

## Philadelphia Electrical & Technology Charter High School

### Language Instruction Educational Program (LIEP)

#### Adopted:

It is the policy to the Philadelphia Electrical & Technology Charter High School (PE&T) to provide all students an equal access to quality education, including those whose dominant language is not English and who are learning English as a second language (ESL). PE&T will provide assistance through an appropriate planned instructional program to enable ELs (English learners) to progress academically while they developing English proficiency.

#### Purpose

The purpose of this program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success.

PE&T shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program shall meet the three-pronged test of compliance: (1) sound research-based educational theory (2) sufficient resources and staffed by appropriate personnel, and (3) periodic program evaluation. The goal of the program with respect to the student's native language is to improve English with English-only instruction and support.

ELD (English language development) instruction will not replace ELA instruction in our academic program. All ELs will be schedule for a core English (ELA) course as well as all other core academic courses with a mix of ELs and native English speakers. All ELs will be schedule for an ELD course in addition to core ELA in which all students are ELs. The ELD course will meet for 1 period daily and will only contain ELs.

#### Identification of ELs

Procedures for identification of students whose dominant language is not English:

**The Home Language Survey (Appendix A)** shall be completed for every student by his/her parent or guardian and filed in the student's permanent record folder. If the HLS (Home Language Survey) indicates a language other than English for any question, the **English Language Identification Procedures for Grades K-12 (Appendix B)** will be followed as instructed by the PA Department of Education. The completed English Language Identification Procedures form provided by PDE will be completed by the ESL Coordinator and will be filed in the student's record along with the HLS form and parent refusal acknowledgement form (if completed). Specifics of the thirteen steps of the identification

and placement procedure that is followed are outlined in detail in PDE's English Learner Identification Procedure - Grades K-12 (Appendix B). The steps include use of the WIDA's online screener for determination of ELP level and placement in the ELD program. After all steps are completed, parents must be notified in a timely manner of the identification process used, the determined results and the recommended program placement. Parents must be provided a description of the LIEP and its benefits for their child.

Parents must also be aware of their right to refuse ELD services via the **English Language Development Program Waiver (Appendix C)**. A parent may make an informed and voluntary decision to refuse programs. The school may not influence the decision in any way. Placement and programming decisions may not be made without notifying parents and allowing them to exercise their right to refuse programming. If there is not parental response, the school will proceed with the placement that was recommended as a result of the identification procedures. If a parent signs the waiver to refuse ELD programs after being completely informed about the ELD program, the student must still be classified as an EL and be tested annually for language proficiency using the ACCESS for ELs 2.0 until the child gains proficiency.

## **Language Instruction Education Program Design**

ELs must have equal access to academic content for all courses in which they are enrolled. The LIEP at PE&T can be identified as mixed classes with English only support. ELD instruction will not replace ELA instruction in a student's academic program. The ELD course will be EL specific only instruction and will be led by an ESL certified teacher or a certified English teacher working in conjunction with an ESL certified teacher. **PA ELD Standards (Appendix D)** will be incorporated in the ELD course (may be listed as ESL on a child's daily roster). These ELD standards must be utilized by content area teachers in their planning and instruction of ELs in their classes as well.

The ELD course is designed to increase student proficiency in the four areas of language: Reading, Writing, Speaking and Listening. Students use various texts (ex: Pearson's *Shining Star* series) to introduce the academic language of social studies and science along with English.

Content areas teachers are informed of each EL's language proficiency level and given a list of WIDA's "Can Do" Descriptors for what each EL can be expected to understand and tasks they can be expected to perform at that level. Content area teachers must also be familiar with and utilize the PA ELD standards in planning and implementing their lessons.

ESL coordinator/teacher will annually attend professional developments offered by the PA Department of Education. ESL coordinator/teacher will conduct an annual professional development for teachers and administration about the LIEP, identification of current and exited ELs in monitoring, review of the English language development standards, and suggestions for how to best serve the needs of the ELs in their content area classes.

Adequate resources and funds will be provided for the ESL program (e.g. staffing, professional development, assessments, etc.). Instructional resources shall be comparable to the resources provided for other core academic subjects. **Currently PE&T does not meet qualifications for Title III funds.**

An Annual ESL program evaluation will be conducted for the purpose of program improvement. Evaluations will be based on students making progress and attaining proficient levels of English. An evaluation of the LIEP must be conducted annually and the results reported to the state through the English Learning Reporting System. The program evaluation should include evidence of student growth toward proficiency. Changes should be made to the program if necessary if the program proved ineffective based on the annual evaluation. If more time is needed to produce positive results it is allowed as long as it is reasonable.

### **Grading of ELs**

PE&T shall use the same grading system for ELs in content area courses as they do for all students.

ESL Coordinator must communicate information related to English language proficiency and progress to parents annually.

### **Annual Assessment of ELs**

All students classified as ELs must participate in the annual ACCESS 2.0 for ELLs or Alternate Access testing. This test is required by federal law and test results must be kept in the student's permanent record folder. Parents are not allowed to opt out of this annual testing. It is the responsibility of the ESL Coordinator to order, organize and administer ACCESS 2.0 and Alternate ACCESS testing in coordination with the ELD program teacher. The ESL Coordinator must inform parents of ELs when the ACCESS test is upcoming.

Determination of need for Alternate ACCESS testing is made in conjunction with the student's IEP team and following WIDA guidelines.

ELs participate in state required Keystone Exams according to test guidelines. ELs will participate in the Keystone Literature, Keystone Algebra I and Keystone Biology with the school population. The following accommodations are approved by PDE and may be considered; these accommodations are voluntary and not mandatory:

1. Word-to-word translation dictionaries, without definitions and without pictures for Keystone Algebra I and Keystone Biology; not for any part of the Keystone Literature Exam. Electronic word-to-word dictionaries may be used; devices with internet access must be disabled.
2. Qualified interpreters/sight translators for Keystone Algebra I and the Keystone Biology only; not for any part of the Keystone Literature Exam.
3. Spanish/English Keystone Algebra I and Biology Exams.

School personnel should consider the students familiarity with the accommodations being used. Current accommodations used in day-to-day instruction and assessment are appropriate. New accommodations unfamiliar to students should NOT be introduced to students for the first time when that are taking the Keystone Exams.

All accommodations should be documented in the student's file and recorded on the accommodations section of the Keystone Exam.

## **Reclassifying, Monitoring and Redesignation of ELs**

### **Reclassifying ELs as former ELs (FELs)**

To be reclassified as former ELs and removed from the language instruction educational program (LIEP), students must meet the single required criterion and at least one of the additional criteria listed below.

#### **Required Criterion:**

- Overall composite proficiency level score of 5.0 on a ACCESS 2.0 Grades 1-12 assessment.

NOTE: Cutoff score flexibility is available for students in grades 1-12 in the following *Special Circumstances*: *Following the grade and score criteria in the table below, the WIDA Screener may be administered after July 1 to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.*

NOTE: The W-APT or WIDA Screener may only be administered to a student once in any school year.

Grade Level	ACCESS 2.0 Score	Required W-APT/Screener Scores*
9-12	4.8-4.9	5.0 in each domain

#### **One of the following additional criteria:**

- Recommendation from an ESL teacher who has taught the students during the current school year.
- Recommendations from at least two core content area teachers who have taught the students during the school year and who have a functional knowledge of the WIDA performance definitions and ELD Standards
- Writing sample that demonstrates proficiency at the Expanding level and speaking at the Bridging level as measured using the WIDA writing and speaking rubrics scored by an ESL teacher
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**ELs with Disabilities (taking the ACCESS 2.0 for ELLs<sup>o</sup>)**

An EL with a disability may be considered for reclassification if:

1. The student has an IEP, AND
2. The student has been continuously enrolled in an ESL/bilingual education program for at least four years, AND
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% at any point or total over the three most recent testing cycles, AND
4. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification. The recommendation criteria may be different than those used for ELs without disabilities.

### **ELs with Disabilities (taking the Alternate ACCESS for ELLS®)**

ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:

1. they achieve a score of at least P2 on two consecutive administrations of the test OR achieve the same score for three consecutive administrations of the test, AND
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification. The recommendation criteria may be different than those used for ELs without disabilities.

### **Monitoring of FELs ( new policy will be posted by PDE on October 1, 2017)**

Students who are reclassified as FELs are monitored for two academic years. Monitoring takes place at the end of each quarter and informally throughout the school year. Measures of student progress are: grades in major subject areas (English, Math, Social Studies, Science), standardized test scores, and teacher observations.

Quarterly monitoring report forms (Appendix E) are provided from the Pennsylvania Department of Education and used as guidance for monitoring student academic achievement and progress after exit. Teachers in the four major subject areas will evaluate and comment on the progress of each exited ELL each quarter for a period of two years. The completed report form is evaluated by an ESL professional in collaboration with other administrators and educators and must be maintained in the student record folder.

The primary purpose of the report forms is to monitor a FEL's academic achievement after exit and to ensure that he/she is continuing to progress and be successful without encountering difficulty as a result of English language skills.

FELs are not eligible for the accommodations available to ELLs.

## **Equitable Access**

Students shall have access to and should be encouraged to participate in all academic and extracurricular activities available to PE&T students. ELLs can participate in any extracurricular activity PE&T has to offer. Being classified as an EL does not prohibit a student from participating in any school activity.

Communication with parents shall include information about placement, assessment, academic achievement, and other related education issues, whenever possible, in the mode and language of communication preferred by the parents.

Parents of ELLs can request school communication to be received in their native language. PE&T will use TransAct (online document translation service provided by PDE) to provide general education forms in the parent's (or guardian's) native language.

When attending conferences with school personnel, a translator in the parent's/guardian's native language will be provided by PE&T as deemed necessary.

