



English Learner Identification/Exit Criteria and Procedures

A. Initial Identification:

A student considered “**Academic English Language Learner**” (AELL) for **Daystar Academy** would include any student who meets the following requirements.

1. Home Language Questionnaire: All students registering in **Daystar Academy** answer a **Home Language Questionnaire (HLQ)** during the admission process. If there is evidence of another language spoken in the home, they would be referred by the school office staff to the **Language English for Academic Proficiency (LEAP)** teacher for further evaluation. The three questions found on the HLQ are as follows:

- a. Which language did your child learn first?
- b. Which language is most often spoken at home?
- c. Which language does your child usually speak?

If the answer to any of these questions is a language other than English, the student must be assessed for **Academic English Language Proficiency**. This will generally be administered at the school as soon as possible by licensed **LEAP** instructors.

2. **LEAP** Program Entrance Assessment

- a. ESL teacher will evaluate any/or all of the following data:
 - i. Scores from the **WIDA Measure of Developing English Language (MODEL)** or **WIDA-ACCESS Placement Test (W-APT)**
 - ii. Evidence of past participation in ESL programs
 - iii. Scores from Fountas and Pinnell **Benchmark Assessment System (BAS)**
 - iv. Classroom performance
- b. If a student is new to **Daystar Academy** or the above data is not available at the time of registration:
 - i. W-APT or Screener will be administered to determine language proficiency level

B. Ongoing Identification:

1. Transitioning students from one year to the next: The LEAP teachers will evaluate spring standardized test data as it becomes available to determine the eligibility of each **English Language Learner (ELL)** for ongoing LEAP support. When a student meets a majority of the exit criteria (See Entrance/Exit Criteria) with an emphasis on standardized scores, they will be reclassified in late Spring for the next school year and will no longer receive LEAP supports.

2. If a student who has not been initially identified begins to demonstrate language/academic concerns, the LEAP teacher will do a combination of the following to determine if language is the primary concern:

- a. Administer the W-APT to determine language proficiency (if not done prior)
- b. Re-evaluate all assessment data and review updated data



- c. Make a classroom observation and interview the student's classroom and content teacher(s).
- d. Consult with parents.

If the student meets a majority on the entrance criteria with an emphasis on standardized test scores, the LEAP staff will enroll the student in the LEAP program.

C. Overall Identification Measures

1. WIDA W-APT /MODEL language proficiency data
2. Fountas and Pinnell (BAS): including letter naming and letter sounds
3. Classroom performance and observation
4. Classroom teacher feedback
5. Student portfolio (if applicable)

D. English Language Proficiency (ELP) Measures

1. WIDA W-APT /MODEL language proficiency data
2. The results of the WIDA MODEL language assessment are used to:
 - a. Determine the scope and sequence of the LEAP program for each child
 - b. Determine which language domains need additional instruction
 - c. Measure adequate language growth over time
 - d. Determine exit from the LEAP program
3. All LEAP teachers complete the required WIDA training to administer the MODEL English Proficiency Test and the W-APT/Screeners including yearly reviews of key areas.

E. Entrance/Exit Criteria

When a potential ELL meets the majority of the entrance criteria and it is determined that additional LEAP support would provide educational benefit to the student, they will be admitted to the LEAP program.

1. Entrance Criteria

The criteria for entrance into LEAP services based on one of two comprehensive English academic language assessments: W-APT or MODEL

*A student is eligible for LEAP services at **Daystar Academy** if the W-APT or MODEL Composite score is below 5.5*

The composite level in addition to the data on specific modalities will be used to determine the appropriate level of service. School staff will also evaluate data such as evidence of past participation in LEAP programs, literacy assessment data using Fountas and Pinnell BAS, and classroom performance to determine level of service.

2. Exit Criteria

In general, English language learners (ELLs) are no longer classified as Limited English Proficient (LEP) once they have attained the language skills necessary to compete with mainstream English speakers in age and grade appropriate settings in all areas of language development without the use of adapted or modified English materials.

The fully English proficient student, ready to exit language instruction educational programs, demonstrates English language proficiency in relation to the full range of classroom demands and the academic language needed for successful educational performance including demonstrating proficiency in:

1. Understanding and speaking English
2. Reading and comprehending academic English
3. Writing in English, and
4. Demonstrating English proficiency in other academic subject areas

At the end of each school year, LEAP teachers evaluate all spring standardized testing data as it becomes available to determine each ELL's eligibility for ongoing LEAP support. When a student meets a majority of the exit criteria detailed in the chart below, with an emphasis on standardized scores, they will be reclassified in late spring for the next school year and will no longer receive LEAP supports.

Grades 1-5	<p>Language Acquisition</p> <ul style="list-style-type: none"> ● MODEL Composite Score of 5.5 <p>Literacy</p> <ul style="list-style-type: none"> ● A minimum literacy subscore of 5.0 or above on the MODEL, and ● A Fountas and Pinnell BAS score within the range of grade level proficiency <p>Writing</p> <ul style="list-style-type: none"> ● Student portfolio (when applicable) <ol style="list-style-type: none"> a. Proficient or above proficient based on Daystar rubric <p>Proficiency in other subject areas</p> <ul style="list-style-type: none"> ● Determined by classroom observation and formative assessment
-------------------	--

3. Monitoring

Daystar Academy will monitor all fully English language proficient students for the first two school years the students are fully English proficient, after their exit from ELL/LEP classification. Daystar will keep documentation (grade level, final ELP composite score, at least two pieces of evidence, parental notification, and additional annual evidence of English language proficiency) on file throughout the two-year monitoring period.



F. Communication of Identification Criteria and Procedures

1. All LEAP program identification criteria is located on the Daystar Academy website and can be accessed in English and Chinese.
2. LEAP teachers are present at elementary open houses, and information nights to field any questions from existing or potential ELL families.
3. ELL/Bilingual Education Program description and Notification of Services: sent home at the beginning of each school year, including individual child's scores from **Academic English Language Proficiency** assessment(s).
4. Sharing of relevant language acquisition data at:
 - a) Staff Meetings
 - b) Parent/Teacher Conferences: offered 2 times/year
 - c) Phone calls using school interpreters when needed
 - d) If necessary, school interpreters are available for meeting with parents

G. Program Service Model

Daystar Academy will employ a combination of push-in and pull-out instruction and co-teaching with grade-level content instructors. The following serve as a guideline for LEAP instructors when determining which service model to use:

- **WIDA Level 1 and 2:**

1. Regular pull-out services to focus on language acquisition and building of academic vocabulary that ***aligns with*** content instruction in the classroom.
2. In-class group mini-lessons to scaffold learning objectives within the classroom, including:
 - a. Leveled reading groups using similar content, themes and vocabulary as mainstream instruction
 - b. Scaffolded learning activities that align with classroom instruction using **WIDA Can-Do Descriptors** and language supports
3. Co-teaching:
 - a. Pre-teaching vocabulary
 - b. Ensuring accessibility of content for all students through the use of graded language, visuals, hand signals, realia and movement
 - c. Modeling academic language strategies



G. Program Service Model Continued

- **WIDA Level 3 and 4:**

1. Pull-out services on an *as needed basis* to focus on academic language and text structures which students are struggling with in the classroom.
2. *As above, see WIDA Level 1 and 2*
3. *As above, see WIDA Level 1 and 2*

- **WIDA Level 5:**

1. In-class support, monitoring and co-teaching:
 - i. Pre-teaching vocabulary
 - ii. Ensuring accessibility of content for all students through the use of graded language, visuals, hand signals, and movement
 - iii. Modeling academic language strategies
 - iv. Mini-conferencing with students to help students self-assess and set academic goals
 - v. Direct instruction in an *as needed basis*