



Program for English Learners

Identifying EL Students

To ensure Mastery is meeting the needs of English Learners (ELs), 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 ELs.

Mastery evaluates any student for whom a primary home language other than English is spoken using 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 are considered potential ELs. A family interview is conducted for potential ELs to determine if second language exposure and use is significant and tied to the national origin of the student, or is superficial in nature. Then, a full review of the student's academic records is conducted to look for compelling evidence the student has sufficient academic proficiency in English to access instruction without supports or accommodations, including passing grades in content classes where instruction is delivered in English and/or work samples.

Conclusions drawn from the record review and family interviews are recorded on the Primary Home Language Other Than English (PHLOTE) tool. Students that meet the criteria for identification are then screened for English proficiency using the WIDA Screener.

Mastery files records including HLS, evidence from the record review, WIDA Screener score reports and parent notifications of program placement in students' EL compliance files. Students who are exited from ESL are actively monitored for two years to assure their continued success.

Parent Notification of Placement

Schools have 30 days from the start of school year to identify English Learners (ELs) and notify parents of program placement. After 30 days, any new student who enrolls in Mastery Schools and has a Home Language Survey that indicates a language other than English must go through the EL Identification process within 14 days. Once a student has been identified as an EL, parents are immediately notified of program placement in their preferred language and English.

Schools are also required to send annual EL notifications to parents of enrolled ELs to inform them of the continued or changed program status of their students within 30 days of the start of each school year. Required annual notifications include a continued program placement letter that outlines a description of the program, available services, and a parent's right to refuse services, as well as a program exit notification. All program notifications are sent home in the parents' preferred language and English.

EL Program Summary

Mastery offers two LIEPs, including EL-Specific English Only Instruction and Mixed Classes with English Only Support program, both of which are aligned to Pennsylvania Department of Education's (PDE) approved program models. Mastery's EL programs provide standards-based English instruction within a small group setting comprised of only English Learners that is inside or outside of the general education classroom based on the students' English proficiency levels and grade levels. In addition, Mastery's English as a Second Language (ESL) programs reflect 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 subsequent level of the English proficiency level of the ELs
- is situated in social and academic context
- ensures accessibility of grade level state standards
- monitors progress using formative assessment, measured by the WIDA Proficiency Level Descriptors

The type and amount of standards-based ESL instruction provided to students is determined by data collected from intake testing (WIDA Screener), quarterly progress monitoring using WIDA's Proficiency Level Descriptors, and the summative annual language assessment (ACCESS).

ESL Staff

English Learners are provided ESL instruction by a certified ESL Specialist. ESL Specialists receive professional development aimed at increasing knowledge of second language acquisition and instructional best practices, including language development across content areas in alignment with WIDA’s English Language Development Standards.

Grading of ELs

In general content classes, ELs are graded in accordance with the general education grading policies. A student may not be retained in a grade based only on his/her level of English proficiency. For ESL class, students are graded based on their level of mastery of appropriately leveled work aligned to the students English language proficiency levels.

ELLs with Disabilities

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

Annual Assessment of ELL

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

Exit Criteria

In order to be exited from the EL programming, students must meet the following multiple criteria

| New Jersey | Pennsylvania |
|---|--|
| <ul style="list-style-type: none"> • ACCESS composite score of 4.5 or higher, Alternate ACCESS score of A3 or higher • ESL & Content teacher input on Student Observation Forms • Multiple Indicators for exit, including passing grades in content classes • Final approval by Central EL Team | <ul style="list-style-type: none"> • ACCESS composite score of 4.5 or higher and/or PDE’s Criteria for ELs with Disabilities • ESL & Content teacher input on Language Use Inventories • Multiple Indicators for exit, including passing grades in content classes • Final approval by Central EL Team |

Exited Students

Students are actively monitored for two years after exiting ESL using a review of grades 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 EL Central Team 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 have the right to meet with 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.