

## High School English Learner (EL) Rostering Policy and Guidance

**\*ATTENTION SCHEDULERS\*:** See Appendix C for the information that is most relevant to your work.

**Purpose** - To ensure EL students receive consistent and quality support in order to meet grade-level content standards while developing proficiency in English.

**Guiding Principles** - All OMCP programs are guided by the following principles, adopted from the [Council of Great City Schools](#):

- **High Expectations** — All EL students can achieve at high levels and graduate ready for college and career.
- **Asset Based** — Students' home languages and cultures are tremendous assets.
- **Shared Ownership** — All educators share responsibility and take ownership of student success.

### Definition of Terms -

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| <ol style="list-style-type: none"> <li>1. <b>EL(s) (English Learners)</b> - Students who are learning English as an additional language.</li> <li>2. <b>ELD (English Language Development)</b> - Instruction specifically designed to develop English proficiency. ELD takes place daily throughout the day for ELs and is delivered by both ESL teachers and non-ESL teachers. This means that <b>all</b> teachers are responsible for incorporating language instruction as well as scaffolding and accommodations to allow ELs to access the standards to which the course is aligned.</li> <li>3. <b>ESL (English as a Second Language)</b> - Academic programs for students who are learning English.</li> <li>4. <b>QTEL (Quality Teaching for English Learners)</b> - (<a href="#">LINK TO QTEL WEBSITE</a>) An instructional approach for scaffolding instruction that supports the linguistic, conceptual, and academic development of English Learners. supports the linguistic, conceptual, and academic development of English Learners.</li> </ol> | <ol style="list-style-type: none"> <li>5. <b>Sheltered Instruction</b> - Approach to teaching ELs which integrates language and content instruction. Classes are composed of only ELs to help transition them to general education courses. Content is at grade level and aligned with standards.</li> <li>6. <b>ESL-Friendly</b> - Approach to teaching ELs which integrates language and content instruction. Classes are composed of up to 50% ELs with students whose first language is English. Content is grade level and aligned with standards.</li> <li>7. <b>Newcomer</b> - An English Learner who has been in the U.S. for less than one year.</li> <li>8. <b>SLIFE (Student with Limited or Interrupted Formal Education)</b> - A diverse subset of English Learners who have limited backgrounds in reading and writing in their home language(s) and/or who are below grade level in most academic skills due to interruptions in their formal education.</li> </ol> |
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## High School English Learner (EL) Rostering Policy and Guidance

### Section 1 - Overview of Rostering Policies

The following bullet points summarize key pieces of the district's policy towards creating rosters for EL students:

- ESL students' initial roster(s) should recognize applicable coursework that was completed elsewhere (i.e. foreign transcripts, records from another district or charter school). Foreign transcripts need to be reviewed at the school level in order to place the student in the most appropriate grade and courses. Once the transcript has also been evaluated by the central office and the appropriate number of credits assigned, the scheduler should make any necessary changes to the student's roster.

Furthermore, coursework should also support students in achieving their post-secondary goals via access to extracurricular opportunities and advanced or technical academic programs for which the student is qualified and interested, such as CTE programs ([see "EL Teaching Professional's Appendix \(Appendix A\) - Previous Education and Advanced/Technical Academic Programs"](#)).

- EL Points, ESL teachers, and sheltered content teachers should work together to advise schedulers about EL student roster for the upcoming school year. The school decides the timeline for doing so (e.g. common planning time). Courses should be selected using holistic decision making, including but not limited to the array of available data points (e.g. proficiency level, number of years in ESL program, teacher input, credit profile and overall academic performance). Once rosters have been created, the school's scheduler should be advised about how to proceed scheduling courses for each EL student for the upcoming school year ([see "School Team's Appendix \(Appendix B\) – Course Selection and Holistic Decision Making"](#)).
- In order to appropriately schedule rising (incoming) 9th grade EL students, articulation meetings should be scheduled in the spring between EL Points and/or Schedulers from these students' current middle school and future high school.
- Teaching ESL courses and sheltered content courses requires a unique set of professional knowledge and preparation. As such, teachers assigned to teach these courses must have certain credentials. The course codes used in SIS and academic profiles of students in each class section are also important to ensuring correct scheduling ([see "Scheduler's Appendix \(Appendix C\) – Course Names and Codes, Required Professional Knowledge and Preparation, Other Important Details"](#)).

## High School English Learner (EL) Rostering Policy and Guidance

The table below summarizes the 3 decisions that must be made and the corresponding choices/options. **The sections that follow go into depth regarding how to roster students to the appropriate courses.**

	Decision #1	Decision #2	Decision #3 (Optional)
	<b>Core English</b> Course(s)	<b>Academic Core</b> (Soc Stu, Math, Science)	<b>Optional ESL Electives</b> (EL Point Person recommends)
<b>Choice 1</b>	ELD 1 (English) <b>AND</b> ELD 1 (Humanities Elective) <i>*taught by the same teacher</i>	In class section with only those peers who are also in ELD 1	Linguistic Development
<b>Choice 2</b>	ELD 2 (English) <b>AND</b> ELD 2 (Humanities Elective) <i>*taught by the same teacher</i>	Sheltered courses with peers currently enrolled in ELD or Sheltered English course	Language of Math
<b>Choice 3</b>	Sheltered English 1 through Sheltered English 4	Course sections that are majority-EL student (i.e. “ESL-friendly”)	Cross Curricular Language Development
<b>Choice 4</b>	Mainstream courses (i.e. general education)	Mainstream courses (i.e. general education)	ELD Senior Capstone

## High School English Learner (EL) Rostering Policy and Guidance

### Section 2 - Core English Course Sequence for EL Students

The table below lists the **core ESL courses** taken by high school English learner students. Successful completion of these courses awards the student with high school English credit. As such, these courses should hold the same importance in students' schedules as any other "core" course. Some students may also require "ESL elective" courses, which are described in section 3.

Courses (in sequence)	Data Points and Rostering Considerations	
	Student Profile	Typical Data Indicators
<p><b>English Language Development 1</b></p> <p><b>(ELD 1)</b></p>	<p>EL students in this course practice and develop the ability to:</p> <p style="text-align: center;"><b>Understand</b></p> <ul style="list-style-type: none"> <li>- Single sentences</li> <li>- An idea within chunks of language</li> </ul> <p style="text-align: center;"><b>Produce</b></p> <ul style="list-style-type: none"> <li>- Words, phrases, or chunks of language</li> <li>- Single words used to represent ideas</li> </ul>	<p>Entering (1.0-1.9) on the most recent ACCESS administration or recent WIDA Screener</p> <p style="text-align: center;"><b>AND</b></p> <p>Recently enrolled in U.S. schools (i.e. less than a year)</p>
<p><b>English Language Development 2</b></p> <p><b>(ELD 2)</b></p>	<p>EL students in this course practice and develop the ability to:</p> <p style="text-align: center;"><b>Understand</b></p> <ul style="list-style-type: none"> <li>- Multiple related simple sentences</li> <li>- An idea (description) with details</li> </ul> <p style="text-align: center;"><b>Produce</b></p> <ul style="list-style-type: none"> <li>- Phrases or short sentences</li> <li>- Express ideas at longer length (or in more detail)</li> </ul>	<p>High Entering to Emerging on the most recent ACCESS administration or recent WIDA Screener (~1.7-2.9)</p> <p style="text-align: center;"><b>OR</b></p> <p>Entering or emerging on any ACCESS composite score (e.g. literacy, comprehension, oral) on the most recent ACCESS administration (1.0-2.9)</p> <p style="text-align: center;"><b>PLUS</b></p> <p>Recent enrollment in U.S. schools (i.e. 0-2 years) or recent completion of ELD 1</p>

## High School English Learner (EL) Rostering Policy and Guidance

<p> <b><i>Sheltered English 1</i></b>   <b><i>through</i></b>   <b><i>Sheltered English 4</i></b>   <b><i>by grade level</i></b>          (e.g. 10th grade = Sheltered English 2)       </p>	<p>Students in this course practice and develop the ability to:</p> <p style="text-align: center;"><b><u>Understand:</u></b></p> <ul style="list-style-type: none"> <li>- Texts with a series of extended sentences</li> <li>- Related ideas specific to content areas</li> </ul> <p style="text-align: center;"><b><u>Produce:</u></b></p> <ul style="list-style-type: none"> <li>- Short and expanded sentences varying degrees of complexity</li> <li>- Express one and/or multiple ideas at length (or in detail)</li> </ul>	<p>High Emerging to mid-Developing on the most recent ACCESS administration or recent WIDA Screener (~2.7 - ~3.5) (<i>no more than 3.9</i>)</p> <p style="text-align: center;"><b><u>OR</u></b></p> <p>Students who have been in the ESL program for 3+ years</p>
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## High School English Learner (EL) Rostering Policy and Guidance

### Section 3 - ESL Elective Course Sequence

The table below lists the **elective ESL courses** taken only by high school English learner students. These courses can be offered in addition to ESL core courses or be offered alongside mainstream (i.e. general education) courses where appropriate.

Course	Course Goals	Student Profile	Typical Data Indicators
<b>Linguistic Development</b>	<p>(1) build on students' "funds of knowledge" / prior knowledge and experiences,</p> <p>(2) engage students in meaningful language practices in the four language domains (reading, writing, speaking, listening) with appropriate scaffolds,</p> <p>(3) provide contextualized, real-world (Tier 1 &amp; 2) and academic vocabulary (Tier 2 &amp; 3) and grammar learning opportunities</p> <p>(4) engage students in purposefully planned language development opportunities that develop students' oral language in conjunction with their literacy skills</p>	<p>- <a href="#">SLIFE</a> students (i.e. Student with Limited or Interrupted Formal Education)  <a href="#">Placement test linked here</a></p> <p><b>OR</b></p> <p>- ELD 1 students who struggle significantly with literacy and are <b>also</b> in need of additional support</p>	<p>- Limited literacy skills in the student's first language, as demonstrated on District's placement test for SLIFE students</p> <p>- Entering (1.0-1.9) on the most recent ACCESS administration or recent WIDA Screener</p>
<b>Language of Math</b>  <p><b>*NOTE:</b>            To remain on track, the student must simultaneously be scheduled into an Algebra class</p>	<p>(1) build on students' "funds of knowledge" / prior knowledge and experiences in mathematics</p> <p>(2) engage students in meaningful mathematical language practices (reading, writing, speaking, listening) with appropriate scaffolds</p> <p>(3) provide contextualized learning opportunities where students will develop their disciplinary vocabulary in mathematics</p> <p>(4) support students' understanding, application and appreciation of mathematical concepts, procedures and skills</p> <p>(5) prepare students for advanced high school mathematics courses</p>	<p>- <a href="#">SLIFE</a> students (i.e. Student with Limited or Interrupted Formal Education)  <a href="#">Placement test linked here</a></p> <p><b>OR</b></p> <p>-Recently enrolled English learners</p> <p><b>PLUS</b></p> <p>-Student has demonstrated limited numeracy skills based on placement test <a href="#">linked here</a></p>	<p>- Entering (1.0-1.9) on the most recent ACCESS administration or recent WIDA Screener</p>

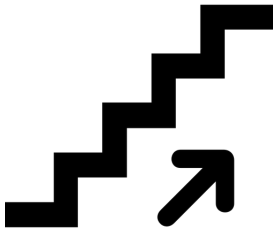

## High School English Learner (EL) Rostering Policy and Guidance

<p><b>Cross Curricular Language Development</b></p>	<p>(1) build on students' "funds of knowledge" / prior knowledge and cultural, linguistic and educational experiences          (2) engage students in meaningful language practices in the four language domains with appropriate scaffolds          (3) engage students in analysis and discussion of real-world, socially relevant and challenging ideas and texts          (4) accelerate students' reading comprehension, academic writing, and listening and speaking skills          (5) support and prepare students for college, career and civic life</p>	<ul style="list-style-type: none"> <li>- Student is failing/has failed English language arts class and may be in need of remedial reading/writing support</li> <li>- Student has mastered social (basic) English, but has overall difficulty with understanding and/or using grade-level academic English</li> </ul>	<p>- EL student with:</p> <ul style="list-style-type: none"> <li>• more than 5 years enrolled in an ESL program, <u>and</u></li> <li>• not making sufficient growth on the ACCESS test</li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <p>- EL students in need of additional support</p> <p><i>* especially recommended for 9th graders, 10th graders, and dual-identified students</i></p>
<p><b>ELD Senior Capstone</b></p>	<p>(1) build on students' "funds of knowledge" / prior knowledge and experiences          (2) guide students in exploring college and career options and create a portfolio (i.e. career inventory, resume, college essay, college application, etc.)          (3) engage students in meaningful academic language practices (reading, writing, speaking, listening) with appropriate scaffolds          (4) support and instruct students in original, academic research          (5) support and prepare students for career, college and civic life</p>	<ul style="list-style-type: none"> <li>- See student profile descriptions for ELD 1, ELD 2, and Sheltered English</li> </ul>	<p>- 12th grader EL students who are completing a senior project</p> <p style="text-align: center;"><b>PLUS</b></p> <p>- Is an EL student currently enrolled in ELD 1, ELD 2, or Sheltered English</p>



## High School English Learner (EL) Rostering Policy and Guidance

### EL Teaching Professional's Appendix (Appendix A) Previous Education and Advanced/Technical Academic Programs

<p><b>Previous Education</b></p> 	<p><b>1. Language Waiver</b>          A language waiver recognizes a student's previous education in a world language other than English. It removes the requirement for the student to take a world language other than English so that the student can focus on developing their English language proficiency (or pursue more meaningful/relevant coursework). The eligibility criteria for a language waiver and additional details can be found <a href="#">here</a>.</p> <p><b>2. Language Credit</b>          Language credit awards a student credit for classes taken while enrolled in a school in the student's country of origin, as designated on a foreign transcript. This credit can be used towards graduation. The benefit of this credit grows with the student's age and grade level. The eligibility criteria for language credit and additional details can be found <a href="#">here</a>.</p>
<p><b>Advanced/Technical Academic Programs</b></p> 	<p><b>3. Honors, IB and AP Courses</b>          Students who qualify for honors, IB, and AP courses should be extended the same opportunity to enroll in these courses as their non-EL student peers. Honors/IB/AP courses are the ideal placement for some EL students because they appropriately meet the student's need to receive more rigorous instruction.</p> <p><b>4. CTE Schools and Programs</b>          CTE classes are appropriate for EL students to attend. EL students who indicate interest in a career pathway should be encouraged to apply to CTE schools and these schools should be supported in recruiting EL students. In some cases, a CTE school may be an ideal placement for EL students who have career / technical interest in the area of study.</p>

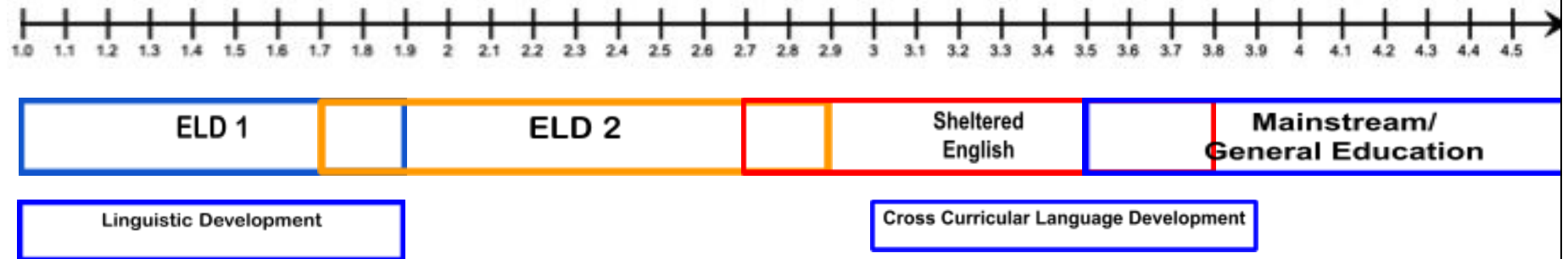


## High School English Learner (EL) Rostering Policy and Guidance

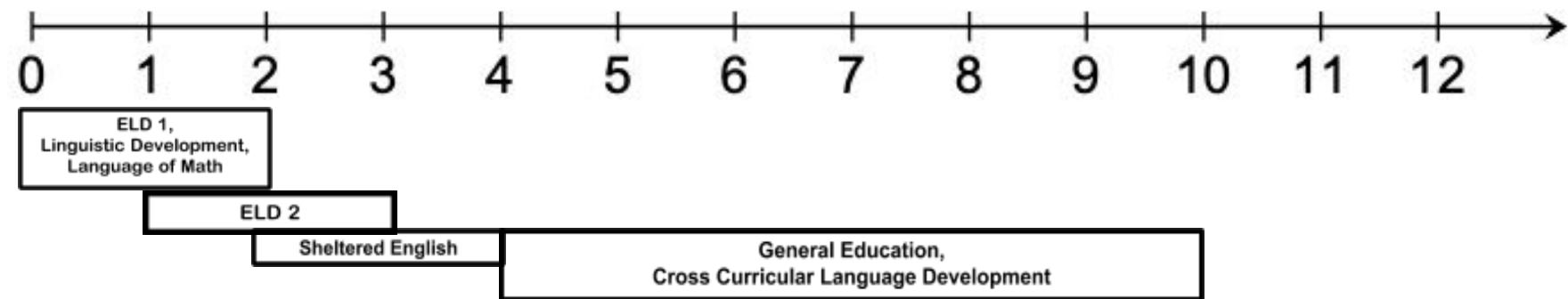
### School Team's Appendix (Appendix B) Course Selection and Holistic Decision Making

The following 5 suggestions are intended to support schools with holistic decisions about students' course assignments.

**#1 - Consider the student's ACCESS and/or WIDA Screener score (if from the previous school year).**



**#2 - Consider the number of years since the student was first identified as an English Learner (EL).**



## High School English Learner (EL) Rostering Policy and Guidance

**#3 - When available, look at the student's historical performance on standardized/normed assessments (e.g. ACCESS scores, STAR scores, PSSA/Keystone scores).**

**Example:**

ACCESS Overall Score	PSSA/Keystone	STAR Percentile Rank	ACCESS Reading Score	ACCESS Overall Score (2 years ago)
3.2	Proficient	41	2.4	4.0

The ACCESS overall score for the student above indicates that they would most likely benefit from a Sheltered English course. However, this rising 9th grade student actually scored proficient on their most recent PSSA ELA assessment. Similarly, their STAR percentile rank indicates that the student scored above 41 percent of their peers (in the same grade) nationally. Therefore, PSSA and STAR data do not support the idea that this student would benefit from a Sheltered English class. Looking closer, the student's ACCESS reading score (i.e. 35% of their overall score) is the reason why the student's ACCESS overall score is lower than it probably is in reality. Also, two years ago the student scored a 4.0 overall on the ACCESS test, suggesting they were indeed ready to be placed in general education classes. It is unlikely that the student lost 0.8 levels of English language proficiency between the two ACCESS administrations.

**#4 - Consider how rostering can or will affect the student's on-track status.**

The school should consider a variety of factors, including but not limited to:

- **Current On-Track Status :** e.g., Would the student benefit more from taking two English courses than they would from taking Cross Curricular Language Development?; Are EL students who are enrolled in Language of Math also enrolled in an Algebra class? *(this is required for the student to remain on-track)*
- **On-track to achieve IEP goals:** i.e., A student's exceptionality (LRE level), mandated services, etc. may make it impossible to offer separate pull-out ELD instruction. In this case, the ESL teacher would confer or collaborate with the SpEd teacher to ensure the student's ELD needs are also being met.

## High School English Learner (EL) Rostering Policy and Guidance

### #5 - Solicit teacher input.

Here are three suggestions for soliciting teacher input:

- **Schedule a meeting** with all ESL teachers and/or meet with sheltered academic core teachers during CPT. This allows teachers to ask more questions and gain a better understanding of what the student needs to know / be able to do in each of the courses being considered for that student.
- **Ask for objective opinions** by ensuring that your questions are designed to do so. For example, “What leads you to believe that the student’s (listening, speaking, reading, writing) ability is not as low as the data suggests?” or “How often does the student perform (i.e. demonstrate comprehension or produce English at a certain level) like that?”
- **Weight teachers’ input differently** to ensure that you account for the recentness and reliability/validity each of the data points being considered. In some cases a teacher’s input may be the most recent, reliable, and valid information available at the time of initial roster creation. In other cases, standardized test scores or report card grades may be more recent, reliable, and valid than teacher input.

**Appendix C can be found on the following pages. → →**

## High School English Learner (EL) Rostering Policy and Guidance

### **Scheduler's Appendix (Appendix C)** **Course Names and Codes,** **Required Professional Knowledge and Preparation,** **Other Important Details**

**\*NOTE\*:** This Appendix is intended to provide the scheduler with a concise summary of information pertinent to their role.

#### Foreign Transcripts, Language Waivers, and Language Credits -

- Foreign transcripts need to be reviewed at the school level in order to place the student in the most appropriate grade and courses. Once the transcript has also been evaluated by the central office and the appropriate number of credits assigned, the scheduler should make any necessary changes to the student's roster.
- The eligibility criteria for a language waiver and language credit can be found [here](#).

#### Advanced and Technical Academic Programs -

- Students who qualify for honors, IB, and AP courses should be extended the same opportunity to enroll in these courses as their non-EL student peers. CTE classes are appropriate for EL students to attend. EL students who indicate interest in a career pathway should be encouraged to apply to CTE schools and these schools should be supported in recruiting EL students.

**Continued on the following pages → →**

## High School English Learner (EL) Rostering Policy and Guidance

### ELD and ESL Elective Courses -

- Only EL students can take these courses
- Teachers must have content certification
- Teachers must also be certified ESL Program Specialists
  - For Language of Math ONLY, the teacher may have an SDP QTEL certificate instead of an ESL Program Specialist certificate

Title	Code	Required Certification	Notes
ELD 1 (English)*	0610G.1	English (7-12) <b>AND</b> ESL Program Specialist	Must be rostered using <b>BOTH</b> course ELD 1 course codes as a <b>year-long</b> class <b>with the same teacher</b> and at the <b>applicable level of frequency</b> listed below: <ul style="list-style-type: none"> <li>● Schools with a traditional schedule – two consecutive periods per day</li> <li>● Schools with a block schedule – same block, both semesters or both A/B days</li> </ul>
ELD 1 (Humanities Elective)*	0611G.1		
ELD 2 (English)*	0620G.1	English (7-12) <b>AND</b> ESL Program Specialist	Must be rostered using <b>BOTH</b> course ELD 2 course codes as a <b>year-long</b> class <b>with the same teacher</b> and at the <b>applicable level of frequency</b> listed below: <ul style="list-style-type: none"> <li>● Schools with a traditional schedule – two consecutive periods per day</li> <li>● Schools with a block schedule – same block, both semesters or both A/B days</li> </ul>
ELD 2 (Humanities Elective)*	0621G.1		
* <b>NOTE:</b> Students may take and receive credit for this course up to two times. Regardless of the situation, students in an ELD class must always be scheduled into both the ELD English and ELD Humanities Elective.			

## High School English Learner (EL) Rostering Policy and Guidance

Title	Code	Required Certification	Notes
English 1 Sheltered	0100S.1	English (7-12) <b>AND</b> ESL Program Specialist	<ul style="list-style-type: none"> <li>EL students should be scheduled into a course based on their grade level <b>and/or</b> credit needs, not their ACCESS level.</li> <li>It is ideal to separate class sections by grade level. However, if this is unavoidable then no more than 2 grade levels may be rostered into the same class section.</li> <li>Sheltered English 1 + 2 or Sheltered English 2 + 3 are the ideal configurations when schools have no other choice than to combine grade levels in the same class section. This is because Sheltered English 2 is tied to the Keystone exam.</li> </ul>
English 2 Sheltered	0200S.1		
English 3 Sheltered	0300S.1		
English 4 Sheltered	0400S.1		
Linguistic Development	0612G.1	English (7- 12) <b>AND</b> ESL Program Specialist	<p style="text-align: center;">EL Point should recommend:</p> <ul style="list-style-type: none"> <li>SLIFE students (placement assessment provided by OMCP should be used to identify SLIFE students)</li> <li>ELD 1 students who struggle significantly with literacy and are <b>also</b> in need of additional support</li> </ul>
Language of Math	2560S.1	Math (7-12)  <b>PLUS</b>  ESL Specialist <b>OR</b> QTEL Trained	<p style="background-color: yellow;">*NOTE: To remain on track, the student must simultaneously be scheduled into an Algebra class</p>
Cross Curricular Language Development	0650G.1	English (7 - 12) <b>AND</b> ESL Program Specialist	<p style="text-align: center;">EL Point should recommend:</p> <ul style="list-style-type: none"> <li>EL students with more than five years in an ESL program <b>AND</b> not making sufficient growth on the ACCESS test</li> <li>EL students in need of additional support (especially 9th graders, 10th graders, and dual-identified (SpEd + EL) students)</li> </ul>

## High School English Learner (EL) Rostering Policy and Guidance

ELD Senior Capstone	9025S.1		EL Point should recommend EL students in 12 <sup>th</sup> grade who are completing a senior project
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### Academic Core (Social Studies, Math, and Science) -

#### Sheltered -

- Only EL students can take these courses (see Student Groupings).
- Teachers must:
  - Be content certified **PLUS**
  - Have completed the multi-day QTEL professional development and received an SDP QTEL certificate **OR** hold a PA ESL Program Specialist certificate

#### ESL-Friendly -

- Class section is made up of at least 1/3 ELs
- Teachers must:
  - Be content certified **PLUS**
  - Have completed the multi-day QTEL professional development and received an SDP QTEL certificate **OR** hold a PA ESL Program Specialist certificate

#### Ideal Student Groupings -

- Level 1.0-1.9 students should be together in their own Sheltered courses.
- Level 2.0 to students at approximately level 3.5 should be together in their own Sheltered or ESL-friendly courses.
- *It is recommended that EL students at level 3.5 and above are rostered in mainstream, general education courses.*



## High School English Learner (EL) Rostering Policy and Guidance

Title	Sheltered Code	ESL-Friendly Code	Required Teacher Certification
World History	1000S.1	1000G.1	Social Studies (7-12)  <b>PLUS</b>  PA ESL Program Specialist <b>OR</b> SDP QTEL certificate holder
American History	1100S.1	1100G.1	
Social Science	1200S.1	1200G.1	
African American History	1300S.1	1300G.1	
Algebra 1	2000S.1	2000G.1	Math (7-12)  <b>PLUS</b>  PA ESL Program Specialist <b>OR</b> SDP QTEL certificate holder
Geometry	2100S.1	2100G.1	
Algebra 2	2200S.1	2200G.1	
Biology	3000S.1	3000G.1	Biology (7-12)  <b>PLUS</b>  PA ESL Program Specialist <b>OR</b> SDP QTEL certificate holder
Chemistry	3100S.1	3100G.1	Chemistry (7-12)  <b>PLUS</b>  PA ESL Program Specialist <b>OR</b> SDP QTEL certificate holder

## High School English Learner (EL) Rostering Policy and Guidance

Physical Science	3300S.1	3300G.1	Chemistry (7-12), General Sci (7-12), <b>OR</b> Physics (7-12)  <p style="text-align: center;"><b><u>PLUS</u></b></p> PA ESL Program Specialist <b>OR</b> SDP QTEL certificate holder
Environmental Science	3400S.1	3400G.1	Biology (7-12), Chemistry (7-12), Gen Sci (7-12), <b>OR</b> Physics (7-12)  <p style="text-align: center;"><b><u>PLUS</u></b></p> PA ESL Program Specialist <b>OR</b> SDP QTEL certificate holder