

GREENFIELD PUBLIC SCHOOLS

Department of English Language Education

Procedural Manual

2017-2018



It is the Vision of the Greenfield Public Schools that every student has access to an academically rigorous, enriching, and well-rounded education that affords them opportunities to be well-connected scholars and contributing members of the broader society in which they live. To that end, Greenfield Public Schools strives to create a partnership between educators, students, and families to serve as a collaborative team and ensure the best possible outcomes for our students.

The contents of all Greenfield Public School Publications will be made available, upon request, in languages other than English.

GREENFIELD PUBLIC SCHOOLS
Department of English Language Education

ADMINISTRATORS

Jordana Harper-Ewert
Superintendent of Schools

Dianne M. Ellis
Director of Pupil Services

TEACHERS

Frances Ortiz
Greenfield High School
ELL Teacher

Katherine Dunne
Greenfield Middle School ELL Teacher

Miriam Robinson
Newton School
ELL Teacher

Janis Sokop
Discovery School at Four Corners & Federal Street School
ELL Teacher

LANGUAGE INTERPRETERS/TUTORS

Lucia Ivantchev
Russian & Romanian Language Interpreter/ Tutor/ Translator

Sue Kranz
Spanish Language Interpreter/ Tutor/ Translator

GREENFIELD PUBLIC SCHOOLS
Department for English Language Learners

ACKNOWLEDGEMENTS

The Department for English Language Learners extends its appreciation to the following dedicated department staff members who worked to define, develop, and update the procedures outlined in this manual. Their dedication to providing the best services for the English Language Learners of the Greenfield Public Schools is appreciated.

Ms. Frances Ortiz

Greenfield High School, ELL Teacher

Ms. Katherine Dunne

Greenfield Middle School, ELL Teacher

Ms. Miriam Robinson

Newton School, ELL Teacher

Ms. Janis Sokop

Discovery School at Four Corners & Federal St. School, ELL Teacher

Substantial portions of this document were excerpted directly from the **Guidance on Identification, Assessment, Placement, and Reclassification of English Learners** © 2017 Massachusetts Department of Elementary and Secondary Education (DESE) *whereby it is stated that “permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes.”*

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

Mission Statement

The Mission of the Greenfield Public Schools, in active partnership with students, families, individual citizens, and established groups within the community, is to educate students to meet the challenges and responsibilities of a rapidly changing and diverse world. We recognize that every child is deserving of equal opportunity to maximize his or her potential, and we encourage all students in the pursuit of excellence.

Welcome!

The Greenfield Public School System serves a diverse student population. Our students currently come from a variety of countries, including: Albania, China, Costa Rica, Guatemala, India, Nepal, Ethiopia, Moldova, Romania, Pakistan, Greece, Puerto Rico, Russia, Uzbekistan, and Vietnam. We are committed to offering the highest quality of educational services to all students, including English Language Learners.

The Department of English Learners administers its programs with the goal of aiding our students in the development of their English language proficiency and achieving success in meeting the Common Core Standards and State requirements for graduation. We value all of the native languages and cultural backgrounds our students and their families bring to our school system.

Introduction to English Language Education

(DESE, August, 2017)

Education is a basic right of all children in the United States, including students who are ELs. Federal civil rights law, namely, Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA), requires schools to take appropriate steps to address the language barriers that prevent ELs from meaningfully participating in their education. Courts and federal guidance have interpreted these provisions to require districts to provide sufficient language and academic supports to enable ELs to become English proficient and meet academic standards in a timely manner. In addition, federal education laws such as the No Child Left Behind Act of 2001 (NCLB), and its successor, the Every Student Succeeds Act of 2016 (ESSA), address specific program requirements supporting ELs and the participation of parents of ELs in their students' education. At the state level, G.L. c. 71A also governs the education of ELs.

It is crucial to address the linguistic, academic, and nonacademic needs of ELs across their entire schooling trajectory, including after they have exited a district's ELE program, to ensure their federally guaranteed right to "participate meaningfully" in public school education programs.

The RETELL (Rethinking Equity and Teaching for English Language Learners) initiative, designed and implemented in Massachusetts in 2011-2012, is a multifaceted and comprehensive approach to addressing the needs of ELs. It is designed to provide ELs access to effective

instruction and to close proficiency gaps. The regulatory requirement that all core academic teachers of ELs and administrators who supervise/evaluate core academic teachers of ELs have or obtain the SEI endorsement is only one of the components of the RETELL initiative. RETELL also features the use of the World-Class Instructional Design and Assessment (WIDA) English language proficiency standards and assessment framework and ongoing opportunities for educators and administrators to extend their skills and knowledge related to educating ELs.

Massachusetts formally joined the WIDA consortium in the 2012-13 school year. WIDA provides a standards and assessment framework to aid educators in meeting the needs of ELs. The WIDA standards promote academic language development for ELs in four content areas (language arts, mathematics, science and social studies) as well as in social and instructional language, and thereby facilitate students' success in school. The WIDA standards, in conjunction with the 2011 Massachusetts curriculum frameworks, enhance the learning of ELs and provide more opportunity to improve their academic outcomes. The WIDA framework also includes screening, benchmark, and summative English language proficiency tests. The summative English language proficiency test, ACCESS for ELLs[®] (2.0) is administered annually in January and February and produces proficiency level information in each of the four language domains along with composite score information in literacy, oral language, comprehension, and overall proficiency. The screening tools are used to identify ELs at the time of enrollment. The benchmark assessments can be used to track interim English proficiency progress in between annual summative assessments. In addition to the standards and assessments, WIDA provides professional development resources to educators and conducts research on behalf of Massachusetts and other member states that inform policy decisions and the development of guidance.

Part 1: Identification and Placement Procedures

The term limited English proficient, when used with respect to an individual, means an individual—

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaska Native, or a native resident of the outlying areas;
- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
- the ability to meet the State’s proficient level of achievement on State assessments;
- the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

State law defines the term “English learner” as a child who does not speak English or who is not currently able to perform ordinary classroom work in English.”

Procedures for Identifying English Language Learners

Central Registration

All student enrollments within the Greenfield Public Schools are handled through Central Office Registration. The Registrar serves as a welcoming ambassador for families to our school community providing information on our neighborhood schools, area services and resources, as well arts and recreational offerings. The Registrar guides entering families in the completion of the school enrollment process. District forms are provided in English or in other translated languages, as needed, to include Spanish, Russian, Romanian, and more. Often a family who is a non-English speaking will be accompanied by an English speaking person during the enrollment process. The Registrar can guide families on accessing language assistance and /or can also pursue district translation services as needed at the time of registration.

Administration of the Home Language Survey (HLS)

As part of the district enrollment process the HLS is provided to the parents¹ of *all new students enrolling in Pre-K through 12th grade*. Upon return and review of the HLS information, the Registrar alerts the building principal, the respective English Language Learner teacher for the assigned school, and the Director of Student Services of the placement of a new English Learner (EL). Additionally, building based administrative support staff record whether the family requires language interpreting and document translation services.

Required record-keeping: The Student Service Office maintains a copy of the HLS and establishes a progress monitoring folder for each EL student in the district that is reviewed and updated annually. These records may include, but are not limited to, entry/exit information, ACCESS and MCAS scores, screening test documents, reports and progress reports, documentation of monitoring for FELs and opt-out students and documentation of conferences and written communication with the parent. In addition, the HLS is filed in the student’s

¹ The term “parent” as used in this document shall mean father, mother, or legal guardian.

cumulative folder as a resource for educators and a copy is also provided to the assigned ELL teacher.

Screen for English Language Proficiency

Every newly enrolled student whose HLS indicates that a language other than English is spoken at home must be screened for English language proficiency. In other words, students should be administered a language proficiency test when the answer to any question on the HLS is a language other than English with the following limited exceptions:

Students who have already been in an ELE program and reclassified in a different district do not need to be screened again for English language proficiency.

Similarly if a newly enrolled student transferred from another district within Massachusetts or from another WIDA state, it is possible that he or she participated in the annual language proficiency assessment (ACCESS for ELLs® 2.0). If so, and if the district is able to obtain ACCESS results of the test that was administered within the **last calendar year**,^[2] instead of retesting the student, district staff can use ACCESS for ELLs® 2.0 results in the student's records to determine his or her English language proficiency.

The English language proficiency screening shall take place and parents will be notified of the results in their preferred language no later than 30 days after the beginning of the school year^[3] and within two weeks if the student enrolls in the school district during the school year.^[4] District administrative assistants are expected to keep a record of the parents' preferred language for future communications as well.

Greenfield Public Schools use WIDA screening assessments, including WIDA Screener online and paper forms for grade levels 1-12, Kindergarten W-APT (K W-APT) for initial identification of ELs in kindergarten or MODEL for initial identification of ELs in grade levels K-12 and the Pre-LAS in Pre-K for initial identification of students in preschools. **After the 2017-2018 school year the only accepted screening instrument for students in grades 1-12 will be the WIDA screener online or in paper form.** It is important that language proficiency tests be administered by licensed, experienced EL educators who are well-trained to administer the screening assessment(s) used in the district.

[2] The Edwin Analytics system contains a mechanism for requesting historical MCAS data about a recently enrolled student who transferred from another district in Massachusetts. ACCESS data has also been available on the Edwin Analytics platform since September 2013. For more information about requesting or "claiming" transferred student assessment data from Edwin Analytics, email edwin@doe.mass.edu.

[3] See Title I requirement at 20 USC § 6312.

[4] See Title III requirement at 20 USC § 7012.

Determine EL or Non-EL Status & Make Initial Placement Decisions

The Greenfield Schools use the results of one of the **state required language screening assessments**, namely WIDA Screener for students in grade 1-12 using the guidance to interpret the scores provided below in order to determine whether the student **is** or **is not** an EL. The WIDA Screener is to be administered by licensed teachers or school administrators who are experienced EL educators and have been well trained to collect student language data and to accurately interpret the results. Interpretation of the screening assessment scores and subsequent decision about whether a student is an EL is **made by a licensed ESL teacher or the district ELE administrator**. *Training for ESL teachers is offered annually within the district and may also include participation in professional learning communities (Collaborative for Educational Services) as well as professional development offerings by DESE and MATSOL that provide updates to best practices within English Learner Education. ESL teachers are responsible for maintaining professional development points for recertification that align to school and district improvement plans.*

1. Initial Identification of ELs in public school Pre-K programs [5]

The Greenfield Public Schools identifies ELs in preschool. Public School districts that provide a Pre-K program must identify ELs. The district must select and use a standardized screening instrument (Pre-LAS, Pre-LAS Observational Tool, Pre-IPT) to assess English proficiency for all potential ELs. Districts may not use current WIDA screeners (the K W-APT or WIDA MODEL) for this purpose. Once a student is identified as a Pre-K EL, the district must report the student to the Department as such through regular data submissions and provide the supports necessary to overcome language barriers for the student throughout the duration of the Pre-K program.

[5 The USDOE and USDOJ *Dear Colleague Letter* (see footnote 1) states at p.18 that “...school districts must provide EL students equal opportunities to meaningfully participate in all programs and activities of the...district – whether curricular, co-curricular, or extracurricular. [fn omitted] Such programs and activities include pre-kindergarten programs...” The *Dear Colleague Letter* does not describe what a Pre-K program for ELs must encompass. Until USDOE and USDOJ provides further guidance on this issue, the Department reminds districts of the state requirement that early childhood teachers of ELs must earn the Sheltered English Immersion (SEI) Endorsement. 603 CMR 14.07.

Table 1: Initial Identification of ELs in preschools

<i>TEST</i>	<i>AGE</i>	<i>DOMAINS ASSESSED</i>	<i>Not EL</i>
Pre-IPT Oral	Age 3	Listening; Speaking	Score at Level D or E (on a scale of A-E)
Pre-IPT Oral	Age 4-5	Listening; Speaking	Score at Level E (on a scale of A-E)
Pre-LAS Observational Assessment	Age 3-3.5 years old	Oral Language and Early Literacy	60 or higher (Oral Language 41 and Early Literacy 19)
Pre-LAS Observational Assessment	Age 3.6-3. 11 years old	Oral Language and Early Literacy	69 or higher (Oral Language 45 and Early Literacy 24)
Pre-LAS	Age 3-5	Listening; Speaking	Total score higher than 77 (3 years old) Total score higher than 82 (5-6 years old)

2. Identification of ELs in Kindergarten

Kindergarten students will be administered only the Speaking and Listening components of the K W-APT or MODEL test at the beginning of the school year. If the student enrolls in the

district in the second half of his/her kindergarten year, then s/he will take all four components of the test: Listening, Speaking, Reading, and Writing. The results of the K W-APT will guide placement determinations. Students whose HLS indicates a language other than English and who have not been classified as ELs in the first half of the kindergarten year based on their Listening and Speaking results may be tested in Reading and Writing domains in the second half of the kindergarten year to ensure that these students are identified properly and they are provided specialized language and academic instruction should the test results show that they are ELs.

Regardless of whether or not a student was identified as an EL in Pre-K using a district chosen screening instrument, all potential ELs in kindergarten must be screened using a WIDA screener. If a student previously identified as an EL in Pre-K exceeds the cutoff score for identification as an EL in kindergarten, then that student will be considered a non-EL, but must be monitored for four full school years from the time of kindergarten screening. If at any time during the monitoring period the student begins to struggle and it is determined through a comprehensive evaluation of all data available that the student requires language support, then the student must be reclassified as an EL and the instructional programming for such a student must be redesigned consistent with this guidance.

Districts should note that incoming kindergarten students cannot be screened earlier than March of the school year they will start kindergarten. Districts will use a WIDA screening test to determine the eligibility of these students for the ELE program.

Table 1: Initial Identification of ELs in Kindergarten

<i>TEST</i>	<i>Kindergarten</i>	<i>DOMAINS ASSESSED</i>	<i>Not EL</i>
W-APT Kindergarten	First semester	Listening; Speaking	Oral proficiency raw score 29 or higher
WIDA MODEL Kindergarten	First semester	Listening; Speaking	Oral proficiency level 5 in both Listening and Speaking
W-APT Kindergarten	Second semester	Listening; Speaking; Reading; Writing	Oral proficiency raw score 29 or higher Reading raw core 14 or higher Writing raw score: 17 or higher
WIDA MODEL Kindergarten	Second semester	Listening; Speaking; Reading; Writing	overall composite proficiency level higher than 5 and

composite literacy proficiency
level higher than 4

3. Initial Identification of ELs in grades 1-12

Any student who is administered the WIDA Screener and scores an overall composite proficiency level of 4.0 **and** a composite literacy (reading/writing) proficiency level of 4.0 or below is considered to be an EL and is eligible for ELE services. Only students who achieve a 4.5 composite proficiency level **as well as** 4.5 composite literacy (reading/writing) proficiency level are considered English proficient.

Table 2: Initial Identification of ELs in grades 1-12

<i>GRADE</i>	<i>DOMAINS ASSESSED</i>	<i>Not EL</i>
1-12	All four	overall composite proficiency level 4.5 or higher and composite literacy proficiency level 4.5 or higher

A student identified as an EL after a language screening assessment must be placed in an English Learner Education (ELE) program to address his or her limited English proficiency so that the student can be provided the opportunity to participate meaningfully and equally in the district's educational program (603 CMR 14.04). However, the student's parent may choose to "opt out" of direct language instruction or request a waiver (see below). For more information about making placement decisions for ELs, see the section titled Placement of ELs in *Part 3* of this document.

Students with Interrupted or Limited Formal Education (SLIFE)

Some ELs may have experienced interrupted or have limited formal education prior to enrolling in the district. State law requires that all ELs receive instruction that is specifically designed to meet their academic and language development needs. When a new student enrolls in a school district, it is the district's obligation to determine whether the student is an EL and to place that student in an appropriate instructional program. Similarly, districts should ensure that SLIFE are properly identified so that placement and other important academic decisions can be properly informed. For more information about procedures for identifying SLIFE and programming considerations, please see the [Massachusetts Students with Limited or Interrupted Formal Education \(SLIFE\) Definition and Guidance](#)

Notify Parent

As noted earlier, the student's parent must be notified about the screening test results and the placement decisions **no later than 30 days** after the beginning of the school year or within **two weeks** if the student enrolls in the school district during the school year. Such notifications must be provided in English and in a language that the parent can understand, to the maximum extent practicable.

Massachusetts law requires districts to inform parents of their rights: (1) to “opt out” of specialized language instruction; and (2) to request a waiver from the state-mandated sheltered English immersion (SEI) program model. G.L. c. 71A, §5. “Opt out” indicates an informed decision by the parent to not have the child placed in the district's English language development program. A “waiver” indicates a desire by the parent to waive the child from participation in the SEI program in favor of enrollment in another ELE program.

1. “Opt out” Requests

Parents of ELs may notify the district of their wish to have their child “opt out” of English learner education programs. The decision to opt out must be voluntary and informed, and not the product of district practices or influence, or the result of inadequate or inaccurate information, or inadequate district resources. In opt-out cases, the district must inform the parent of the services the child would receive in the district's English learner education programs, as well as the type of support that would be provided to the student if the parent decides to “opt out”.

If a parent of an EL decides to “opt out” of a language program, districts should place the student in an English language mainstream classroom with an SEI-endorsed teacher[1] and maintain appropriate documentation of the parent “opt out” notice in the student's file. Under federal law, districts must provide instructional support to ensure all ELs, including those whose parent(s) has chosen to “opt out” of English learner education programs, have access to the curriculum and be provided the same opportunities to master the same academic standards and curriculum frameworks as their native English speaking peers.[2] Districts are also required to classify them as “ELs” on district reports, annually assess their language proficiency with the state mandated English language proficiency test ACCESS for ELLs 2.0 and notify parents of their child's participation in such assessments, as well as assessment results. Therefore, in practice in Massachusetts, a parent's choice to “opt out” means their child will not receive separate English as a Second Language (ESL) instruction focused on language development, but the district will provide the necessary support and actively monitor the student's progress to ensure that the student's English-language and academic needs resulting from lack of English proficiency are met (Appendix G).

Districts can meet their obligation to provide equitable access to the curriculum and English language development to an EL whose parent has chosen to “opt out”, in a variety of ways. Districts must assign the student to an English language mainstream classroom with an SEI

endorsed teacher because such teachers have had training on the language needs of ELs. Districts may also provide additional literacy and language support through reading specialists qualified to teach ELs, or establish structured opportunities for the students’ content area teachers to plan content area instruction in collaboration with a licensed ESL teacher[3].

Districts must also keep a record of how such students are provided meaningful access to the curriculum, how such students are progressing academically, and, if a student demonstrates English proficiency through ACCESS for ELLs 2.0 and school work, documentation of that demonstration and any determination that the student’s EL classification has changed.

[1] Under Department regulations adopted in June 2012, starting on July 1, 2016, core academic teachers (including pre-school teachers) in public schools who are assigned to teach ELs must have an SEI Endorsement or must earn the Endorsement within one year of the assignment. 603 CMR §§7.15(9)(b)1 and 14.07(3). The following teachers are “core academic teachers” for purposes of providing SEI instruction: teachers of students with moderate disabilities; teachers of students with severe disabilities; subject-area teachers in English, reading or language arts; mathematics, science; civics and government, economics, history, and geography; and early childhood and elementary teachers who teach such content. Core academic teachers of ELs at Commonwealth charter schools are not required to hold an educator license but they are subject to the same SEI Endorsement requirements as core academic teachers of ELs in other public schools.

[2] Title VI of the Civil Rights Act of 1964 (Title VI); Equal Educational Opportunities Act of 1974, 20 USC §1703(f) (EEOA).

[3] Dear Colleague Letter, English Learner Students and Limited English Proficient Parents (01/7/2015) at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf> pages 29-32.

2. Waiver Requests

Parents must be informed of their right to apply for a waiver and provided with program descriptions in a language they can understand, to the maximum extent practicable. A parent may request a program waiver to allow the student to participate in a different ELE program than the state-mandated sheltered English immersion program model (G.L. c. 71A § 5). Such a waiver may be considered based on parent request, providing the parent annually visits the school and provides written informed consent.

Code all students determined to be ELs correctly in the SIMS data collection and maintain program related records of ELs

Data for the Department's Student Information Management System (SIMS) is collected three times each year (i.e., in October, March, and June). All students identified as ELs should be appropriately coded as “Limited English Proficient (LEP)” on SIMS Data Element *DOE025* in all SIMS reports submitted to the Department. The following SIMS Data Elements are also relevant to students identified as ELs:

Table 3: SIMS Codes

<i>SIMS CODES</i>	<i>VALUES</i>	<i>DESCRIPTIONS</i>
DOE021		LEP Students in their first year in U.S. schools

DOE022		Immigrant status
DOE023		Country of Origin
DOE024		First (Native) Language
DOE025	00	Student is not an English Learner.
	01	Student is an English Learner.
DOE026	00	Not enrolled in an English language education program.
	01	Sheltered English immersion - A full day of sheltered grade-level content instruction and English as a Second Language (ESL) instruction. Sheltered content instruction is content instruction that is modified such that an EL student may comprehend it and participate in the class at his or her level of English proficiency. All instruction and materials are in English.
	02	Two-Way bilingual — A bilingual program in which students develop language proficiency in two languages by receiving instruction in English and another language.
	03	Other bilingual education (for waived students only) — An instructional program, including transitional bilingual education, in which the native language of the EL student is used to deliver some subject matter instruction. These programs must also provide for English as a Second Language (ESL) instruction.
	04	EL student whose parent/guardian has consented to opt out of all ELE programs offered in the district.
DOE41	00	Not SLIFE
	01	SLIFE

For more information about how to complete EL-related SIMS Data Elements, see the *SIMS Data Handbook* available at <http://www.doe.mass.edu/infoservices/data/sims/SIMS-DataHandbook.pdf>.

Districts must maintain records of each student enrolled in an ELE program. These records may include, but are not limited to, entry/exit information, ACCESS and MCAS scores, screening test

documents, reports and progress reports, documentation of monitoring for FELs and opt-out students and documentation of conferences and written communication with the parent (Appendix H).

Part II: Program Development and Evaluation

Program Development

Under state and federal law, English learners must be taught to the same academic standards and be provided the same opportunities to master such standards as other students (G.L. c. 71A, § 7; Equal Educational Opportunities Act, 20 USC § 1703(f); Title III of ESSA § 3102). Instruction provided to ELs must be meaningful and appropriate for their individual English language proficiency level.

All districts that enroll any number of ELs must plan, articulate, and implement an educational program and approach(es) designed to meet the academic and language development needs of all of its ELs. Any such program must provide ELs with:

1. systematic, explicit, and sustained development of English as a Second language (ESL) and
2. meaningful participation in the district’s general educational program.

When determining whether a school district’s ELE program complies with federal and state laws and regulations, the Department will apply the three-prong test established by the United States Court of Appeals for the Fifth Circuit in *Castañeda v. Pickard* which the U.S. Department of Justice and the U.S. Department of Education’s Office for Civil Rights also use to determine ELE program compliance under the federal EEOA and Title VI laws respectively . The *Castañeda* test sets forth the following analytical framework that districts are expected to consider in developing, implementing, and evaluating their EL program and activities:

Table 4: Castañeda Three-Prong Test

Castañeda Three-Prong Test

- The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy.
- The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district.

- The program succeeds when producing results indicating that students' language barriers are actually being overcome.

Three Prong Test- Part #1: The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy.

The Greenfield School District uses a Sheltered English Immersion (SEI) program model to promote English Language Development (ELD) for our English Language learning students. "Sheltered English Immersion" is defined in G.L. c. 71A as "an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English.

Within the Greenfield Schools, ELD takes place throughout the day in content classes and also during the time of dedicated ESL instruction.

- **ELD in content:** English language development happens in an integrated way in all content classrooms that have at least one EL as SEI-endorsed, content-licensed educators' **shelter** academic instruction and help ELs develop discipline-specific academic language. ELD happens in SEI classrooms as ELs learn grade-level content along with their proficient English-speaking peers.
- **ELD in ESL:** English language development also happens in ESL classes, when ELs are grouped together and licensed ESL teachers' guide students in a systematic, dedicated, and sustained study time to develop various aspects of the English Language that proficient English-speakers already know.
- **Instructional Tutoring:** Academic and social language development also occurs within student specific tutoring sessions offered for primarily newcomers or level 1 ELs who are provided sheltered content, ESL instruction, and tutoring in their first language.

ESL instruction

Districts are required to include ESL instruction in the implementation of their ELE program to advance English language development and promote academic achievement of ELs. The goal of ESL instruction is to advance English language development and to promote academic achievement. ESL instruction must include social and academic language in all four domains including listening, speaking, reading, and writing. ESL instruction must provide systematic, explicit, and sustained language instruction, and prepare students for general education by

focusing on academic language. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. Effective ESL instruction also supports long term goals such as college and career readiness.

Districts have the flexibility to choose the appropriate setting (push-in, pull-out, self-contained, or hybrid) and most effective combination of methods of ESL instruction (Total Physical Response, Communicative, Functional, etc). Whatever the chosen vision, setting, and methods for the program are, the ESL instructional focus must be evidenced by documentation such as lesson or unit plans or an ESL curriculum. Academic tutoring of content subjects or sheltering the content for ELs in a regular education classroom is not a substitute for ESL instruction.

G.L. c. 71A, § 1 calls on districts to promote and support the rapid and effective acquisition of English language proficiency by ELs. Thus, ELs must receive ESL instruction and language support consistent with their needs. For example, *Foundational* students (WIDA Levels 1-3) should receive proportionally more ESL instruction than those at higher performance levels. Districts should consider the following guidelines (See Table 6) in determining the allocated time for the ESL instruction. Kindergarten students who receive a score of *low* or *mid* should be considered at *Foundational* level.

Please note: In 2016, the WIDA Consortium introduced its new English language proficiency assessment, **ACCESS for ELLs 2.0**. The new standards on ACCESS 2.0 require students to demonstrate a higher level of achievement in order to earn the same proficiency level as they would have on ACCESS 1.0, which has been phased out. These new standards were used in scoring the 2017 administration of ACCESS 2.0. The Department has calculated the equivalent scores on the new ACCESS 2.0 scale for students who had taken ACCESS 1.0 previously and received scores of Levels 2.0, 3.0, 4.0, and 5.0 (See Table 5) This will assist districts in making instructional and placement decisions. Districts may determine whether to group WIDA Level 3 (Overall ACCESS 2.0 overall scores 2.5-3.5) students at either the Foundational or Transitional levels depending on student needs.

Districts should consider the following guidelines (See Table 5) in determining the allocated time for the ESL instruction. Kindergarten students who receive a score of *low* or *mid* should be considered at *Foundational* level. **Please note:** *Districts may determine whether to group WIDA Level 3 students at either the Foundational or Transitional levels depending on student needs.*

Table 5: Equivalent Proficiency Levels on ACCESS 1.0 and 2.0	
Overall Proficiency Scores	
ACCESS 1.0 Score	ACCESS 2.0 Equivalent Score
2.0	1.8
3.0	2.5
4.0	3.5
5.0	4.2
6.0	5.0

Table 6: Recommended periods of ESL instruction for ELs based on ACCESS for ELLs 2.0 ® results (full-day Kindergarten through grade 12)

<i>ACCESS for ELLs 2.0 Overall (Composite) Score</i>	<i>Recommended Periods of ESL Instruction</i>
<i>Foundational (WIDA Level 1, Level 2 and Level 3)</i>	At least two to three periods (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher.
<i>Transitional (WIDA Level 3, Level 4, Level 5 & Level 6)</i>	At least one period (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher

Please note: By the time a student reaches Level 5.5 or greater in both reading and writing and Level 6.0 in speaking and listening, he or she should no longer be classified as an EL. Students who achieve these levels of proficiency as measured by the ACCESS for ELLs 2.0 ® can reasonably be considered to have achieved English language proficiency comparable to that of their English- proficient peers and can be expected to perform ordinary class work in English without specialized language supports. Students who meet these criteria should participate in the general education program alongside fluent or native English- speaking peers. Their progress must be monitored for **four years** after their EL classification is removed.

ELE Program Types

SLIFE (Students with Limited or Interrupted Formal Education) Program

Programming models for SLIFE require an alternative approach to English language instruction that is based on the review of students’ educational history, linguistic inventory, cultural knowledge, and experience. Such programs focus on supporting the SLIFE’s transition to academic success as a 21st century student. Guiding principles for a successful SLIFE program are as follows:

- ❖ Build foundational skills necessary to develop English language acquisition;
- ❖ Bridge students’ background experiences to academic educational experiences and content in the Massachusetts Curriculum Frameworks;
- ❖ Acknowledge and incorporate students’ existing skills and knowledge to facilitate connections to learning the necessary skills and academics to be successful 21st century learners;
- ❖ Design equitable, intentional, responsive, and strategic academic programming;
- ❖ Consider research-based instructional elements necessary for SLIFE academic success, such as thematic units, culturally responsive teaching, and project based learning;
- ❖ Provide socio-academic and socio-cultural supports through the school based team.

For more information, see [Massachusetts Students with Limited or Interrupted Formal Education \(SLIFE\) Definition and Guidance](#).

Three Prong Test- Part #2: The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district.

The Greenfield Public School District provides the necessary resources to implement the ELE program including qualified instructional and support staff, ESL and content curricula, instructional equipment and materials and instructional space.

Instructional and Support Staff: The Greenfield Public Schools employs 4 licensed ESL teachers. Two of our district ELL teachers are bi-lingual, bi-cultural Spanish speaking individuals while our third ELL teacher is also conversant in Spanish. Our most recently hired ELL teacher spent three years in Romania working as a teacher for the Peace Corp and has basic to moderate Romanian language skills in the areas of speaking and reading as well as cultural experience. Additionally, the district employs a full time native Russian speaking tutor who is fluent in both Russian, Romanian and English. For the 2017-2018 school year, the district has added a full time Spanish language tutor, interpreter, and translator to support our increasing Spanish speaking students and families. The composition of our ELL department and staff resources allows the district to bridge language and cultural differences in an effort to promote equal access, instructional support, and effective family engagement. In addition, the district has also taking steps to ensure that core academic teachers of ELs as well as building administrators have or will obtain their SEI endorsement.

ESL and Content Curricula: The Greenfield Schools provide ELs with sheltered content instruction and ESL instruction that is aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards Framework. The district recognizes an ESL curriculum is integral to an effective ELE program in which ELs become English proficient at a rapid pace. At present, our district curriculum is under review as teachers use a combination of instructional texts, source documents, and adapted materials in addition to guidance from the *Next Generation ESL Project: Curriculum Resource Guide* by the Department of Elementary and Secondary Education. ESL teachers are continuously seeking high engagement instructional methods and have been incorporated practices from *The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12*. The Greenfield Schools strives to meet our responsibilities to develop an ESL curriculum that will guide the ESL instruction and address the English language needs of the EL population at all levels.

Instructional Equipment and Materials: The Greenfield Public Schools identifies and make available the materials and resources such as specialized books and equipment to

implement the ELE program in the district. Instructional materials provided to ELs are equivalent to the ones provided to the other students in the district.

Instructional Space: The districts educates ELs in appropriate facilities, comparable in most respects to the facilities provided to non-ELs. At both the high school and middle school, the ELL teachers have full size classrooms. In the elementary schools, where instructional space is limited, ESL instruction is delivered within the classroom as a small group, push-in model, or as a pull-out service within a small group breakout space.

Three Prong Test- Part #3: The program succeeds when producing results indicating that students' language barriers are actually being overcome.

Program Evaluation

Every district in Massachusetts is expected to conduct periodic evaluations of its ELE program in developing student's English language skills and increasing their ability to participate meaningfully in the district's general educational program. Where the district documents that the program is not effective, it must take steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation.

Student performance such as progress in English language development and academic progress should be consistent with the Department's targets that show ELs' progress in three domains:

EL Student Learning Target Numbers

- 1. ELs' growth in acquiring English (EL Student Learning Target Number 1):** Student Growth Percentiles for ACCESS 2.0 (SGPAs) are calculated for each EL who took ACCESS for ELLs 2.0 for two successive years and were compared with the growth-to-proficiency target for students at that proficiency level who had attended a Massachusetts school for one through five (or more) years.
- 2. The number of ELs in the district who attained English proficiency (EL Student Learning Target Number 2):** District attainment targets are based on the statewide percentage of students who attained a score of Level 4.2 on ACCESS 2.0, based on the number of years in a Massachusetts school. Districts must have also met a 95% participation rate on ACCESS for ELLs 2.0 in order to meet this target number.
- 3. FEL Performance (EL Student Learning Target Number 3):** FEL and ever-FEL performance on MCAS compared to non-EL performance on MCAS.

Should a district's program not indicate adequate progress, the district is required to modify its program as a result of challenges identified in the district's program evaluation or the Department of Elementary and Secondary Education's (DESE) recommendations (e.g. improving ESL instruction, increasing ESL instructional time, improving sheltered content

instruction, providing professional development, increasing the time dedicated to collaboration between ESL teachers and SEI teachers, etc.).

For the 2017-2018 school year, the Greenfield Public Schools has engaged the Collaborative for Educational Services to complete a comprehensive program evaluation.

Performance Review Expectations

Additionally, building based data teams will be expected to review performance of EL's, on a quarterly basis, at a minimum in relation to a wide range of performance measures (attendance, grade reports, discipline, assessment scores) and learning targets and determine if additional instructional programming and school based supports are indicated to improve overall performance.

Part 3: Placement and Progress Monitoring of Active ELs

Placement of ELs

After a student is identified as an EL the Greenfield Schools will place the student in an English language program. The requirement to provide English language development services to ELs applies to all districts that enroll one or more EL students.

The type of program to which an EL is assigned, as well as the scheduling of the student within it must be based on the student's needs. An assessment screener will produce initial English proficiency information about a student. A more detailed profile may be developed after the district reviews the student's previous academic records and monitors his/her progress. The program must incorporate flexibility to make adjustments in service delivery based on the additional data that will be gathered following the initial placement.

Some ELs may have a disability and qualify for special education services. This could be determined at the time of enrollment (for example, student arrives with a valid IEP) or at some point during the school year based on progress monitoring. Language development programming and special education programming are not mutually exclusive and all ELs must be afforded all supports, resources, and programming for which they are eligible. In other words, ELs are eligible for special education services if they meet IEP eligibility criteria and, conversely, students with a disability are eligible for ELE programming if they are identified as an EL.

Monitoring Progress of ELs

Greenfield Public Schools screen, track, and evaluate ELs' growth in both English proficiency and academic achievement by using diagnostic, formative, interim, and summative assessments. ELL teachers are required to use the district *Individual Learning Plan* for their assigned EL students to track progress, assessment results, and monitor the effectiveness of specific intervention strategies or programs.

Annual Summative Assessment: ACCESS for ELLs 2.0

As noted earlier, federal and state laws require that ELs be assessed annually to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making learning English.

ACCESS for ELLs 2.0 is based on the WIDA English Language Development standards and administered once annually in January-February. It is a standards-based, criterion-referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English used within the school context as well as the language associated with language arts, mathematics, science, and social studies across the four language domains (listening, speaking, reading, and writing). The scores produced by ACCESS for ELLs 2.0 will identify which proficiency level an EL has achieved at

the time of the assessment (mid-year) in each of the single domains of speaking, listening, reading, and writing and the composite areas of literacy, oral language, and overall proficiency.

For further information about ACCESS for ELLs 2.0 testing, please visit <http://www.doe.mass.edu/mcas/access/> .

Interim assessments

After students are identified as ELs, the WIDA MODEL can be used as an interim assessment up to two times a year to track English language proficiency progress throughout the year. The MODEL may only be administered twice per year, so if the MODEL was used to screen an EL, then it can only be used once more during that school year. Interim assessments are not required but can produce valuable information for educators. The district should balance the need for this type of information with the time required to administer the assessments. With a robust formative assessment system in place in the classrooms, the need for interim assessments may be reduced.

Formative Assessments

Formative assessment practices are an integral component of progress monitoring. Formative assessments are not purchased tests, but rather practices that teachers employ to consistently monitor students' progress toward objectives and goals. A district should use a contingent formative assessment that is an ongoing instructional decision-making process. Formative assessments can provide teachers with data to drive planning and differentiation of teaching. Ongoing formative assessments accompanied by effective teacher feedback also give students a steady flow of information about their learning in relation to instructional goals. Training in formative assessment for teachers of ELs is a valuable investment.

Part 4: Reclassification and Monitoring of ELs

Reclassification of ELs

Districts must annually assess ELs' language proficiency and academic achievement to determine whether such students are able to do regular school work in English, and to *remove* the English learner classification once ELs demonstrate the ability to do regular school work in English (G.L. c.71A, § 4, 7). The process of removing a student's EL classification is also known as "reclassification". Exit from EL status is a high-stakes decision because a premature exit may place a student who still has linguistic needs at risk of academic failure, while unnecessary prolongation of EL status (particularly at the secondary level) can limit educational opportunities, lower teacher expectations, and demoralize students (see Linqunti, 2001; Callahan, 2009; Robinson, 2011). ACCESS for ELLs 2.0 is the state's language proficiency assessment, and the results of the assessment must be considered when making language classification decisions. School-based teams must also consider other relevant data to determine whether students can perform ordinary classroom work in English, and whether or not such

students' EL classification should be removed. It is a violation of EEOA when districts do not exit EL students from a language acquisition program after they have acquired English proficiency[1].

ACCESS for ELLs 2.0 Results

School-based teams must first review the annual ACCESS for ELLs 2.0 results and then, other relevant data when making placement or reclassification decisions for ELs. Reclassification decisions should not be based solely on the number of years an EL has been enrolled in an ELE program.

In 2016, the WIDA Consortium introduced its new English language proficiency assessment, ACCESS for ELLs 2.0. The new standards on ACCESS 2.0 require students to demonstrate a higher level of achievement in order to earn the same proficiency level as they would have on ACCESS 1.0. These new standards were used in scoring the 2017 administration of ACCESS 2.0. The Department has done a preliminary review of the old and new ACCESS reporting scales and the new transitional exit criteria for ELs, based on the 2016-2017 ACCESS 2.0 results have been determined as follows:

Table 6: Transitional language classification recommendations based on ACCESS for ELLs 2.0 results (except EL students in Kindergarten)

<i>ACCESS for ELLs 2.0 Overall (or Composite) Score</i>	<i>Language Classification Recommendations</i>
Level 1 – <i>Entering</i> Level 2 – <i>Emerging</i> Level 3 – <i>Developing</i>	Students with an overall score of 1.0-3.4 on the ACCESS for ELLs 2.0 require significant support to access content area instruction delivered in English. Such students should remain classified as ELs.
Level 4 – <i>Expanding</i>	Students with an overall score of 3.5-4.1 on the ACCESS for ELLs® require continued language and instructional support to access content area instruction delivered in English. Student at this proficiency level must still remain in the program and be provided services to reach higher levels of English proficiency.

**Level 5 –
Bridging**

Students with at least an overall score of 4.2 and a composite literacy score of 3.9 on ACCESS for ELLs 2.0 may have acquired enough English language skills to be considered English proficient. These students who demonstrate the ability to perform ordinary class work in English as indicated by one or more of the measures listed on *Other Relevant Data* (described below) should no longer be classified as ELs.

Complex and varied language demands on ELs in late elementary, middle, and high school may necessitate the decision to maintain the EL classification of some students. Should the student remain in the program, s/he must still be provided services appropriate for his/her English proficiency in each domain.

**Level 6 –
Reaching**

Students who achieve these levels of proficiency as measured by ACCESS for ELLs 2.0 can reasonably considered to have achieved English proficiency comparable to that of their English-proficient peers and can be expected to perform ordinary class work in English without specialized language supports.

[1] Please see <http://www.justice.gov/crt/about/edu/types.php>

Reclassification and Early Childhood ELs (Pre-K to Grade 1)

Regardless of whether or not a student was identified as an EL in Pre-K using a district chosen screening instrument, all potential ELs in Kindergarten must be screened using a WIDA MODEL or W-APT. If a student previously identified as an EL in Pre-K exceeds the cutoff score for identification as an EL in Kindergarten, then that student will be considered a non-EL, but must be monitored for four full school years from the time of Kindergarten screening. If at any time during the monitoring period the student begins to struggle and it is determined through a comprehensive evaluation of all data available that the student requires language support, then the student must be reclassified as an EL and the instructional programming for such a student must be redesigned consistent with this guidance.

It is recommended that students designated as EL in kindergarten continue to be designated as EL until they complete grade 1 (at minimum), in order to gather more substantial data on their literacy skills and other data needed to support a reclassification decision.

Other Relevant Data

In determining whether a student should be reclassified as an EL or should continue to be monitored, school-based teams must also evaluate and consider a range of evidence of the student's performance, including a review of:

the student's scores on locally-administered reading and other academic assessments, such as DIBELS, GRADE, MAPS, DRA, Terra Nova, Stanford 9, and/or other District Determined Measures (DDMs);

- ❖ the student's scores on locally-administered diagnostic language assessments;
- ❖ the student's academic grades;
- ❖ the written observations and recommendations documented by the student's classroom teachers;
- ❖ the *WIDA Performance Definitions* (Appendix D) which describe the criteria used to define performance at each WIDA proficiency level, and the *CAN DO Descriptors* [1] which provide examples of realistic expectations of ELs for each of the four language domains and five levels of English language proficiency; and
- ❖ the student's performance on MCAS content area tests.

Unless an EL did not participate in MCAS ELA testing because he or she: 1) is a student in kindergarten through grade 2; or 2) is a first-year EL student and was not required to participate; or 3) participated instead in the MCAS-Alt, the most recent MCAS ELA results should serve as a key indicator of the student's likelihood of performing ordinary class work in English. Those results should be used to support and validate the preliminary decisions made each spring about the student's instructional programming and EL classification.

It is also important to determine the level of support, if any, needed by the student during instruction in other content areas, and the degree to which scores of Warning/Failing on MCAS mathematics and science and technology/engineering tests are the result of English language proficiency. If the student's MCAS results provide evidence to contradict the instructional or classification decisions made earlier based on the student's ACCESS for ELLs 2.0 test results and other district data, seek additional consultation and input from ESL teachers and general education teachers familiar with the student to before making final determinations.

[1] Please see https://www.wida.us/standards/CAN_DOs/.

Instructional Programs for Reclassified ELs (former ELs)

After evaluating the available student data, if the school-based team determines there is sufficient evidence of a student's English language proficiency and the ability to perform ordinary classroom work in English without significant instructional support, the team should remove the EL classification and change the student's language proficiency status in the next SIMS district report. The district must:

- ❖ remove the student's coding as LEP on the SIMS report to the Department (i.e., SIMS: *DOE025* – record 00 under “LEP”). Typically, this decision will be made before the start of the following school year, in time for the October SIMS data collection;
- ❖ notify the parent/guardian of the change in the students classification;
- ❖ update all school/district records; and
- ❖ design and implement a process for routinely monitoring the students' academic progress for four years.

Monitoring Progress of Reclassified ELs (former ELs)

The Greenfield Schools maintains a monitoring process for reclassified ELs or Former EL's (FEL) based on student specific language needs and other considerations . This process includes:

- ❖ regular, structured meetings between an ESL teacher and the students' sheltered content instruction teachers and/or the school-based language assessment team to discuss the student's academic progress and progress in developing English language proficiency;
- ❖ regular observations of student participation and performance (Appendix F); and
- ❖ conversations with parents about student's academic performance and English language development.

All reclassified students must be monitored for four years and be provided support if needed to progress.

In addition, schools serving former ELs should consider:

- ❖ assigning reclassified students (students whose EL classification has been removed), at least initially, to SEI endorsed teachers licensed in the appropriate content area (this will enhance the likelihood of continued growth in their English language proficiency and content learning);
- ❖ providing regular, structured times during the school day or week for sheltered content area and ESL teachers to plan instruction collaboratively for reclassified EL students;
- ❖ providing additional opportunities for the student to participate in small group instruction and learning throughout the school day, as well as after school and during the summer; and

- ❖ designing and providing additional individualized learning support and opportunities to check on academic progress.

If a former EL student fails to make academic progress, as measured by his or her grades and content area assessments, after his or her EL classification has been removed, and if a school-based team familiar with the student determines that this failure is due to the lack of English proficiency, then the student must be reclassified as an EL and the instructional programming for such a student redesigned consistent with this guidance.

Summary: Decision Guide for Language Program Processes

Part 6: Appendices & Attachments & District Forms

Appendix A: Home Language Survey

Appendix B: Parent Notification Form

Appendix C: Requirements and Procedures for School District Program Waivers for ELs

Waiver Form 1

Waiver Form 2 (Older Students)

Waiver Form 3 (Students with a Disability)

Attachment A: Sample Parent/Legal Guardian Informed Consent Form

Attachment B: Additional Documentation for Students with Special Needs

Appendix D: WIDA Performance Definitions Opt-Out form

Appendix E: Glossary of Key Terms

Appendix F: FEL Monitoring Form

Appendix G: Opt-Out Monitoring Form

Appendix H: Opt-Out Form

Appendix I: Reclassification form

Appendix J: District Guidance on the Provision of Translation Services

Appendix K: Students with Limited or Interrupted Formal Education (SLIFE) Pre-Screener

Appendix L: Students with Limited or Interrupted Formal Education (SLIFE)

Appendix M: Individual Learning Plan

Appendix N: ELE Program Folder Checklist

Appendix O: Parental Engagement and Rights

Appendix P: Notice of Language Assistance

English Language Education Resources

Instruction, Curriculum and Assessment

<http://www.doe.mass.edu/ell/curriculum.html>

<http://www.doe.mass.edu/ell/resources.html>

<http://www.doe.mass.edu/mcas/access/>

<http://www.doe.mass.edu/mcas/parents/>

<http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html

https://www.wida.us/standards/CAN_DOs/#keyuses

http://ell.stanford.edu/sites/default/files/VennDiagram_practices_v11%208-30-13%20color.pdf

http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html

Family Engagement

http://www.colorincolorado.org/sites/default/files/Engaging_ELL_Families_FINAL.pdf

<http://www.colorincolorado.org/>

Professional Development and Training

<http://www.doe.mass.edu/ell/wida.html><http://www.doe.mass.edu/ell/profdev.html>

<http://www.doe.mass.edu/retell/>

<http://www.doe.mass.edu/retell/courses.html>

<http://www.doe.mass.edu/ell/cpr/>

http://www.doe.mass.edu/ell/guidance_laws.html

<http://www.doe.mass.edu/ell/refugeeimmigrant.html>

<http://www.doe.mass.edu/ell/titleIII.html>