

English Language Development

Colville School District

Program Overview

State's Definition of English Language Students

A student who meets the following two conditions is eligible for the Transitional Bilingual Instructional Program: the primary language of the student is other than English; and the students' English skills are sufficiently lacking or absent as to delay learning. Washington State defines "primary language" as the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence or the language that the student first learned.

Identification Process

Every district must have written procedures to identify English language learners. All students who register with a school in Washington State must be asked to identify their primary language. Colville School District uses the state-approved Home Language Survey form that can be found at all district schools, on the Colville District English Language Development (ELD) website, and on the state OSPI website. If the responses to the questions on the form indicate a language other than English, the student is referred for testing with the state-approved language proficiency screener.

Screener Test

The English Language Proficiency Assessment for the 21st Century (ELPA21) was developed by a consortium of states that use the English language proficiency standards for K-12 students. The ELPA21 Screener is used to determine initial eligibility for ELD services. This is an online assessment that measures proficiency in the four language domains of reading, writing, listening, and speaking. The screener test is only for students who have been identified as potential English Language Learners (ELLs) based on the Home Language Survey and for Native American students who have been determined to be academically at risk. Districts may not administer the state language proficiency screener to students who are not potential ELLs.

Transfer Students

Transfer students may complete a new Home Language Survey as part of the district's enrollment packet. Eligibility determination should be made based on the Home Language Survey that indicates a language other than English.

Foreign Exchange Students

Districts are required to follow the same English Language Learner (ELL) identification procedures for all students, including foreign exchange students.

Services

The Colville School District serves identified students from the point of identification through grade 12. Each student's services are reviewed annually to ensure appropriate placement. The district utilizes an alternative instructional program, defined as "a program of instruction which may include English as a second language... designed to enable the student to achieve competency in English". Instruction may occur either individually or in small groups within the mainstream classroom (Push-in) or separate from the mainstream classroom (Pull-out) with the focus of supporting English language development. Students in this model access grade-level academic content through participation in their mainstream classrooms.

The 'Supportive Mainstream' Alternative Instructional Program model utilized by the Colville School District offers the following:

- Students in mainstream English speaking classrooms most of the day
- ELL teachers provide supplemental English language support inside or outside of the mainstream classroom
- Mainstream and supplemental English instruction conducted using English with specific strategies to foster English language development and make grade-level content meaningfully accessible
- Mainstream content teachers collaborate with ELL teacher or ELL coach to facilitate language support in content classrooms
- Goal of English language proficiency integrated with grade-level academic achievement

Annual Assessment Process

The ELPA summative assessment is an online assessment given to all students who qualify for ELD services with a placement test. The ELPA21 summative assessment measures students' English language proficiency, both knowledge and skills, in reading, listening, writing, and speaking. Results from this test determine which students are eligible to continue receiving ELD services.

The WIDA Alternate ACCESS for ELLs assesses the language proficiency for English Learners (ELs) with significant cognitive disabilities.

Parent/Guardian Notification

A parent/guardian notification letter is sent out stating that a student has been placed in the English Language Development (ELD) program based on the ELPA21 Screener or Annual Assessment results. The letter states whether the student is being initially placed in the program based on ELPA21 Screener results, or whether the student will continue to be eligible for English language development services after having received a proficiency profile determination of "Progressing" or "Emerging" based on the annual ELPA21 results.

Exit from the Program

A parent/guardian notification letter is sent out stating that a student has transitioned from the English Language Development (ELD) program based on ELPA21 results. This letter notifies that the student no longer qualifies for English language development support after having received a proficiency profile determination of "Proficient" based on the ELPA21 results.

***For more information, contact the English Language Development Program
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