



## **Program for English Language Learners**

### **Identifying ELL Students**

To ensure Mastery is meeting the needs of English Language Learners (ELLs), the parents of all incoming students complete a comprehensive Home Language Survey (HLS) during the registration process. Mastery also reviews files from previous schools to determine if students are currently identified as ELLs.

Mastery evaluates any student for whom a primary home language other than English is spoken using a multiple criteria. Through this multiple criteria appropriate language supports are determined. Families answering any question on the HLS with a response other than English and whose students are not identified as English learners from previous schools have their records reviewed for the following information to determine individual need.

- In order to be exempt from the English language proficiency assessment, students must meet two of the below criteria in addition to a teacher observation confirming students demonstration of English language proficiency as measured by one of WIDA's Can Do Descriptors:
  - Final grades of a B or better in the core subject areas; (mathematics, language arts, science and social studies)
  - Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA or PARCC
  - Scores of Basic in Reading, Writing, and Math on the PSSA, PARCC, or comparable assessment from another state

Conclusions drawn from the record review, teacher observation, and parent conversation are recorded on a primary home language other than English forms (PHLOTE). Students who are not exempted through the initial evaluation are tested using WIDA's W-APT test. Once all data is collected using this multiple criteria students determined to be English learners are provided daily ESL programming based on their grade and level of English proficiency.

Mastery files records including HLS, test scores, and annual progress in students' folders in the school office. Students who are exited from ESL are monitored for two years to assure their continued success.

### **ELL Program Summary**

Mastery offers an EL Specific English Only Instruction program, which is aligned to the Pennsylvania Department of Education's (PDE) approved program model. Mastery's program provides standards-based English instruction within a small group setting comprised of only English Learners that is outside of the general education classroom. In addition, Mastery's English as a Second Language (ESL) program reflects the following:

- addresses the language domains of listening, speaking, reading, and writing according to student's grade cluster and tier of English language development
- is at the appropriate proficiency level
- is situated in social and academic context
- monitors progress in each language domain through the use of WIDA rubrics, formative assessments, and quarterly benchmark testing.

The type and amount of standards-based ESL instruction provided to students is determined by data collected from intake testing (W-APT), quarterly progress monitoring using WIDA's Model test and Student Portfolios, and yearly language assessment ACCESS.

### ESL Staff

English learners are provided ESL instruction by a certified ESL teacher. ESL teachers receive professional development aimed at increasing knowledge of second language acquisition and instructional best practices.

### Grading of ELLs

In general content classes ELLs are graded using the same grading system as all other students. A student may not be retained in a grade based solely on his/her ESL language proficiency. For ESL class, students are graded using WIDA rubrics along with teacher/student made rubrics for portfolio projects.

### ELLs with Disabilities

ELLs may be eligible for the full range of Special Education services as appropriate.

### Annual Assessment of ELL

Mastery's assessment processes for ELLs comply with all state and federal laws. ELLs take the ACCESS, PSSA/PARCC, and Keystone as is appropriate to their grade level annually with allowable accommodations.

### Exit Criteria

In order to be exited from the ESL program, students must meet the following multiple criteria

New Jersey	Pennsylvania
<ul style="list-style-type: none"><li>• Final grades:<ul style="list-style-type: none"><li>○ (K-2) 76% of competencies at Mastery</li><li>○ (3-12) core subjects at Mastery</li></ul></li><li>• Basic on ELA and Math- <b>PARCC</b></li><li>• ACCESS composite score of 4.5 or higher</li><li>• ESL &amp; Classroom teacher recommendation</li></ul>	<ul style="list-style-type: none"><li>• Final grades:<ul style="list-style-type: none"><li>○ (K-2) 76% of competencies at Mastery</li><li>○ (3-12) core subjects at Mastery</li></ul></li><li>• Basic on Math- <b>PSSA</b> or Basic for Algebra1- <b>Keystone</b></li><li>• ACCESS composite score of 5 on a <b>Level C</b> ACCESS test</li><li>• ESL &amp; Classroom teacher recommendations</li></ul>

### Exited Students

Students are monitored for two years after exiting ESL using a review of grades, benchmark tests, PSSA's/PARCC, and teacher observations. Records of these reviews are kept in the student's file. Mastery continues to report Former ELs to the state in PIMS for an additional two years after the active monitoring period. At the end of the fourth year after reclassification, ELs are coded as Former ELs – no longer monitored for the remainder of their time in school.

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language acquisition needs and not academic barriers, the school will meet with the ESL Coordinator to discuss the potential need to reinstate language supports. If it is determined that the EL would benefit from reinstating language supports, the school will re-designate the former EL as an active EL, and re-enroll him/her in the LIEP.

### Parent Involvement

Parents of ESL students are afforded the opportunity to meet with the school staff, with the assistance of an interpreter, in order to understand Mastery's program and to offer their input. All information disseminated to the students and their parents is provided in the language or mode preferred by the parents. The ESL program is evaluated annually to ascertain that it is meeting its goals for the students.