**Moving Through and Exiting ESL Services**

To ensure that students are receiving the appropriate ESL supports for both Language Development and academic achievement, all English Learners' progress and need for services will be reviewed by a school-based team (that includes classroom teachers and ESL teachers) throughout the year.

In order to ensure that all English Learners in the Edgerton Public School District are making adequate progress in acquiring academic English and increasing English language proficiency, the school district uses resources developed by WIDA:

* **ACCESS for ELs:**  Students identified as EL are assessed annually in the four domains of reading, writing, speaking and listening.  Based on the results of this assessment, students receive an English proficiency level which determines level of service at their school.  Students who receive an English proficiency level of 5.0 or higher are considered for exiting EL services.
* **Alternate ACCESS for ELs:**  This English language proficiency test given annually to students in grades 1-12 who have been identified as ELs and have significant cognitive disabilities that limit their participation in the standard ACCESS test. Students are assessed in the four language domains of Reading, Writing, Listening and Speaking. The ACCESS test is only administered during the annual test window for the state of Minnesota. Based on the results of this assessment, the student will be assigned an English proficiency level. That level will be used to determine what EL Support services the student will receive at his/her school.
* **K-WAPT:**  This English proficiency placement test may be given to incoming kindergarten students who have a home language other than English. This test is meant to assist with identification and placement of ELs. If the results of this placement test assign an English proficiency level of 1-5, services with an ESL teacher will be recommended.   The K-WAPT can also be used if a student has not been initially identified, but begins to raise language/academic concerns.
* **1-12 WIDA 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.

At the end of each school year, ESL teachers evaluate all spring standardized testing data as it becomes available to determine each EL’s eligibility for ongoing EL support.  When a student meets a majority of the [Exit Criteria](http://multilingual.mpls.k12.mn.us/uploads/entrance_and_exit_criteria.docx) with an emphasis on standardized scores, they will be reclassified in early Fall of the next school year and will no longer receive EL supports. These same Exit Criteria are used to determine reclassification of dual eligible (Special Education) students.

This review can result in a number of adjustments to the student's ESL status.

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **When** | **Description** | **Possible Results** |
| Exiting | Early September (after the ACCESS test scores have arrived) | Based on performance on the WIDA ACCESS, State Reading exams, and other data, a student might be exited or “graduate” from ESL services. | Exit or remaining in ESL |
| Waiver Review | 1ST quarter | For students who have refused recommended ESL services, a school-based team (classroom teachers and ESL teachers) review WIDA scores and other indicators of language and academic development. | Recommendation to students and parents to either remain with current plan or to accept ESL services. |
| Exit Review | 4th quarter | For four years following formal exiting from ESL program, a school-based team (classroom teachers and ESL teachers) will review indicators of academic success for each exited student. | Recommendation to the students and parents to continue Exited Status or to re-activate ESL status. |
| Change of Status | No set time (used as needed) | If teachers, parents or students agree that the student can be served in some other ESL status, a “school-based” request for Change of ESL Status can be filed. | Change of ESL status (as agreed upon by student, parents, and teachers). |

If a student who has not been initially identified as meeting the entrance criteria for ESL services begins to demonstrate language/academic concerns, the EL team will do a combination of the following to determine if language is the primary concern: administer the K-WAPT or 1-12 WIDA Screener to determine language proficiency (if it hasn’t been done prior); re-evaluate all assessment data and review updated data; make a classroom observation and interview the student’s classroom and content teacher(s); consult with parents.

If the student meets a majority of the entrance criteria with an emphasis on standardized test scores (Level 1-5 on the K-WAPT or 1-12 WIDA Screener; below 40th percentile on MCA III Reading), the EL staff will enroll the student in the ESL program, assuming the parents agree to ESL services.