



# D.C. Everest Elementary ELL Program

January 2013

# ELL Demographics by School

Evergreen Elementary School

• 32 Students

Hatley Elementary School

• 4 Students

Mountain Bay Elementary School

• 59 Students

Riverside Elementary School

• 22 Students

Rothschild Elementary School

• 40 Students

Weston Elementary School

• 152 Students

**Total**

**• 309 Students**

# Languages Spoken in the District at the Elementary Level

- ▶ Spanish
- ▶ Laotian
- ▶ Chinese
- ▶ Cambodian
- ▶ Hmong
- ▶ Ukrainian
- ▶ Vietnamese
- ▶ Nepali
- ▶ Pashto/Urdu
- ▶ Arabic
- ▶ Russian



# Initial Identification of ELL Students

## Home Language Survey

- Identify home language(s) other than English



## English Proficiency Screener

- WAPT or WIDA Model
- Records of previous language assessments

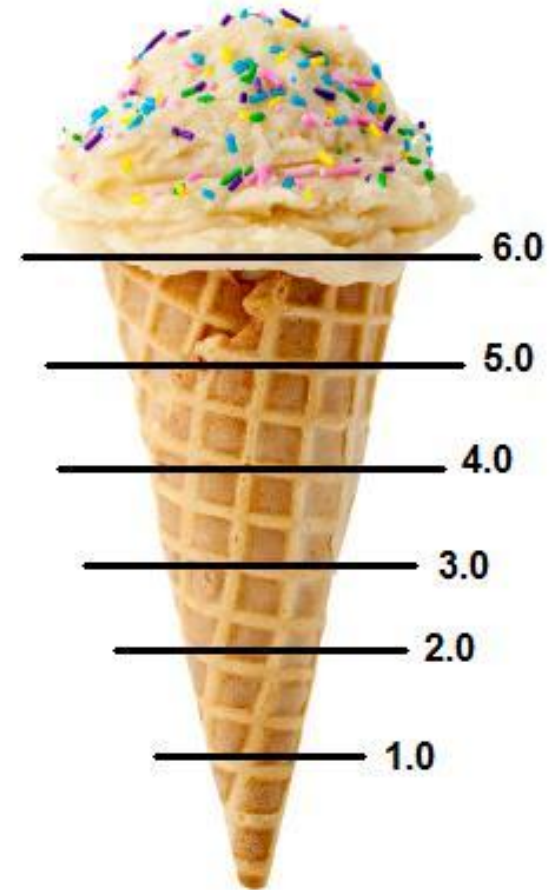


## Language Development Plan (LDP)

- Test accommodations, service plan, individualized language objectives, classroom accommodations, and permission for services

# English Proficiency

- ▶ 6– Reaching
- ▶ 5– Bridging
- ▶ 4– Expanding
- ▶ 3– Developing
- ▶ 2– Beginning
- ▶ 1– Entering



Levels

Ice Cream Model



# Types of ELL Services Available

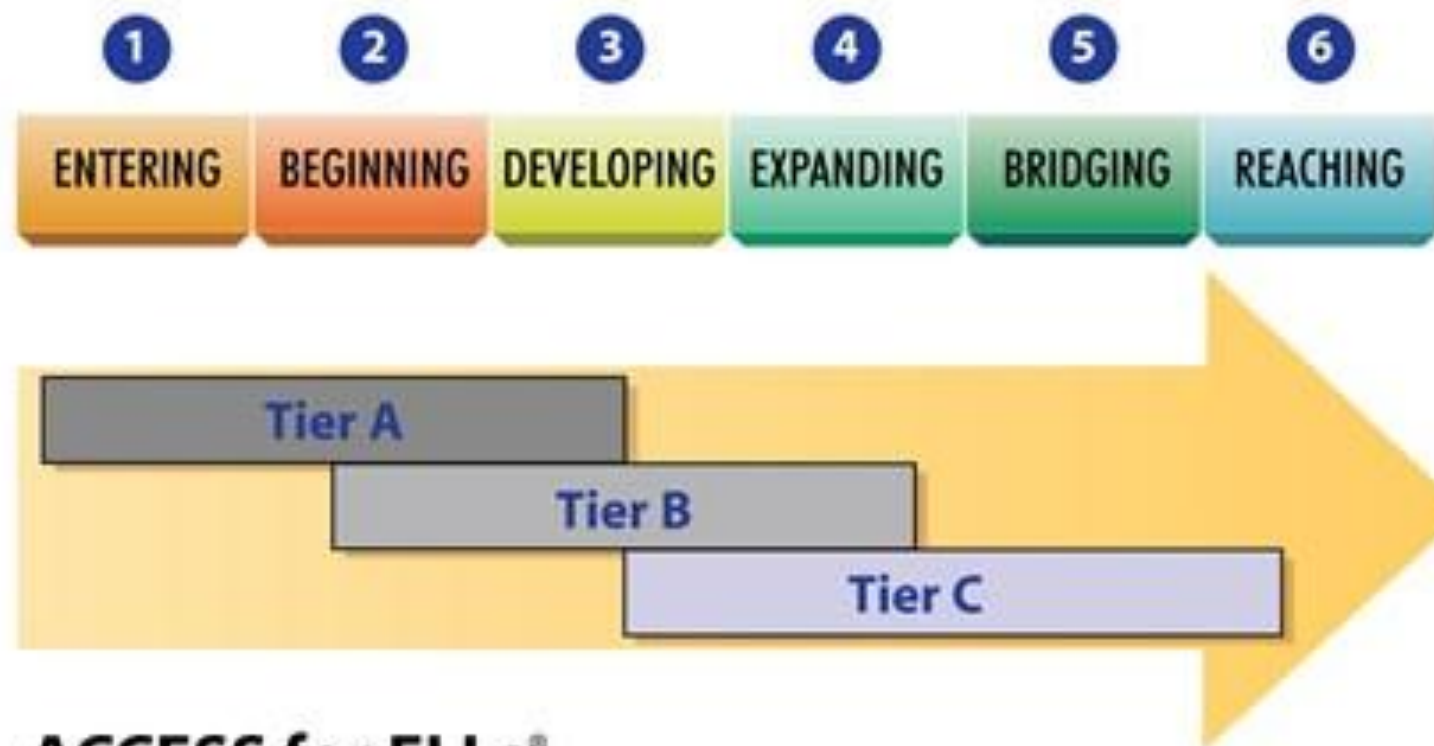
- ▶ Pull-Out Support
- ▶ Push-In Support (Inclusionary Support)
- ▶ 1:1 Support
- ▶ Bilingual Support



# ACCESS Testing



- ▶ What is it?
  - It is a standards-based criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English.
- ▶ Who takes it?
  - Every identified English Language Learner including those who have refused services.
- ▶ When does it take place?
  - Beginning December – Mid February
- ▶ How is it administered?
  - Kindergarten: One 45 minute session with outside proctor
  - Grades 1–5:
    - One–20 minute individual speaking session with outside proctor
    - Two– 75 minute group sessions for listening, reading, and writing with ELL teacher



## **ACCESS for ELLs**<sup>®</sup>

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# Exit Criteria




OR



Automatic Reclassification

Manual Reclassification

# Resources

- ▶ ELL Staff
  - ▶ [“A Teacher’s Survival Guide : Getting Started Working with English Language Learners”](#)
  - ▶ Student Language Development Plan (LDP)
  - ▶ [WIDA \(World-Class Instructional Design and Assessment\)](#)
    - Can-Do Descriptors
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# Closing

- ▶ The elementary ELL staff would like to thank you for your continued support with the ELL students in our district.

# Automatic Reclassification

- ▶ ELP 6 in grades K–12 by achieving a composite (overall) score of 6.0 on *ACCESS for ELLs*, Wisconsin's English–language proficiency assessment;
- OR
- ▶ ELP 6 in grades 4– 12 by achieving a composite (overall) score of 5.0 or above plus a minimum literacy subscore of 5.0 or above on the *ACCESS for ELLs*.

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# Manual Reclassification

- ▶ Limited English Proficient (ELP 5) to Fully English Proficient (ELP 6).
  - Students may be manually reclassified by districts to Fully English Proficient status (ELP 6) when the student achieves a composite (overall) score of 5.0 or above on the *ACCESS for ELLs* and the student shows clear evidence of English proficiency, but was not automatically reclassified because the student did not meet the Literacy subscore benchmark.
  
- ▶ Fully English Proficient (ELP 6) to Limited English Proficient (ELP 5)
  - Students who were automatically reclassified to Fully English Proficient status (ELP 6) may be manually reclassified to ELP 5 and maintain their English Language Learner (ELL)/Limited English Proficiency (LEP) status. If observations and academic performance indicate that a student should maintain their LEP status, the language level code in ISES (Individual Student Enrollment System) may be manually changed to an ELP 5, continuing the student's LEP status.