

## NJTESOL-NJBE Spring Conference May 2019

### ELL Policy Updates Workshop – Questions from the Field\*

The questions below represent inquiries from the field based on the PowerPoint presented during the NJTESOL-NJBE Spring Conference. Due to time limitations, attendees submitted questions on post-it for the presenters to respond to later. The questions below are verbatim from attendees.

#### Exiting

##### **Is there a deadline for mid-year exits?**

Students exited using the model should be assessed prior to the start of the Spring administration of ACCESS. The Model may not be administered in June to re-assess students who do not earn a composite score of 4.5 or greater. The new [ESSA ELL Entry and Exit Guidance](#) (May 2019 Updated Version) explains the term *mid-year* in the glossary as follows: any student enrolled after the 1st 30 days of the beginning of school (p.10).

##### **Can a student still be exited on multiple measures, if s/he earns below a 4.5 composite score (before July 2019)?**

Yes. The new [ESSA ELL Entry and Exit Guidance](#) goes into effect July 1, 2019.

##### **Does the exit requirement depend solely on a 4.5 ACCESS score? Can we still use multiple measures or not?**

Districts still must use multiple measures for exit. See pages 7-10 of the [ESSA ELL Entry and Exit Guidance](#).

##### **What recourse will we have regarding exiting students who cannot meet the 4.5 criteria after years within the program where language is clearly no longer an issue?**

Districts should evaluate all programs annually to assess whether the language instruction education program is appropriate and effective for the population it serves (See Chapter 9 of the [USDE ELL Program Toolkit](#)). In addition, child study team members in consultation with the ELL specialist must make appropriate team-based decisions to ensure the student's IEP and/or 504 plan clearly articulates the program needs and accommodations of the student (See Page 6 and 10 of the [ESSA ELL Entry and Exit Guidance](#)).

##### **In our district often, CST determines that daily ESL pull out, in addition to other services, is detrimental to students' growth before they achieve 4.5. If CST and parents agree, can a student be exited before a 4.5 with multiple criteria?**

CST cannot determine exit before 4.5. Reference page 10 of the [ESSA ELL Entry and Exit Guidance](#) and See Chapter 6 of the [USDE ELL Program Toolkit](#)).

##### **Would a waiver be approved to allow "gradual release" of students who achieve a 4.0-4.4? By "gradual release", I mean the students in a "High Intensity" program would only receive one session and be monitored in the general ed classroom for the other?**

Districts should evaluate all programs annually to assess whether the language instruction education program is appropriate and effective for the population it serves (See Chapter 9 of the [USDE ELL Program Toolkit](#)). A district may determine to serve a population with a Sheltered English Instruction program, which must include an ESL period to appropriate serve students with higher English language proficiency level (e.g. 4.0 – 4.4).

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#### WIDA

##### **What is WIDA Model?**

[WIDA MODEL](#) Online is an on-demand English language proficiency assessment for students in Grades 1-12. The assessment can be administered at any time during the school year, depending on the needs of the district, school, teacher or student.

##### **Can a student take WIDA model to exit after July 1<sup>st</sup>?**

As per the [Approved ESSA NJ State Plan](#) (p.150), the WIDA Model may be used for mid-year exit determinations.

##### **How does a student get a 4.5 when WIDA rounds down to the nearest whole number?**

A score of 4.5 is attained through the composite score on ACCESS.

##### **Can our school use NJSMART to access the ACCESS scores of new transfer students so we do not have to administer WIDA MODEL when they enter our school?**

Districts can use ACCESS scores from other NJ districts (and WIDA consortium states) for transfer students.

To assist with the Records Review Process, districts may retrieve WIDA ACCESS Score Reports on NJSMART ([District Reports](#) – training [video](#)) as follows:

1. Logon to [NJSMART](#) (you may need to coordinate with NJSMART District contact)
2. Click on <<Reporting>>, Select <<District Reports>>, Select <<Student Record>>
  - Enter Correct and Complete First and Last Name; SID is not needed (verify correct students)
  - Click on SID hyperlink (provided)
  - Select <<View Assessment Record>>

##### **Our school has students from other schools. We do not get ACCESS score until June 2<sup>nd</sup> week. Other schools need to know who is going back. What should we do to determine who is exiting?**

ACCESS scores must be considered as a part of exiting decisions.

##### **If we can use passing score on NJSLA-ELA in lieu of a 4.5 on WIDA? Why must we double test ELLs on WIDA and NJSLA?**

WIDA is a language test and NJSLA is a content test. Students must earn a passing score on NJSLA ELA and Math, in addition to multiple criteria.

#### Special Education

##### **If a student's disability inhibits them from reaching a 4.5 on ACCESS after taking the ACCESS for multiple years, why can't they be exited?**

Federal civil rights law requires that ELLs cannot be exited just due to a disability. Reference [Dear Colleagues Letter](#), pages 24-29.

##### **How can an ELL with a learning disability be exited if said student fails to reach the 4.5 score and fails to show progress?**

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Federal civil rights law requires that ELLs cannot be exited just due to a disability. Reference Chapter 6 of the [USDE ELL Program Toolkit](#) for additional information about serving ELLs with disabilities.

**How are ELLs, who are also coded as SpEd, serviced if ELL magnet schools do not have SpEd services (in the same building)?**

Districts must provide both services if the students is eligible for both. This might mean sending an ESL teacher to the school where special ed. Services are being provided.

**Some students do not qualify for the Alternate ACCESS because they are at a higher level, but they plateau at 2.5/3.5 because of their learning disability (reading, writing, etc.). What do you do if they never get a 4.5, since some students do not get there?**

Federal civil rights law requires that ELLs cannot be exited just due to a disability. Additional considerations are articulated in the new guidance from the NJDOE, see page 10 of the [ESSA ELL Entry and Exit Guidance](#).

**For a SpEd student that do not take the Alternate ACCESS, can they be exited with multiples measures? This student will never pass and has plateaued at a 1.9 for 4 years.**

No. Consider the services that are being provided and how. In other words, can ESL be a part of the special ed. Class? Can services be in an inclusive setting?

**Can ELLs who are also in SpEd be put on ESL consult (not seen by ESL teacher) but support given to SpEd teacher?**

No.

**If a student has a disability related to reading, can we not count reading on ACCESS?**

It must be counted unless the IEP states otherwise. Additional considerations are articulated in the new guidance from the NJDOE, see page 10 of the [ESSA ELL Entry and Exit Guidance](#).

**Is there a maximum number of years for SpEd students to be in the program? Can you exit after 4-5 years in the program? For example, a student in since K and going into 6<sup>th</sup>?**

No.

### Bilingual Ed in Schools

**Per July 2019, exiting become standardized. Our principal wants “our ESL numbers down”, as advocates for these ELLs, do you have any suggestions to help us?**

Due to the standardization of exiting, the numbers will most likely increase. Use ACCESS data and accountability to demonstrate students’ progress.

**Does the NJDOE recommend a push-in only model? Is it best practice? How are administrators notified of best practice for ELLs?**

The NJDOE does not recommend push-in or pull-out as this is district and case specific. Best practices are evidenced by the [model programs](#).

**If a district of 5 schools offers 2 part-time bilingual classes in only 2 schools, is that district considered having a bilingual program and not need a waiver?**

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The district still needs a waiver as part-time bilingual is not a full-time program.

**New preschool initiative is bringing multiple pre-K classes. Is this when the identification process begins? And how are we to service them?**

Identification in pre-k is via the home language survey.

**For an ESL program in a district with between 10 and 20 students, is 2-days of pull-out ESL instruction combined with 3 days of push-in collaboration for 1 period okay?**

Yes.

**Should ELLs who have been in the USA for under 1 year also be required to take French or Spanish (in addition to High Intensity ESL)?**

Yes, all students have a world language requirement.

**Specifically, for 1<sup>st</sup> grade level, the reading piece seems too difficult for the 1<sup>st</sup> year level. The reading piece is being looked and so how can this be reliable?**

Please send ACCESS test concerns to WIDA.

### Miscellaneous

**Could the state please create a poll if translators are available for all districts?**

Translators are a district responsibility.

**In the parent notification letter, what do we write in the line that says Academic Readiness level?**

This should indicate any state or standardized test results and/or performance in content areas.

**What happens if you don't spend Title III, ESL or immigrant money?**

Districts may carryover Title III monies for one year. After, the money gets returned to the federal government.

My district recently implemented Seal of Biliteracy for the native English speakers who are accomplished in French, German, etc. but has denied SOB for ELLs because they say they can't accurately test them in the native language to confirm fluency. What should we do?

The seal of biliteracy is open to both world language learners and ELLs. Raise awareness regarding the requirements of the [Seal of Biliteracy](#).

**Can you please go over the bilingual certification basic skills requirement?**

That is through the test called the PRAXIS CORE. Additional licensing certification questions should be addressed to that office.

**Since the forms are now standard, if we get a student's mid-year from another district are they automatically in ESL? Or do we have to rescreen?**

You do not to re-screen unless you want to make your own district decision.

**Are there requirements for the content of SIOP PD for it to count towards the 15 hours for certification?**

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The training should follow the sheltered instruction observation protocol model that equals 15 hours.

#### **What languages will the translations be available in?**

Arabic, Bengalese, Chinese (Mandarin), English, French, Gujarati, Haitian, Hindi, Japanese, Korean, Panjabi, Korean, Polish, Portuguese (Brazilian), Russian, Spanish, Tagalog, Tamil, Telegu, Turkish, Urdu, Vietnamese.