

ANCHORAGE SCHOOL DISTRICT
ACADEMIC ENGLISH LANGUAGE LEARNERS PROGRAM

STUDENT PROFICIENCY	
Student Name: ██████████	Student ID: ██████████
School: ██████████	Grade: ██████████
ACCESS or MODEL Overall Proficiency:	Assessment Date: 02/05/2019
<input type="checkbox"/> Entering	<input type="checkbox"/> Emerging
<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Expanding
<input type="checkbox"/> Bridging	<input type="checkbox"/> Reaching

PARENT NOTIFICATION OF SERVICES

Dear Parent or Guardian,

Your student was identified for the English Language Learners (ELL) program based on the language information provided on the Parent Questionnaire (PQ), which was completed at your student's *initial* registration with the Anchorage School District (ASD). ASD is responsible for identifying and determining if students, who have had the influence of a language other than English in their background, qualify for the ELL program. Your student's most recent English language proficiency assessment indicates that they continue to meet the criteria for the program. Their overall score from this assessment is marked above. To view your student's test history, please check the Testing Results section in Parent Connect.

Below is information regarding our ELL program's support models. The Anchorage School District is committed to the success of all students through the implementation of the Multi-Tiered System of Supports model ([MTSS](#)). To view your student's schedule of courses, please check the Schedule section in Parent Connect.

English Language Arts & Focused Language Study

An approach to language instruction that integrates academic English language development into Tiers I, II, and III of English language arts instruction for all students is used. In this model, ELL Program staff work in close collaboration with leadership, professional learning and curriculum colleagues to ensure that Tier I and intervention language and literacy instruction settings are environments that are conducive to accelerated English language development. The approach is modeled after the [Council of Great City School's ELD 2.0 model](#) and Nonie Lesaux and colleagues work with [integrated approaches to language and literacy instruction](#).

- **Tier I:** Districtwide professional development centered on the establishment in all classrooms - particularly English Language Arts - of a set of shared practices that are conducive to Academic English language development that is to be led by the Office of the Superintendent, the heads of Teaching and Learning and school site leadership.

- **Tiers II and III:** Intervention courses that utilize curricular materials and strategies designed to engage English Learners and other Academic English Learners in the acquisition of intermediate (Tier III - ELD level 2.5 -4.0) and advanced (Tier II - 4.0 and up) features of academic English and literacy.

Newcomer Academies

Newcomers (students who have been in US schools less than one full year and have not yet reached a WIDA proficiency level of 2.0) at any secondary school projected to have 10 or more newcomer students are provided specially designed courses that offer students a platform for developing competency in Common Core Literacy practices delivered through project and problem-based experiences as a vehicle for developing inquiry skills, processing real-world problems, and preparing students for college and career experiences.

- **ELA - Social Studies Infused** - Students will critically think, process and analyze historical, cultural and current events; evaluate sources and use evidence; and communicate using written, oral and technological platforms.

- **STEM Innovations Series** - Students will conduct and experience inquiry-based investigations as well as analyze and interpret the language of science, technology, engineering, and mathematics.

The ELL program meets the objectives set for limited-English proficient students with disabilities through adhering to the ASD policy regarding students with disabilities. This information is found on the ASD website:

<https://www.asdk12.org/domain/1242>

To exit the ELL program, your student must attain proficiency on the annual English language proficiency assessment, [ACCESS](#), given in February. To view your student's English language proficiency assessment test history, please check the Testing Results section in Parent Connect.

The program exit criteria is set by the AK Department of Education and Early Development (DEED). This year's exit criteria is as follows:

Overall/Composite score of 4.5 or higher

Feel free to contact your child's school with any questions, concerns, or if you would like a printed copy of this letter.

English Language Learners Program
Anchorage School District

Parents who do not wish for their students to receive ELL services should contact the school or the ELL program. The student will still be required to take the annual English language proficiency assessment each year until they have reached proficiency.