiency test given annually to students in grades 1-12 who have been identified as ELs and have significant cognitive disabilities that limit their participation in the standard ACCESS test. Students are assessed in the four language domains of Reading, Writing, Listening and Speaking. The ACCESS test is only administered during the annual test window for the state of Minnesota. Based on the results of this assessment, the student will be assigned an English proficiency level. That level will be used to determine what EL Support services the student will receive at his/her school.
- W-APT: This English proficiency placement test is given to incoming students in grades K-8 who have a home language other than English. This test is meant to assist with identification and placement of ELs. If the results of this placement test assign an English proficiency level of 1-5, that level will be used to recommend students to a school with ESL teachers and determine level of service. The W-APT can also be used if a student has not been initially identified but begins to raise language/academic concerns.
- IPT: This English proficiency placement test is given to incoming students in grades K-8 who have a home language other than English. This test is meant to assist with identification and placement of ELs. If the results of this placement test assign an English proficiency level of 1-5, that level will be used to recommend students to a school with ESL teachers and determine level

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of service. The W-APT can also be used if a student has not been initially identified but begins to raise language/academic concerns.

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At the end of each school year, EL teachers evaluate all spring standardized testing data as it becomes available to determine each EL's eligibility for ongoing EL support. When a student meets the Exit Criteria with an emphasis on standardized scores, they will be reclassified in late spring for the next school year and will no longer receive EL supports. These same Exit Criteria are used to determine reclassification of Dual Eligible (Special Education) students.

This review can result in a number of adjustments to the student's EL status.

Action	When	Description	Possible Results
Exiting	May-June (following ACCESS test scores)	Based on performance on the WIDA ACCESS, Reading MCA, and other data, a student will be reviewed for exit from EL services.	Exit or remaining in ESL
Waiver Review	November	For students whose parents have refused EL services, a school-based team reviews WIDA scores and other indicators of language and academic development.	Recommendation to students and parents to either remain with current plan or to begin EL services.
Exit Review	February	For two years following formal exiting from EL, a school-based team will review indicators of academic success for each exited student.	Recommendation to the students and parents to continue Exited Status or to re-activate EL status.
Change of Status	As Needed	If teachers, parents or students agree that the student may need to have current status reviewed, a school-based team will initiate a review of student assessment data and performance.	Change of EL status (as agreed upon by student, parents, and teachers).

If a student who has not been initially identified as meeting the entrance criteria for ESL services begins to demonstrate language/academic concerns, the EL team will do a combination of the following to determine if language is the primary concern:

- administer the W-APT or IPT to determine language proficiency (if no current score is available)
- re-evaluate all assessment data and review updated data
- make a classroom observation and interview the student's classroom and content teacher(s) and
- consult with parents.

If the student meets the entrance criteria, the EL staff will enroll the student in the EL program, assuming the parents agree to EL services.

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K-4 Overview of EL Program Service Models

The Program Service Framework sets forth the expectations for EL Support and Service per WIDA Level per grade. School-based teams may determine that modifications of these supports are needed to best suit building and student needs. Parents can receive more detailed information about students' EL supports for academic achievement and English Language Development from their students' EL teacher.

WIDA Proficiency Level	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
English Language Development Support (< 3 yrs as an EL)	English Language Development is taught by an EL teacher 30 min a day 5X per week Pull Out Students may be grouped across grade levels		English Language Development is taught by an EL teacher 60 min a week Pull Out Students may be grouped across grade levels		Students are clustered in classrooms and/or content sections that include a focus on English Language Development and vocabulary/literacy support
English Language Development for Long-Term ELs (> 3 yrs as an EL)	N/A	English Language Development for Long-Term ELs provides systematic vocabulary instruction and aligned to focused instruction units 40 min a day 5X per week Pull Out May be grouped across grade levels			
Core Content Support (All grade levels)	Content support for Level 1 & 2 (non-Long Term ELs) is provided through collaboration with an EL teacher		Collaboration is provided in all subject areas (depending on building capacity) Co-teaching support may be provided (depending on building capacity)		

Grades 3-4 Long-Term English Learner Prevention Strategy

WIDA Proficiency Level	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Students with more than 3 consecutive years in US schools whose test scores place them below WIDA Level 5		
English Language Development for Long-Term ELs (> 3 yrs as an EL and < WIDA Lvl 5)	English Language Development for Long-Term ELs provides systematic vocabulary instruction aligned to focused instruction units and is taught by an ESL teacher 30 minutes a day 5X per week		

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	Pull out of ELA Word Study or Social Studies Students may be grouped across grade levels		
Core Content Support	Collaboration is provided in all subject areas (depending on building capacity)	Co-teaching support is provided in Social Studies and/or Science (depending on building capacity)	

Note on Pull-out Service

Priorities for classroom pull out:

- Intervention Block
- Integrated Block
- Specialists
- Literacy Block – vocabulary study

Students should NOT be pulled from:

- Literacy Block: large group lessons, guided reading time
- Math

Grouping Students:

- Pull-out groups should be determined by WIDA Level first, with students of like-proficiency grouped together. Ideally, students in a pull-out share the group same WIDA level (+/- .5).
- In order to facilitate service groups, groups of students may be created that span either two proficiency levels at one grade level, or two grade levels at one proficiency level

Collaboration Goal: The goal of collaboration is to provide class-wide access to content standards and learning targets through appropriate language supports and modified readings/tasks. EL teachers provide collaborative support by:

- Using WIDA tools and state content standards to differentiate readings and tasks
- Explicitly teaching vocabulary & language conventions using excerpts from complex text
- Providing and modeling structural support (e.g., stems, sentence frames, interaction strategies) for class-wide oral interaction
- Monitoring student progress toward the learning target via ongoing formative assessment
- Providing language supports (graphic, sensory, interaction) for classroom instruction

K-4 EL Service Models

EL/English Language Development Service

This model of support is for students who are at the pre-entering, entering, emerging English Language Proficiency levels as determined by WIDA assessments, and for students at the developing level who have had fewer than 3 consecutive years of U.S. schooling experience. These students are sometimes referred to as short-term English language learners.

- Language Services and Support: Students develop their English skills in a grade level EL group that is aligned with state language and content standards. The acquisition of language skills needed to be successful in core-content areas is the primary goal.

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- Instructional Expectations: Students have full and meaningful access to grade level content with appropriate language support. EL teachers either pull-out or pull-aside students for direct service either during scheduled intervention block, Integrated Studies Block or specialists.
- EL Teacher Roles and Responsibilities
 - Provide English language development through pullout and content
 - Build background through learning experiences
 - Scaffold language and learning experiences
 - Use WIDA CAN DO formula for setting language output expectations and for monitoring progress

Core Content Support

This model of support is an additional support for students who are at the pre-entering, entering, or emerging English Language Proficiency levels as determined by WIDA assessments, and for students at the developing level who have had fewer than 3 consecutive years of U.S. schooling experience. This model of support is also for students who are at the developing English Language Proficiency level as determined by WIDA assessments and have had more than 3 years of consecutive years of U.S. schooling. These students are sometimes referred to as long-term English language learners. This model of support is also for any students who are at the developing, expanding, bridging or reaching English Language Proficiency levels as determined by WIDA assessments.

- Language Services and Support: Students develop their English skills in a collaborative setting that is aligned with state language and content standards. The acquisition of language skills needed to be successful in core-content areas is the primary goal.
- Instructional Expectations: Students have full and meaningful access to grade level content. EL teachers collaborate with classroom teachers to provide service through co-teaching for ELs at the pre-entering through expanding proficiency levels. For ELLs at the bridging or reaching proficiency levels, EL teachers can provide services through either a co-teaching or consultative model.
- EL Teacher Roles and Responsibilities
 - Provide English language development through pullout and content
 - Build background through learning experiences
 - Scaffold language and learning experiences
 - Use WIDA CAN DO formula for setting language output expectations and for monitoring progress
 - Affirm languages and cultures of ELLs
 - Provide informal professional development opportunities through collaborative teaching experiences

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Grades 5-8 Overview of EL Program Service Models

The Program Service Framework sets forth the expectations for EL Support and Service per WIDA Level per grade. School-based teams may determine that modifications of these supports are needed to best suit building and student needs. Parents can receive more detailed information about students' EL supports for academic achievement and English Language Development from their students' EL teacher.

WIDA Level	Level 1 Pre-entering Entering SLIFE	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Type of Service Delivery	Academic Language/Literacy and Content Courses Co-Taught Sheltered Content Classes Co-Taught Content Classes			Academic Language / Literacy and Content Courses	Advisory meetings with EL teacher each semester. On-going collaboration with content area teachers.
Service Time & Frequency	180 minutes per day			90 minutes per day	Meeting 1 per semester
Content Area	Reading/Writing Literacy Science	Science Individuals and Societies Reading/Writing			Advisory
Grade Level	Grades 5 - 8				

Teachers not fully licensed for a core academic subject who are not new to the profession may demonstrate subject competence in order to attain federal “highly qualified” status through the state-approved HOUSE process (high objective uniform state standard of evaluation)

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Grades 9-12 Overview of EL Program Service Models

The Program Service Framework sets forth the expectations for EL Support and Service per WIDA Level per grade. School-based teams may determine that modifications of these supports are needed to best suit building and student needs. Parents can receive more detailed information about students' EL supports for academic achievement and English Language Development from their students' EL teacher.

WIDA Level	Level 1 Pre-entering Entering SLIFE	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Type of Service Delivery	Academic Language/Literacy and Content Courses Co-Taught Content Classes		Academic Language / Literacy and Content Courses		Advisory meetings with EL teacher each semester. On-going collaboration with content area teachers.
Service Time & Frequency	200 min per day	150 min per day	100 min per day	50 min per day	Meeting 1 per semester
Content Area	Science Individuals and Societies				Advisory
Grade Level	Grades 9-12				

Teachers not fully licensed for a core academic subject who are not new to the profession may demonstrate subject competence in order to attain federal “highly qualified” status through the state-approved HOUSE process (high objective uniform state standard of evaluation)

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Definitions and Levels of support

Grades 5-8

Academic Language/Literacy

Academic Language classes are taught by licensed EL teachers. They are offered with the purpose of supporting students with the vocabulary, academic discourse, and writing demands of core content classes. Units of instruction are aligned to IB and WIDA standards.

Co-taught Sheltered Content classes

Specific ELD classes linked with a content class in which ELL are enrolled. Uses the same content, but the focus of instruction is language development, using the content as a base.

Co-taught Content classes

Specific ELD classes linked with a content class in which both ELL and native speakers are enrolled. Uses the same content, but the focus of instruction is language development, using the content as a base.

AVID Elective

An elective class is available for grade 8 students with Level 4 and 5 language proficiency. AVID stands for Advancement Via Individual Determination, and focuses on Writing, Reading, Collaboration and Inquiry to prepare students for college readiness.

Grades 9-12

Academic Language/Literacy

Academic Language classes are taught by licensed EL teachers. They are offered with the purpose of supporting students with the vocabulary, academic discourse, and writing demands of core content classes. Units of instruction are aligned to IB and WIDA standards. Classes are for elective credit.

Co-taught Sheltered Content classes

Specific ELD classes linked with a content class in which ELL are enrolled. Uses the same content, but the focus of instruction is language development, using the content as a base. Classes for content credit.

Co-taught Content classes

Specific ELD classes linked with a content class in which both ELL and native speakers are enrolled. Uses the same content, but the focus of instruction is language development, using the content as a base. Classes are for content credit.

AVID Elective

An elective class is available for grade 8 students with Level 4 and 5 language proficiency. AVID stands for Advancement Via Individual Determination, and focuses on Writing, Reading, Collaboration and Inquiry to prepare students for college readiness.

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Dual Eligible students are those who qualify for English Learner (EL) services and who also receive Special Education services in Federal Settings 3 and 4 Special Education programs. There is a Continuum of EL Service for Dual Eligible students, from Consultation to Direct Service. EL and Special Education teachers meet to determine what level of EL service is appropriate, given the individual student's disability needs.

All Dual Eligible students, including students whose families have chosen to waive EL services, will take the WIDA ACCESS on a yearly basis. Accommodations listed on the students' IEP will be followed during test administration. Students with significant cognitive disabilities may be given the Alternate ACCESS for ELs instead (see more on the Assessment and Testing page). Dual Eligible students are declared proficient and recommended for exiting EL services using the same Exit Criteria that is used for all English Learners.

Some of the Special Education disability categories include ASD (Autism Spectrum Disorder), B/VI (Blind or Visually Impaired), DAPE (Developmental Adaptive Physical Education), DCD (Developmental Cognitive Disability), D/HH (Deaf/Hard of Hearing), PI (Physical Impairment), and S/LI (Speech or Language Impairment). Many of the students within these categories are in Federal Settings 3 and 4 Special Education programs such as CLASS/Life Skills, Autism, DCD, SPEN/SPAN, and EBD.

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Entrance Criteria

Incoming students who have a home language other than English are given the W-APT English proficiency placement test to determine eligibility for entrance into EL services. If a student enters with an ACCESS score from another district, this score is used instead to determine eligibility. The chart below details the criteria for entrance into EL services based on these scores. If the results of this placement test assign an English proficiency level that meets the entrance criteria, that level will be used to recommend students to a school with an EL program and determine the appropriate level of service. School staff will also evaluate data such as evidence of past participation in EL programs, MCA/MAP assessment data, and Classroom performance to determine level of service.

Grade Level	Entrance Criteria
Kindergarten Grade 1	W-APT or ACCESS Composite score below 5.5
Grade 2-9	W-APT or ACCESS Composite score below 5.0
Grades 9-12	Reading IPT score below 48

Exit Criteria

At the end of each school year, EL teachers evaluate all spring standardized testing data as it becomes available to determine each EL's eligibility for ongoing EL support. When a student meets the exit criteria detailed in the chart below, with an emphasis on standardized scores, they will be reclassified in late spring for the next school year and will no longer receive EL supports.

Grade Level	Exit Criteria
Kindergarten Grade 1	<ul style="list-style-type: none"> • ACCESS Composite Score of 5.0 and • ACCESS Literacy Composite Score of 4.0 or above
Grade 2	<ul style="list-style-type: none"> • ACCESS Composite Score of 5.0 and • ACCESS Literacy Composite Score of 4.0 or above
Grades 3-5	<ul style="list-style-type: none"> • ACCESS Composite Score of 5.0 and • ACCESS Literacy Composite Score of 4.0 or above
Grades 6-8	<ul style="list-style-type: none"> • ACCESS Composite Score of 5.0 or higher; • ACCESS Reading subscore of 5.0 or higher; • ACCESS Writing subscore of 4.0 or higher;
Grades 9-12	<ul style="list-style-type: none"> • ACCESS Composite Score of 5.0 or higher; • ACCESS Reading subscore of 5.0 or higher; • ACCESS Writing subscore of 4.8 or higher