

For more information
please contact the school
site's ELL teacher or the
Federal Programs Office
at (405)376-2461

Mustang Public Schools

Title III ELL Program



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Who are ELLs?

ENGLISH LANGUAGE LEARNERS (ELL) ARE STUDENTS WHO ARE DIVERSE IN LANGUAGE AND CULTURE. THE STUDENTS' LIMITED ENGLISH PROFICIENCY MAY PRESENT CHALLENGES IN PROCESSING AND PRODUCING GRADE-LEVEL TASKS IN ENGLISH.

WHAT IS A HOME LANGUAGE SURVEY?

The Home Language Survey (HLS) identifies whether students come from backgrounds that are diverse in language and culture in which they are exposed to another language and culture in daily interactions.

If the parent or guardian indicates on the HLS that a language other than English is used in the home, then by federal law, the school must screen eligible students for language assistance.

*Students are placed in the ELL program by the results of the WIDA tests, and are tested yearly in the spring until they are proficient.

Title III Program

The program is partially funded under the Title III grant of *No Child Left Behind*. Mustang Public Schools will provide ELL students with opportunities to grow and learn effectively in a quality environment that meets the students' academic and language needs.

The goals of this program are to ensure that ELL students master English and meet the same rigorous standards for academic achievement as all children are expected to meet, and to support to the extent possible the native language skills of such children.

Types of ELL services:

Pull-Out

Students are pulled out of class for extra reading, writing, speaking and listening language instruction as well as being served in the regular classroom.

Consult

Students are served primarily in the classroom with assistance from the ELL teacher when needed.

How are students screened for English proficiency?

W-APT (WIDA-ACCESS Placement Test)*

This is an English proficiency "screener" test given to incoming students who may be designated as ELLs. It assists educators with decisions for placement and identification of ELLs within the program.

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners)*

This is a secure, large-scale English proficiency assessment given annually to students who have been identified as ELLs to monitor the students' progress in acquiring academic English.

Becoming Proficient

When a student obtains a 4.5 literacy score and 5.0 overall score on the W-APT placement test or WIDA ACCESS for ELLs Spring Test, they will no longer be enrolled in the ELL program, but will be placed in a two-year monitoring period, required by law, to ensure the student remains proficient in English.

WIDA Basics



Language Domains

The areas of language that are used for instruction and assessment purposes include Listening, Speaking, Reading, and Writing.



English Language Proficiency Standards

The social and academic language students need to succeed in school include Social and Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science and Language of Social Studies.



Language Proficiency Levels

The students' levels of understanding and ability to process and use language across the language domains are Entering, Beginning, Developing, Expanding, Bridging and Reaching



Parents can choose to not have their child enrolled in the ELL program, *however*, the district is responsible to ensure that the student has equal opportunities to have his or her English needs met. In this case, the classroom teacher will monitor and assist the linguistic progress of the student. **Opting out of the program does not exempt the student from ELL testing.**