

## Exit Criteria

PDE established exit criteria ensures consistent measures across school districts in PA for ELs in existing English Language Instruction Educational Programs (LIEP).

### Required criteria include:

1. 5.0 in WIDA ACCESS 2.0 (overall composite score).

### Additional criteria:

1. Recommendation from LIEP teacher who has taught student during current school year.
2. Recommendation from TWO core content teachers who have taught student during current school year.
3. Writing sample that demonstrates proficiency at the Expanding level and speaking at the Bridging level as measured using the WIDA writing and speaking rubrics.

## Communication

- Contact your LIEP teacher
- Contact your regular education teacher(s)
- Check the website for your school
- Attend parent-teacher conferences
- Attend school events
- Visit the district LIEP website:  
[www.dallastown.net/Departments/EnglishLearners](http://www.dallastown.net/Departments/EnglishLearners)

## Benefits of an LIEP

- Immersion with peers to create a continuous communicative experience in order to acquire English
- Focus on social and academic English within all content subject areas
- Highly qualified teachers who collaborate with regular education teachers
- Best practices and strategies used for teaching all students
- Availability of interventions and supports to help ELs and families with the transition to a new school environment and academic expectations

## English Development Standards

The PA English Language standards provide a framework for standards-based instruction and assessment planning for ELs so that they might **attain English proficiency and meet the same challenging academic standards that all children are expected to meet.**

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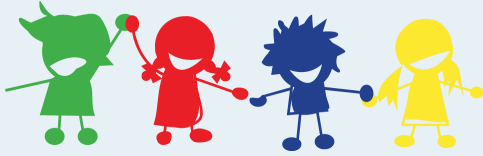
## Dallastown Area School District Language Instruction Educational Program (LIEP) *(formally ESL)*

In accordance with Title 22, Chapter 4, Section 4.26, of PDE Curriculum Regulations, the Dallastown Area School District Language Instruction Educational Program (LIEP) provides a rich learning environment for every Limited English Proficient (LEP) or English Learner (EL) that is student-centered, developmentally appropriate, literature-based, and is designed to:

- Support communication skills of listening, speaking, reading, and writing
- Ensure participation in regular education
- Expose students to the customs, traditions, and expectations of their new environment
- Effectively communicate between the school and home of (EL) students
- Provide opportunities for community involvement



*Inspiring and creating pathways for student success*



## LIEP Program Components

- Identification/Screening/Placement.
- The Home Language Survey (completed at registration) and the WIDA Screener Assessment are used as tools to make determination of student language proficiency. Staff will also review former school records and speak with family in order to gather information based on student needs.
- Students will be entered into the program based on scores and other information gathered during the screening process. Parents will be notified and are welcome to discuss scores and the program with the LIEP teacher.
- Time allotment and scheduling will be dependent upon assessment and based on the students' level of English Language Development (ELD). Each level LIEP staff will work with administration, regular education teacher, and guidance counselor to establish an appropriate schedule to meet student needs.

## Staff Instructional Responsibilities

The LIEP teacher is responsible for:

- Teaching oral and written English language communication skills (reading, writing, speaking, and listening)
- Plan and deliver appropriate instructional practices
- Correlate classroom objectives with regular education goals
- Assess and monitor student progress
- Maintain and update records
- Administer required assessments
- Communicate student progress to families
- Monitor/plan/co-teach/adapt/modify instruction with regular education teacher as needed
- Support family needs through meetings and translation
- Support and design in-service training for all staff

Paraprofessional staff is available to support, remediate, enrich and develop, and strengthen the social and academic language of the EL student in the EL classroom and the regular education classroom.

## Assessment

LIEP teachers use results of the WIDA-ACCESS 2.0 test to place, exit, and measure progress of English Learners toward fluent English Language Development (ELD) from year to year. Results from the WIDA-ACCESS 2.0 will be sent home to families upon completion of the assessment.

## Monitoring of Student Progress

LIEP teachers monitor the English language and academic progress of students receiving LIEP instruction, as well as monitor students who were exited from LIEP instruction for a period of two years.

To determine student progress toward achieving ELD and the academic standards, the LIEP teacher will use multiple measures, including:

- review of report cards each marking period;
- communication with regular education teachers to discuss student progress;
- curriculum-based assessment tools used by the regular education classroom teacher;
- communication with regular education teachers for classes in which ELs are receiving a grade of C or lower;
- results of district-wide assessments;
- and, results of PSSA (PA Statewide Assessment System).

**74.6%** of EL students are making progress toward learning English

**2.06%** of district population are English Learners

**44.6%** of students are attaining English proficiency