



Program for Multilingual Learners

Identifying MLs

To ensure Mastery is meeting the needs of Multilingual Learners (MLs), the newly adopted synonymous term for 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 or were previously identified as MLs.

Mastery evaluates any student for whom a primary home language other than English is spoken using multiple criteria. Through these multiple criteria, the appropriate English language services are determined. Families answering any question on the HLS with a response other than English and whose students are not identified as Multilingual Learners from previous schools are considered potential MLs. A family interview is conducted for potential MLs 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' ML compliance files. Students who are reclassified as exited from English Language Development (ELD) services are actively monitored for two years to assure their continued success.

Parent Notification of Placement

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

Schools are also required to send annual ML notifications to parents of enrolled MLs 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.

Language 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 English language programs provide standards-based English instruction within a small group setting comprised of only Multilingual 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 ELD 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



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- is at the subsequent level of the English proficiency level of the MLs
- is situated in social and academic context
- ensures accessibility of grade level state standards
- monitors progress using formative assessment aligned to the WIDA Proficiency Level Descriptors

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

ELD Staff

Multilingual Learners are provided ELD 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 MLs

In general content classes, MLs 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 ELD class, students are graded based on their level of mastery of appropriately leveled work aligned to the students’ English language proficiency levels.

MLs with Disabilities

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

Annual Assessment of MLs

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

Exit Criteria

To be exited from the ML programming, students must meet the following multiple reclassification 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 ML Team 	<ul style="list-style-type: none"> • ACCESS composite score of 4.5 or higher and/or PDE’s Criteria for MLs with Disabilities • ESL & Content teacher input on Language Use Inventories • Multiple indicators for exit, including passing grades in content classes • Final approval by Central ML Team

Former MLs

Students are actively monitored for two years after reclassification using a review of grades and teacher observations. Records of these reviews are kept in the student’s file. Mastery continues to report Former MLs to the state in PIMS for an additional two years after the active monitoring period. At the end of the fourth year after reclassification, MLs are coded as Former MLs – no longer monitored for the remainder



of their time in school.

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

Parent Involvement

Parents of Multilingual Learners have the right to meet with school staff with the assistance of an interpreter, in order to understand Mastery's programs 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 ELD program is evaluated annually to ascertain that it is meeting its goals for the students.