

Martha's Vineyard Public Schools

*English Language Learner Program
Reclassification Guidelines for English Language Learners Policy*

Revised June 2013

In determining LEP/ELL status, the most important variables are English language proficiency, including speaking, listening, reading, and writing in both social and academic settings AND the ability of the student to access grade level academic content without specialized instructional support.

Reclassification will be permitted only after a review of student performance and data by a school-based team, which includes the student's ESL teacher, the ELL director, general education program teachers who have worked with the student, special educators (if applicable), and other professional familiar with the student in different contexts.

The following criteria must be considered before making a decision to exit an ELL student from the English Language Learner program:

PRIMARY CRITERIA FOR EXITING STUDENTS

ACCESS Results:

In general, ELL students may be recommended to exit ELL status if they achieve an overall score on ACCESS for ELLs of at least level 5.0 (Bridging), along with a composite ACCESS for ELLs literacy score (Reading and Writing) above 4.0.

In addition to ACCESS for ELLs test scores, districts should evaluate and consider a range of other evidence of the student's performance in making decisions about reclassification of a student as non-ELL, including a review of:

1. A student must receive a score of Proficient or Advanced on ELA and other content area MCAS
2. A student must demonstrate that he is able to perform ordinary class work in English. A student should have a minimum overall average of C (or 70%) in Math, Science, English and Social Studies on his/her most recent report card.
3. A student's scores on locally administered reading and other academic assessments, such as DIBELS, GRADE, DRA, GMADE, DRP, etc, should be considered.

NOTE:

Students may be exited from the program if the team of professionals (teachers, SPED personnel, guidance counselors, ELL director, etc.) determine that a student will no longer benefit from ESL instruction and/or that the reason they haven't met the criteria is

due to issues unrelated to second language acquisition. Some issues to take into consideration are as follows:

- The student may be fluent in English but demonstrate poor academic performance due to a learning disability, etc.
- The student is capable of excelling academically but is impacted by issues such as absenteeism, emotional trauma, etc.
- The student has been in the ESL program for years and is making no progress in the program.

In this case, the decision must be documented before a student exits the program. There has to be consensus from a team of professionals about the reclassification decision and documentation must be attached to the reclassification form. An instructional program must be designed to ensure that the student's unique needs are met. For example, placement in a classroom with a qualified SEI teacher. The student must be monitored consistently to ensure that the instructional program is meeting her/his needs.

{*Adoption Date*} 10.10.2013 by the Edgartown School Committee

CROSS REFS:

LEGAL REFS:

1 st Reading	-	06.24.2013
2 nd Reading	-	09.11.2013
3 rd Reading	-	10.10.2013

English Language Fluency and Literacy Policy

All teachers of English language classrooms, employed by the Martha's Vineyard Public Schools, as that term is defined in M.G.L. c. 71A, will be literate and fluent in English. Martha's Vineyard Public Schools will make the determination that a teacher is literate in English if the teacher:

1. possesses a teaching license issued pursuant to M.G.L. c. 71, § 38G; or,
2. possesses a vocational teacher approval or a vocational technical educator license; or,
3. earns a passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure; or,
4. possesses a bachelor's degree from a college or university where the language of instruction was English.

Martha's Vineyard Public Schools will determine a teacher's fluency in English through one or more of the following methods:

1. classroom observation and assessment by the teacher's supervisor, principal, or superintendent; or
2. an interview and assessment by the teacher's supervisor, principal, or superintendent; or
3. the teacher's demonstration of fluency in English through a test accepted by the Commissioner of Education; or
4. another method determined by the superintendent and accepted by the Commissioner.

The Superintendent of Schools will, upon request, provide the Department of Elementary and Secondary Education a Statement of Assurances that the District is in full compliance with this policy and 603 CMR 14.05.

{Adoption Date} 2.20.2013 by the Edgartown School Committee

CROSS REFS:

LEGAL REFS:

1 st Reading	–	12.12.2012
2 nd Reading	–	01.16.2013
3 rd Reading	–	02.20.2013