



Park Hill School District

Building Successful Futures • Each Student • Every Day

English as a Second Language Program Handbook

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ESL Staff

Elementary Schools	
School	Staff Member
<u>Chinn</u>	<u>Beth Kasper- 816-359-5785</u>
	<u>Melisha Colon- 816-359-6870</u>
	<u>TA: Maggie Slifer</u>
<u>English Landing</u>	<u>Siv Lindell- 816-359-5887</u>
<u>Graden</u>	<u>Ana Lallana</u>
<u>Hawthorn</u>	<u>Sarah Knoll- 816-359-6926</u>
<u>Line Creek</u>	<u>Mindy Chase- 816-359-6380</u>
<u>Prairie Point</u>	<u>Laura Stegem an- 816-359-6358</u>
<u>Renner</u>	<u>Marcy Schum acher- 816-359-5861</u>
	<u>TA: Sara Dayton</u>
<u>Southeast</u>	<u>Jessica Elfrink- 816-359-6363</u>
	<u>Katie Nelson- 816-359-6076</u>
<u>Tiffany Ridge</u>	<u>Patsy Crawford-816-359- 6063</u>
	<u>Sheryl Goodwin-816-359- 5620</u>

	<u>TA: Emily Henry</u>
<u>Union Chapel</u>	<u>Ana Lallana</u>

<u>School</u>	<u>Staff Member</u>	
<u>Elementary Schools</u>		
<u>Chinn - 4020</u>	<u>Beth Kasper</u>	
	<u>Melisha Colon</u>	
	<u>TA: Maggie Slifer</u>	
<u>English Landing - 5040</u>	<u>Siv Lindell</u>	
<u>Graden - 4040</u>	<u>TA: Ana Lallana</u>	
<u>Hawthorn - 5080</u>	<u>Sarah Knoll</u>	
<u>Line Creek - 4060</u>	<u>Mindy Chase</u>	
	<u>Heath Davis</u>	
	<u>TA: Krista Bracken</u>	
<u>Prairie Point - 5060</u>	<u>Laura Stegeman</u>	
	<u>Heather Davis</u>	
	<u>TA: Amanda Steitz</u>	
<u>Renner - 4080</u>	<u>Marcy Schumacher</u>	

	<u>TA: Sara Dayton</u>	
<u>Southeast - 5000</u>	<u>Jessica Elfrink</u>	
	<u>Katie Nelson</u>	
<u>Tiffany Ridge - 5090</u>	<u>Patsy Crawford</u>	
	<u>Sheryl Goodwin</u>	
	<u>TA: Emily Henry</u>	
	<u>TA: Torri Edwards</u>	
<u>Union Chapel - 5020</u>	<u>TA: Ana Lallana</u>	
<u>Plaza - 3050</u>	<u>Michelle LaBarca</u>	
	<u>Daniel Korklan</u>	
<u>Congress - 3030</u>	<u>Christina Moore</u>	
<u>Lakeview - 3000</u>	<u>Jennifer Gardner-Swan</u>	
<u>Park Hill High School PHHS - 1050</u>	<u>Caitlin Fudge</u> <u>Stephanie Thompson</u>	
	<u>TA: Ann Williamson</u>	
<u>Park Hill South</u>	<u>Pam Jurgensmeyer</u>	

<u>PHS - 1080</u>	<u>Stephanie Andrade</u>	
<u>LEAD - 1020</u>	<u>Brenda Stolle</u>	

Important ESL Terminology and Acronyms

- **NEP**- Non-English Proficient
- **LEP**- Limited English Proficient
- **FEP**- Fluent English Proficient
- **WIDA**- the acronym for “World-class Instructional Design and Assessment.” What IS **WIDA**? **WIDA** is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners.
- **W-APT**- stands for the **WIDA-ACCESS Placement Test**. This assessment tool, also known as the "screener", is used by educators to measure the English language proficiency of students indicate on the enrollment that a language other English is spoken in the home. At this time the W-apt is only used for students in kindergarten.
- **WIDA Online Screener**- The WIDA Screener is an assessment designed to provide an initial measure of a student’s English language proficiency in Grades 1–12. The purpose of this assessment is to help educators make decisions and identify whether a student is a candidate for English language support services.
- **WIDA ACCESS**- Yearly state mandated assessment used to monitor students’ progress in acquiring academic English.

- **ESL-English as a Second Language.** This refers to the program and teacher.
- **EL- English Learner-** This refers to the students (also known as ELL)
- **ESOL-English for Speakers of other Languages.** This is another acronym for programs serving ELLs.
- **Pull Out Model** -In this model the student may be pulled out of some academic subjects to receive intensive English language instruction.
- **Push-in/Co-Teaching** - Student is in the regular classroom , but with ESL staff or an ESL certified mainstream teacher who modifies and teaches to address language acquisition .
- **Sheltered instruction** - Student is in content classes tailored for ELLs at his/her language level.

Identification, Testing, and Exiting

Steps districts must take to identify English Learners	
1	Identify potential ELS during enrollment using the Home Language Survey
2	Screen any students whose language survey notes a language other than English is spoken or understood by the student
3	Determine whether the student meets the eligibility criteria
4	Notify parents or guardian of assessment results and placement decisions within 30 days of enrollment
5	Code student in MOSIS

WIDA SCREENER

Grade Level	The student is ELIGIBLE for ESL services if (s)he:	The student is NOT ELIGIBLE for services if:
1st Semester Kindergarten	Has a combined score of 28 or lower on listening and speaking on the W-APT *see below for score of 29-30	All first semester kindergarten students identified as potential ELs can receive support until earning a passing score in all four language domains. *See below for scores of 29-30
2nd Semester Kindergarten and 1st Semester 1st Grade	Has a combined score of 28 or lower on listening and speaking OR Has a score of 10 or lower on reading OR has a score of 11 or lower in writing.	Has a combined score of 29 or higher on listening and speaking; AND has a score of 11 or higher on reading; AND Has a score of 12 or higher on writing
2nd Semester 1st Grade through 12th Grade	Has an overall composite proficiency level of 4.5 or below	Has an overall composite proficiency of 5.0 or higher

*1st semester Kindergartners who score a combined 29-30 on listening and speaking sections, may take the reading and writing portion of the Kindergarten Screener at any time in the first semester if the administrator feels the student can be successful. By giving all four domains, administrator may confirm a student's proficiency in English and consequently not be required to administer the ACCESS in the spring

See DESE website for further information:

<https://dese.mo.gov/sites/default/files/cur-eld-entry-exit-criteria-0817.pdf>

Exiting the ESL Program

ESL staff consider many factors when exiting a student from the ESL program, including WIDA ACCESS scores, classroom grades and performance, and the ESL student portfolio.

<u>ACCESS Scores</u>	<u>District Actions</u>
<u>4.7-6.0</u>	Students scoring in this range on the ACCESS must be exited from the program, barring compelling evidence in the ELL Portfolio suggesting that the student should remain in the program.
<u>Below 4.7</u>	Students scoring in this range must remain in the ESL program, barring compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction. The portfolio must include evidence that any unsatisfactory domain score on the ACCESS is not indicative of his or her ability.

Adapted from DESE website

For more information see: <https://dese.mo.gov/sites/default/files/cur-eld-entry-exit-criteria-0817.pdf>

Instructional Framework for Elementary ESL

The instructional framework is a *suggested guideline* for instruction for ESL students at the elementary level. There are many factors, including scheduling, student classroom placement, and student needs that may require the ESL staff to schedule students differently.

	Level 1 Beginning	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K	W-APT score 0-10 Pull Out	W-APT score 11-17 Pull Out	W-APT score 18-23 Regular Classroom	W-APT score 24-28 Regular Classroom	W-APT score 29-30 Regular Classroom
1	Pull Out	Pull Out	Pull Out and/or regular Classroom	Regular Classroom	Regular Classroom
2	Pull Out	Pull Out	Pull Out and/or regular Classroom	Regular Classroom	Regular Classroom
3	Pull Out	Pull Out	Pull Out and/or regular Classroom	Regular Classroom	Regular Classroom
4	Pull Out	Pull Out	Pull Out and/or regular Classroom	Regular Classroom	Regular Classroom
5	Pull Out	Pull Out	Pull Out and/or regular Classroom	Regular Classroom	Regular Classroom
Newcomers	Students scoring a 2.5 or below are considered Newcomers and may receive additional pull-out instruction for survival English, vocabulary, and literacy instruction.				

Instructional Framework for Middle and High School ESL

Students in middle school and high school ESL classes are scheduled into a specific ESL class or classes, depending upon their needs. They may also receive additional support for their content classes through ESL staff support and/or study hall. ESL classes at these levels are classes in which students receive letter grades and credit.

ESL Student Portfolios

The Department of Secondary and Elementary Education for the state of Missouri recommends that districts collect additional evidence to complement the student's ACCESS score when making reclassification decisions. This collection of evidence is known as a portfolio. Additional evidence should support inferences about an EL's English language proficiency as used in general education classrooms and should directly confirm or dispute individual domain scores earned on the ACCESS.

It is strongly suggested that multiple measures be taken from various content areas to comprehensively verify any reclassification decision. Districts should consider starting the data collection process early in the school year for students with an overall ACCESS score of 3.5 or higher, especially for students earning that score on the screener. Those responsible for the student's education should collect evidence from existing formative assessments, projects, formal reports or writing assignments. In the final quarter, evidence

can easily be selected from the portfolio to serve as a summary of the student's abilities and used to support what the student earns on the ACCESS for ELs when the performance reports are given to districts.

DESE provides an Evidence-gathering flow chart. The state also provides a state-wide portfolio rubric. ESL staff will use the portfolio in combination with ACCESS scores to make reclassification decisions.

Evidence-Gathering Process

1. Identify students who may potentially meet the minimum criteria needed to be reclassified.
2. Collect evidence using existing assignments, projects or assessments.
3. In the 4th quarter, select exemplars that can be used to complement what a student earns on the ACCESS for ELs
4. Assess using state-wide portfolio rubric.
5. Use portfolio in combination with ACCESS scores to make reclassification decisions.

Adapted from DESE website. See below for more information:
<https://dese.mo.gov/sites/default/files/cur-eld-entry-exit-criteria-0817.pdf>

Assessment of our ESL Students

The WIDA Consortium is an educational consortium of state departments of education. Currently, 37 U.S. states participate in the WIDA Consortium. WIDA designs and implements proficiency standards and assessment for grade K-12 students who are English-Language Learners,

K W -APT The Kindergarten WIDA-ACCESS Placement Test (K W -APT) is an English language proficiency "screener" test given to incoming Kindergarteners who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs.

WIDA Screener is an English language proficiency assessment given to incoming students in Grades 1-12 to assist educators in identifying students as English language learners (ELLs) it is a online assessment.

WIDA ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to **monitor** students' progress in acquiring academic English.

*ESL students are still required to take district and state assessments. Students who have been in the country less than a year may be exempt for the Language Arts portion of the test but are required to take the math and science portion of the assessment.

SPECIAL EDUCATION REFERRAL CONSIDERATIONS

Research indicates that oral proficiency of language can be acquired in approximately 2 or 3 years. Also, the acquisition of academic language may take a student 5 to 7 years to achieve a level of native peer proficiency. The following situations should be considered:

- ✓ The student is deemed to be developmentally delayed.
- ✓ The student's difficulties (i.e., speech, language, academics, etc.) are documented to be present in the child's native language.

Exceptions should be limited and each one carefully considered. Historically, there has been a tendency to refer all language minority students to special education programs without legitimately determining that a special need exists. Since this is not only inappropriate but also illegal, it is important to understand how an accurate determination of special needs can be made.

The fundamental distinction in question is that between language acquisition related behaviors and behavioral and developmental related evidence. In other words, educators must distinguish between the behaviors exhibited when one is learning another language, and those exhibited when

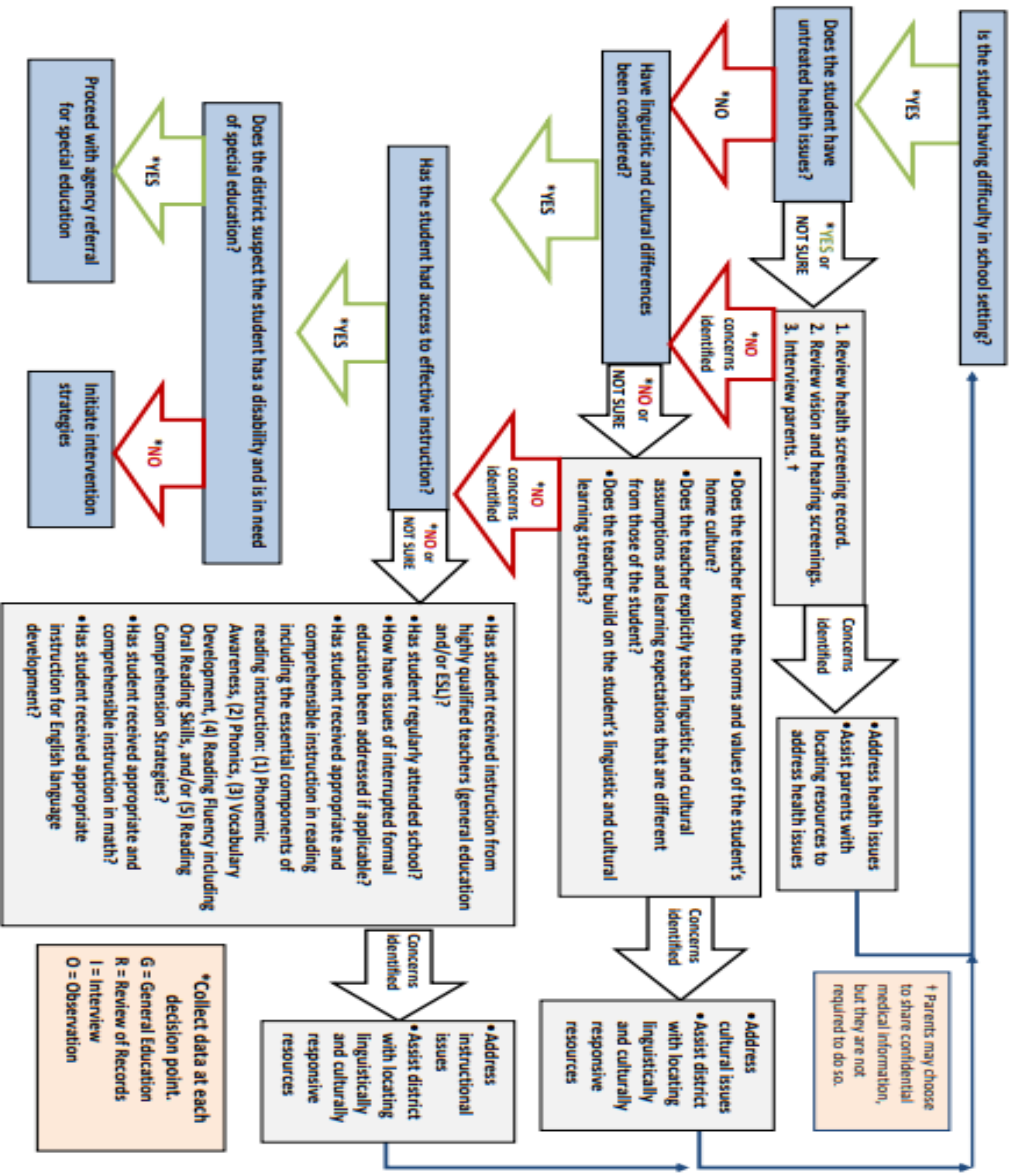
there are psychological or physical problems or handicaps. Because many of these behaviors may appear similar, it is essential that school personnel have a reliable process for distinguishing between those ELL students who are simply going through normal language acquisition processes and those who also have special educational needs. Research in the area of bilingual special education has provided some proven tools for this purpose. One of the most practical is a flowchart that takes educators through a questioning process designed to prevent inappropriate referrals for special education testing. See the flow chart on the next page. After considering all of the above timelines and exceptions, and it is determined that a special education referral is warranted, the following process should be implemented. (See flow chart on following page)

Adapted from DESE. For more information see:

<https://dese.mo.gov/sites/default/files/webinar/documents/ELLSpEdflowchartFINAL12-3-13.pdf>

ELL and SPED Flow chart

Step 1: Consideration of Factors that May Impact Academic Success for ELLs



Step 2: Initiate Intervention Strategies

It is crucial that all data collected be considered when determining interventions. Use of the data during the intervention process will help ensure an appropriate intervention for ELLs. It is important that the team recognize the potential need for involving specialized personnel and/or curricula during the intervention process, particularly when considering the need for an increase in the frequency, duration, and intensity of interventions. After considering intervention data, the team must answer the post-intervention questions below.

Interventions for ELLs should:

- Be comprehensible and culturally responsive (Banks, 2005; Bialystock, 2001).
- Actively engage students in contextualized and authentic language use (Bialystock, 2001; Lightbown & Spada, 2003).
- Facilitate transfer of concepts, language, and skills across contexts and languages (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christian, 2006).
- Be provided at the student's English language proficiency level (Bialystock, 2001; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Paradis, 2011).
- Employ the students' conversational and academic proficiency in home language(s) and English (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christian, 2006).

Source: *Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI²) for English Language Learners* (2013) Board of Regents of the University of Wisconsin System. www.wida.us

POST INTERVENTION QUESTIONS

(1) Does data show that intervention was successful to address the student's difficulty?

YES: continue the intervention
NO: proceed to question 2

(2) Does data suggest there is a reason to suspect the student has a disability and is in need of Special Education services?

YES: proceed with agency referral for special education
NO: use data from previous intervention to develop new intervention

Continue using appropriate interventions until data suggest there is a reason to suspect an educational disability or the difficulty the student is experiencing is resolved.

Culturally Responsive Teaching

Culturally responsive (or relevant) teaching has been described as "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1994, p. 382).

In the Park Hill School District, the ESL program and staff are extremely responsive to the cultures and languages of our students.

To address those needs, it is the priority of all of our staff to:

- Develop caring relationships with students while maintaining high expectations
- Engage and motivate students
- Consistently assess student performance
- Select and effectively use learning resources to meet students' many needs
- Group students for instruction in a variety of ways
- Promote and learn from family and community engagement

Adapted from : Culturally Responsive Pedagogy An Overview of Research on Student Outcomes By Jacqueline Jordan Irvine & Willis D. Hawley

Interpreter and Translation Resources

- Telephonic services--the district currently uses an interpreter/translation company to provide telephonic interpreting. This is used when needed for enrollment, conferences and family meetings.
- Please contact your school's ESL teacher for more information regarding telephonic or in-person interpreting or translation services.
- Add the log

Appendix 1: ESL Program Forms and Resources

(see link for forms and optional forms)

Required Forms:

● Parent Permission Form

Elementary

<https://docs.google.com/document/d/1HEn63glseYCqw-z9uzhhyJk4uevAYybywhhttps://drive.google.com/drive/folders/1T3ZFIFT5HZ7C7FcwKpPiju5zGBf2GVTD?usp=sharingqi0N9IFZw/edit>

Secondary

https://docs.google.com/document/d/1bT-b_zDtwffQDFJh_e_CbRi6OS9HEA8uK8nObDqp29s/edit

● Did Not Qualify Form

<https://docs.google.com/document/d/1KF2yeSl6qA2IDEzRD7Tt6pAbDEh3pFe8vy9Qa6LHICE/edit>

● ESL Student Dashboard Form

(includes test modifications given)

https://docs.google.com/spreadsheets/d/1FbHB2iVwHZF-sxlgA2DGHkzKVBPF3tumBLVsm_ao9dX8/edit#gid=1866867540

● Monitor Form (semester)

Elementary

<https://docs.google.com/document/d/1yFyMRKkmqVTdXyCTMTH16oO8suRzf0L0UnEJ0wAbTXo/edit>

Secondary

<https://docs.google.com/document/d/1AtF2X4dfHU36BQLIUd-RgggOSu56d4j9YmUe8PEg9i0/edit>

● Portfolio Summary Form & Rubric

https://docs.google.com/document/d/ft-bIH-Ok1Z_VFxpcb4x3d8I-4nJju8qQH8y8ibi52oc/edit

● Reclassification Form (*if applicable)

https://docs.google.com/document/d/1ZfQwS4EvW_OJ0qOrDWAarpa10Fu1ao04eVMXYFiUSEA/edit

● Image and Educational Record Permission Form

https://drive.google.com/open?id=1opmUwf_T6ugew2R4Cayv8BPBr806ibUNRzPRgLWJhHs

Additional Forms:

<https://drive.google.com/open?id=1T3ZFIFT5HZ7C7FcwKpPiju5zGBf2GVTD>

- Welcome Letters
- Grade K Initial Non-qualification Letter
- Denial of Services ACCESS letter
- Grade K Spring Qualification Letter
- Spring ACCESS Letters
- Optional Reclassification Forms
- Elementary Checklist



Park Hill School District

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS PARENT NOTIFICATION FORM

Dear Parents,

Your child _____ has been identified as needing additional instruction to achieve English proficiency.

Your student was identified as needing this support from the following information:

- | | |
|---|--|
| <input type="checkbox"/> Home Language Survey on School Enrollment form | <input type="checkbox"/> Review of other academic data |
| <input type="checkbox"/> W-apt language screener | <input type="checkbox"/> Referral from teacher |
| <input type="checkbox"/> ACCESS test for ELLs | <input type="checkbox"/> Referral from parent |
| <input type="checkbox"/> Previous ESL enrollment | |

This information identified your student as:

Non-English Proficient Limited English Proficient Proficient

Areas of instructional concern are: Listening Speaking Reading Writing

The Park Hill School District uses the following methods of language instruction: pull-out, push-in, co-teaching, scheduled ESL language arts class (secondary).

It is recommended that your student receive:

1 Block ESL 2 Blocks ESL Monitored Progress

Your child will be exited from the ESL program upon completing state requirements, which may include:

- overall proficiency score of 6.0 on the ACCESS for ELLs assessment
- proficiency score of 4.7-5.0 on the ACCESS for ELLs AND proficiency on state and district tests and benchmarks, as well as academic proficiency in subject area grades

Please sign and return this form :

Parent/Guardian agrees does not agree to services.

(Parent/Guardian Signature)

(date)

If you should have questions or require other assistance, please contact:

(ESL Teacher)

(School)
(phone)
@parkhill.k12.mo.us



PROGRAMS FOR ENGLISH LANGUAGE LEARNERS PARENT NOTIFICATION FORM

Dear Parents,
Your child _____ has been identified as
needing additional instruction to achieve English proficiency.

Your student was identified as needing this support from the following information:

Home Language Survey on School Enrollment form	Review of other academic data
W-apt language screener	referral from teacher
ACCESS test for ELLs	referral from parent
Previous ESL enrollment	

This information identified your student as:

_____ Non-English Proficient _____ Limited English Proficient

Areas of instructional concern are: Listening Speaking Reading Writing

The Park Hill School District uses the following methods of language instruction: pull-out, push-in, co-teaching, scheduled ESL language arts class (secondary).

It is recommended that your student receive: 1 Block ESL 2 Blocks ESL

Your child will be exited from the ESL program upon completing state requirements, which may include:

- overall proficiency score of 6.0 on the ACCESS for ELLs assessment
- proficiency score of 4.7-5.0 on the ACCESS for ELLs AND proficiency on state and district tests and benchmarks, as well as academic proficiency in subject area grades

Please sign and return this form:

Parent/Guardian agrees does not agree to services.

_____ Parent/Guardian _____
(date)

If you should have questions or require other assistance, please contact:

ELL Teacher:

School:

Phone:

E-mail:



Park Hill School District

Park Hill School District ESL Non-Qualification Form

Your student was recently screened for the ESL (English as a Second Language) program at _____ (school). All students whose enrollment form indicates that a language other than English is spoken in the home are interviewed and/or given the WIDA Online Screener. Based on your student's information and performance, it was determined that your student did not need ESL services at this time.

Student's Name:

Grade:

Present School:

This student does NOT qualify for ESL services.

- Language spoken in home other than English:
- Reason student does not qualify for ESL services:

_____ Score on W-APT or WIDA language screener

_____ Previously exited from ESL program

_____ Additional information from family indicates that the student's primary language is English.

_____ Other: _____

Date:

If you have any questions, please contact _____
(teacher)
(school)
(phone) or (email)

ESL Program Student Dashboard (See link for form)

ESL Program Student Dashboard



update to cum yearly

Name _____

DATA													
School Year	Grade	NWEA (RIT/ %tile)			Reading Level			Grade	Wida Access scores				
		Fall	Winter	Spring	Fall	Winter	Spring		Listening	Speaking	Reading	Writing	Overall
	Kindergarten				▼	▼	▼	K					
	1st Grade				▼	▼	▼	1					
	2nd Grade				▼	▼	▼	2					
	3rd Grade				▼	▼	▼	3					
	4th Grade				Below	▼	Below	▼	Below	▼			
	5th Grade				Below	▼	On	▼	On	▼			

Grade	Imagine Learning	Standardized test Accomodations				Title I	Intensity (Daily # of Min.)	Frequency (Days/Week)	Attended Summer School
		Grade	small group	Read to	Scribe				
Kindergarten	▼	Kindergarten				Kindergarten			▼
1st Grade	▼	Kindergarten				1st Grade			▼
2nd Grade	▼	1st Grade				2nd Grade			▼
3rd Grade	▼	2nd Grade				3rd Grade			▼
4th Grade	▼	3rd Grade				4th Grade			▼
5th Grade	▼	4th Grade				5th Grade			▼
		5th Grade							



Park Hill School District

ELEMENTARY ENGLISH AS A SECOND LANGUAGE SEMESTER MONITOR SHEET

DESE's requirements for exiting ESL students from ESL services include monitoring their academic performance for 2 years to ensure these students are appropriately exited. This monitoring process will be supervised by an ESL teacher. The supervising ESL teacher will receive reports and complete all necessary documentation to meet the state's requirements for monitoring ESL students.

Please complete the following form and return to your student's ESL teacher.

Student: _____ Grade: _____

School Year: _____

Monitor Year 1

Monitor Year 2

	1 st Sem ester		2 nd Sem ester	
	Yes	No	Yes	No
1. Reads near, on, or above grade level	Yes	No	Yes	No
2. Demonstrates understanding of oral instructions	Yes	No	Yes	No
3. Demonstrates understanding of written instructions	Yes	No	Yes	No
4. Writes legibly	Yes	No	Yes	No
5. Demonstrates a comfort with oral response activities such as group discussions, individual response, etc.	Yes	No	Yes	No
6. Demonstrates writing skills comparable to peer's	Yes	No	Yes	No
7. Accepts correction and assistance in written or oral responses	Yes	No	Yes	No
8. Completes assignments on time	Yes	No	Yes	No
9. Demonstrates appropriate social skills (as compared to peers)	Yes	No	Yes	No
10. Demonstrates appropriate behavior in the classroom	Yes	No	Yes	No
Quarterly Grades:	1 st	2 nd	3 rd	4 th
ELA (Language Arts)				
Math				
Science				
Social Studies				

Comments:



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Secondary English as a Second Language Semester Monitor Form

DESE's requirements for exiting ESL students from ESL services include monitoring their academic performance for two years to ensure these students are appropriately exited. This monitoring process is supervised by an ESL teacher. The supervising teacher will receive the reports and complete all necessary documentation to meet the state's requirements for exiting ESL students.

Instructions: Complete each question and sign off each semester. Use report card codes. Return this form to the ESL teacher.

Student: _____ Grade: _____

School Year: _____ Content Teacher: _____ ESL Teacher: _____

	2nd Quarter		4th Quarter	
1. Reads and understands classroom texts at a level comparable to peers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Demonstrates understanding of oral instructions	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Demonstrates an understanding of written instructions	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Participates in oral response activities such as group discussions, individual response, etc.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Demonstrates good writing skills comparable to peer's performance	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Manages coursework without ESL support	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Quarterly Grades				
ELA	_____	_____	_____	_____
Reading	_____	_____	_____	_____
Math	_____	_____	_____	_____
Science	_____	_____	_____	_____

Social Studies	—	—	—	—
----------------	---	---	---	---

If you checked *no* on any of the above questions, please provide additional information regarding language concerns you have for this student:



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Portfolio Summary Form

Student Name	
Academic Year	
District/School	
Grade	

Reclassification Documentation

Criterion	Evidence	Dates:
Oral Language Proficiency	*ELA *Math *Social Studies*Science other_____	
Classroom Interaction	*ELA *Math *Social Studies*Science other_____	
Content-Area Writing	*ELA *Math *Social Studies*Science other_____	
Grade- level content comprehension	*ELA *Math *Social Studies*Science other_____	

Circle content area

Additional Evidence:

- ACCESS Domain scores
- Reading comprehension data
- Recorded audio samples
- Writing artifacts (graphic organizers, drafts)
- Classroom observation



Park Hill School District

Portfolio Evaluation Rubric

	Approaches	Meets Expectations	Exceeds
Oral language proficiency (listening/speaking)	Demonstrates ability to comprehend and produce spoken English across content areas with EL support	Demonstrates ability to comprehend and produce spoken English across content areas with EL support comparable to that of native English speakers	Demonstrates ability to comprehend and produce spoken English across content areas
Interactive language	Demonstrates ability to interact with peers and teachers across content area classroom with EL support	Demonstrates ability to interact with peers and teachers across content area classroom with support comparable to that of native English speakers	Demonstrates ability to interact with peers and teachers across content area classroom
Content Area Writing	Demonstrates ability to clearly accurately express understanding of academic content in writing, across content areas, with EL support	Demonstrates ability to clearly accurately express understanding of academic content in writing, across content areas, with support comparable to that of native English speakers	Demonstrates ability to clearly accurately express understanding of academic content in writing, across content areas.
Content Area Language Comprehension	Demonstrates ability to comprehend academic concepts, across content areas with EL support	Demonstrates ability to comprehend academic concepts, across content areas with support comparable to that of native English speakers	Demonstrates ability to comprehend academic concepts, across content areas
Sociolinguistic Competency	Does not actively seek academic or linguistic resources or clarification	Demonstrates ability to actively seek resources and self-advocate for linguistic and academic needs	Can accurately self-report grades, reflect on language use and adapt as needed.



Park Hill School District

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ESL Reclassification Form

Student	
School/Grade	

Reclassification date must be within 30 days after receiving ACCESS scores. Portfolio and ACCESS scores are required for ALL students scoring less than a 5.0 to be considered for reclassification.

RECLASSIFICATION CRITERIA	MINIMUM SCORE REQUIRED	RESULTS
ACCESS	5.0 Overall Or 4.5-4.9 overall with additional criteria below	
Portfolio	See portfolio Rubric	
Input from stakeholders (EL teachers, classroom/content teacher, counselor or principal)	Majority Recommended	

Based on the criteria listed above, the stakeholders agree that this student should be reclassified from receiving ESL services to Monitor status beginning _____.

The school's ESL personnel will monitor the student's progress for two years.

ELL Teacher	
Classroom/Content Teacher	
Counselor/principal/Coordinator	

Parent Guardian Consultation * check appropriate choice below

- Conference
- Phone call
- Email
- Letter home
- Date contacted _____



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2018-2019

IMAGE AND EDUCATIONAL RECORD PERMISSION

The Park Hill School District would like to be able to feature your child participating in the special program in which he or she is enrolled.

How it Will Be Shared:

Your child's name or image could appear in district print publications; in Park Hill videos online and on TV; on district or school websites; in email newsletters; or on social media sites, including YouTube, Facebook, Twitter and Instagram. Student journalists in our print or broadcast classes, or local media, including newspapers and television stations, might also identify your child as participating in the program.

Permission:

Your child and the special program in which he or she is enrolled will be identified. Before we release that information, we want to ensure you are aware of it and agree with it. Therefore, we need your permission for your child to be identified.

- YES, I consent to the release of my student's likeness or information for the purposes listed above.
- NO, I do not consent to the release of my student's likeness or information for the purposes listed above. I understand that my child will not be included in these photos, videos and articles.

Student Name: _____

School: _____

Parent/Guardian Signature: _____

Date: _____

Resources

Identifying and reclassifying English learners: Guidance on Missouri's Entry and Exit Criteria

Developed by Ryan Rumpf Director of ELL curriculum department of elementary and secondary education