

# ELL Academic Planning Guide

## MISD Continuum of Services for PK - 12th

> ESL teachers are assigned to every school in MISD. All identified English Language Learners must receive English language development services commensurate with their proficiency levels.

> Principals, in collaboration with the LPAC committee and ESL Staff, will determine the service model offered at their schools. A school-wide ELL Graduation Plan (Secondary), will be developed according to the needs of the LEP population, STAAR data, TELPAS data, AMAO data analysis, ESL staff, professional development needs of classroom teachers along with input from the ELL Department.

> Students are scheduled into classrooms with an ESL certified teacher, ESL courses and/or Sheltered Instruction sections on a case-by-case basis according to multiple criteria that include the following: TELPAS levels, Years in US Schools, transcript evaluation, educational background, other district assessment, teacher recommendations, & input from the ELL department.

### TELPAS Levels for ELLs

Beginning	Intermediate	Advanced/ Adv High
Overall Composite Score Less than 1.4	Overall Composite Score 1.5 to 2.4	<b>Adv:</b> Overall Composite Score 2.5 to 3.4 <b>Adv High:</b> Overall Composite Score 3.5 to 4.0
2 years or less in US Schools	<ul style="list-style-type: none"> <li>• More than 2 years in US Schools</li> <li>• May be long-term ELL</li> <li>• May enter US schools at these levels</li> </ul>	<ul style="list-style-type: none"> <li>• Years in US Schools may vary</li> <li>• May be long-term ELL</li> </ul>
Little or no English Ability	Limited ability, simple language structures, high-frequency vocabulary, routine contexts	Ability to engage in grade-appropriate academic instruction with second language acquisition support

### Instructional Setting Considerations

Beginning	Intermediate	Advanced/ Adv High
<b>High School Only:</b> All core content delivered by Sheltered Instruction trained teachers. Students enrolled in ESOL I & II must receive instruction by a certified ESL teacher for these two classes. The new ELD class (2015), can be taught by an ESL/S.I. teacher and does not necessarily need to be the campus ELL Lead Teacher.		
<b>Master Schedule:</b> ESL/Sheltered Instruction Team with common planning time (preferred). The ESL students distributed within the ESL/S.I. team throughout the scheduled day.		
<b>Program Options (PK-8):</b> ESL Content Based instruction (PK-8) for the four core content areas delivered by ESL certified teachers (preferred); ESL Pull-Out (PK-8) in one of the four core content areas with the other three content areas consisting of Sheltered Instruction trained teachers.		
No more than 30% ELLs/class.		
Beginning and Intermediate ELLs can be scheduled together		Advanced/ Adv High ELLs can be scheduled together
ELL Lead Teacher should play a significant role in targeting intervention needs		Needs can be met with good Tier I instruction
Sheltered Instruction teachers must receive 12 hours of initial training followed by a yearly 6 hour update to stay compliant.		
Small group daily instruction with ESL certified teacher	Small group 2-3 times weekly with ESL and/or Shelter Instruction teacher	ESL/Sheltered Instruction delivered in core content areas

### Grading Guidelines and Considerations

Beginning	Intermediate	Advanced/ Adv High
<b>Federal Law:</b> states that no LEP child should be retained where language is the reason for the retention. Retention of LEP students shall not be based solely upon the level of English language proficiency (Section I, Part G, guidelines to satisfy legal requirements of Lau v. Nichols).		
<b>State Law:</b> Classroom teachers are required to accommodate materials, instruction, and pacing based on students' English language proficiencies (TAC 89.1210(A)).		
<b>Local Policy:</b> MISD grading policy states that each student's academic progress and conduct are evaluated using progress reports and grade reports (2014 – 2015 Student Handbook)		
With these criteria in mind, decisions on how a Beg/Int LEP student is to be numerically assessed on coursework is a campus-level decision. When considering a grade and/or retention (SSI) for a student at this language proficiency level, the ELL Progress Measure can be used as a guide to help measure a student's progress with grade-level content.		Advanced/ Adv High to follow the local MISD grading policy but allowable accommodations within the instructional setting must be followed per the individual students LPAC.