

Troy Area School District ESL Program

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Troy Area School District ESL Program

I. Goals and Objectives

The goal of the Troy Area School District English as a Second Language Program is to provide English as a Second Language to each student whose dominate language is not English for the purpose of facilitating and increasing the student's achievement in English proficiency to meet academic standards in accordance to Chapter 4.12.

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II. Student and Parent Orientation

Upon registration in the Troy Area School District, the ESL staff will assist with student acclimation. The orientation program for students and parents includes, but is not limited to, the following:

- a tour of the building
- review of school procedures (i.e. homework, attendance, etc.)
- review of the ESL program
- review of content area classes
- review of special programs available
- meeting with administration, guidance counselors and faculty (when possible)
- review of extracurricular activities
- a question/answer period

| The Troy Area School District, with assistance from [BLaST](#) Intermediate Unit 17, will strive to provide these orientations to the students and parents in the preferred mode of communication and language.

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III. Student Identification and Placement

Enrollment

For specific enrollment requirements and procedures see BEC entitled Enrollment Services.

Identification

Students and/or guardians will complete the Home Language Survey upon registration with the Troy Area School District. Troy Area School District students whose primary language is other than English will be referred to the Troy Area School District coordinator for language proficiency screenings as required by federal law. Parents and/or guardians will be notified of assessment and placement information.

Exemption from English Language Proficiency Testing

Students identified as PHLOTEs (Primary Home Language Other Than English) may be exempt from a formal English proficiency assessment if they meet two of the following three criteria:

School records indicating:

- a. Final grades of B or better in core subject areas (mathematics, language arts, science and social studies)
- b. Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA
- c. Scores of Basic in reading, writing and math on the PSSA

Any student who may be classified within any of the following categories should be provided English as a Second Language instruction:

- a. A student who understands, speaks, reads and writes his/her native language fluently but does not understand, speak or write English.
- b. A student who understands and speaks his/her native language but has limited or no ability to read and write his/her native language and who does not understand, speak or write any English.
- c. A student who has limited understanding of spoken English but does not speak it.
- d. A student who understands and speaks English on a limited basis but who is unable to read or write English.
- e. A student who apparently understands and speaks English but who encounters difficulty in comprehending the specialized language and concepts contained in the different content areas.
- f. A student who understands and speaks English with a limited vocabulary.

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Assessment

Initial identification and reclassification

The ESL Coordinator will assess newly enrolled students without academic records for their English language proficiency within 30 days of the beginning of the school year and within 14 days during the school year using the ***W-APT (WIDA ACCESS Placement Test)***.

The Troy Area School District will conduct the following assessments for additional information as needed:

- Collection of Home Language Survey
- Student observation
- Standardized tests
 - PSSA
 - District benchmarking
- Classroom tests, quizzes, participation
- Multiple formal and informal assessments

The ESL team, composed of the ESL teacher, building principal, ESL coordinator, guidance counselor and classroom teacher(s), will review the student background information and test results. Educators must take into consideration the State ELP (English Language Proficiency) standards when placing students in an instructional program for ELLs (English Language Learners). Instructional placement of ELLs will be age and grade appropriate.

Annual English Language Proficiency Testing

ALL ELLs receiving daily ESL instruction during the designated test window will participate in Pennsylvania's annual English language proficiency testing. Students who have exited or are being monitored do not participate in this yearly test.

ACCESS Tier Assignment: W-APT results are used to determine the annual state English language proficiency assessment, ACCESS for ELLs, tiers (A, B or C). The following guide must be used for tier selection and placement:

GRADES 1 TO 12	
W-APT Composite Proficiency Score	Tier
1.0 – 2.4	A
2.5 – 4.0	B
>4.0	C

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Placement

When using the W-APT for identification and/or placement in second semester grade 1 through grade 12, a composite proficiency score of 4.6 or higher meets the minimum requirement for a student to be exempt from ESL.

When using the W-APT for identification and/or placement of pre-kindergarten and entering kindergarten students, a raw score for listening and speaking of 15 or higher meets the minimum requirement for a student to be exempt from ESL. A student entering in the second half of the kindergarten year will take all four components: listening, speaking reading and writing or only the oral portion (listening and speaking).

First semester, first grade students are required to take all four components of the Kindergarten W-APT. PDE has not yet provided reading and writing raw scores needed to make placement decisions for first semester, first grade students. PDE is in the process of reviewing its policy concerning placement decisions in connections with the Kindergarten W-APT and will provide guidance as soon as it is available. In the interim period, multiple criteria including standardized tests, oral interviews and observations will be considered in making placement decisions.

After it is determined that the students is in need of ESL instruction, a recommendation for age/grade appropriate placement, as well as classroom strategies, grading and parent involvement, will be made by the ESL team.

Students will be assessed periodically via formal and informal testing. A variety of factors will determine the length of ESL instruction and support services (i.e. age, language competency, rate of progression, support and techniques used by classroom teachers).

Students may exit the program through successful scoring of the yearly WIDA Access test conducted in January or February. See section V for more information.

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IV. Instructional Program

In order to ensure the best learning environment for ELL's the ESL program is based on sound theory, implemented with sufficient resources and appropriately prepared personnel and is periodically evaluate to maintain progress towards positive results.

To ensure sound theory, open communication is maintained between ESL teachers, the program director and the intermediate unit so that accountability in teaching practices is held.

To maintain implementation with sufficient resources all ESL instructors hold their ESL certification and are accredited teachers in a variety of fields. They participate in workshops, conferences and trainings pertaining to testing and instruction in the field of ESL. Trainings are held through the IU17 and as webinars from PDE.

The program is evaluated on a yearly basis in May as a whole to ensure the above criteria are being met.

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V. Exiting the Program

The following is the exit criterion is required by PDE:

Exiting the ELL program may only be accomplished by meeting the exit criteria as defined by the state department of education. Students must meet both criteria 1 & 2 as well as one of the two additional criteria.

Required Exit Criteria:

1. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA).

SPECIAL CIRCUMSTANCES:

For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA.

For students that are in a grade that is not assessed with the PSSA, Local Education Agencies (LEA) must use each of the remaining criteria listed below to exit students.

2. Scores of 5.0 on a Tier C ACCESS for ELLs assessment (see Items A and B below for cutoff score flexibility)

A. Following the scoring criteria in the table below, the W-APT may be administered between April and June 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 may ONLY be administered to a student once in any school year.

Exit Scores		
Grade Level	ACCESS Score	Required W-APT Scores*
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

* A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

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B. A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

Additional Exit Criteria: Students must meet one of the two criteria listed below as well as both criteria listed above.

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.

Monitoring:

Students who are exited from the district's ELL program are monitored for two years. During this time, the ELL teacher collects data through observations, grades, and performance on statewide assessments. If at any time the data indicates the student is at risk of academic failure due to a language proficiency deficit, modifications or adaptations may be made including reenrollment in the ELL program.

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VI. District Testing Participation

All students in the ESL program are required to participate in state testing.

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VII. Pupil Services

All services offered to general education students are also made available to ELLs. In addition, ELLs are offered:

1. ESL pull-out time for individualized instruction
2. Bi-lingual dictionaries when appropriate
3. Translators when appropriate
4. Testing accommodations when appropriate

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VIII. Student Participation in Extra-curricular Activities

Students' involvement and their feeling of belonging within the school community are critical to their success at Troy Area School District. Because of this, students within the ESL program are regularly informed of opportunities and procedures for joining extracurricular activities. Time is regularly set aside at the beginning or end of ESL classes to discuss current events at the school and opportunities for becoming involved in special interest focus-groups or clubs. These presentations are done by the ESL teachers, and when possible, student representatives, coaches and instructors who are able to come and explain their programs to the English language learners. Students are also guided and assisted as they examine their academic plans throughout their high school career.

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IX. Staff Development Related to the Program

It is the intent of Troy Area School District to provide quality professional development opportunities to administrators, faculty and staff on the topic of teaching English language learners. Announcements of district funded training opportunities offered at the BLaST Intermediate Unit [17](#) and elsewhere are distributed to the various schools via email and interoffice mail.

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X. Funding

Funding is provided in the general education budget of the Troy Area School District for ESL staff, training, and instructional programing.

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XI. Title III

Title III money, when available, from the Federal government is used to supplement local money provided for the ELL Program.

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XII. Community Involvement

Planning

Troy Area School District will provide an annual orientation for new English language learners and their parents. In addition to a welcoming environment, the orientation will include basic school information, a description of the ESL program, students' content area classes, special programs available, expectations for participation and behavior, homework and attendance policies and district-wide assessment practices and procedures. During ESL classes, ELLs will be informed of and encouraged to attend after-school activities aimed at building home to school partnerships.

Communication with Students' Homes

As mandated by federal regulations, Troy Area School District will make every effort to provide information about assessment, academic achievement and related issues to parents in their native language or in their preferred mode of communication. Translators may be arranged through the district office.

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XIII. Monitoring

Students who are exited from the district's ELL program are monitored for two years. During this time, the ELL teacher collects data through observations, grades, and performance on statewide assessments. If at any time the data indicates the student is at risk of academic failure due to a language proficiency deficit, modifications or adaptations may be made including reenrollment in the ELL program.