

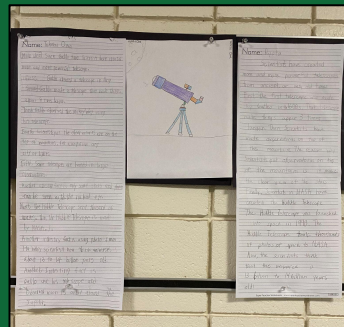
ELD in Action: Compliance, Services, & Community Impact

Spencer Riley, Director of English Language
Development, State & Federal Programs



ELD Department Overview

- Nearly 1,500 active **English Learners** (ELs) across the district
- Approximately 760 **Former English Learners** (FELs)
- 17 ELD Teachers
 - 10 in K-4, three at Meadows, two at the middle school, two at the high school
- Five Community Liaisons
- One Administrative Assistant



An International Community



Novi is one of the most **diverse** school districts in Michigan, with over **75 different languages** spoken by students and over **60 different countries** represented by families.

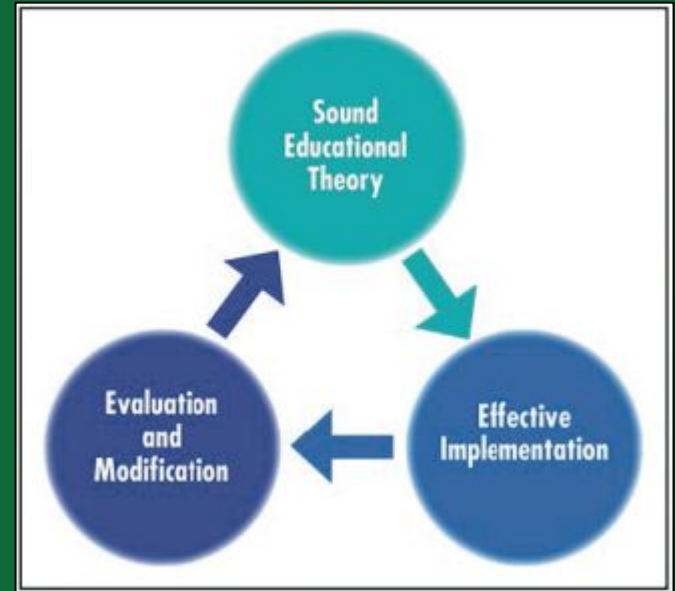
Top Ten Languages

1. Telugu
2. Japanese
3. Tamil
4. Chinese
5. Spanish
6. Hindi
7. Korean
8. Marathi
9. Kannada
10. Malayalam



Legislation & Program Requirements

- Federal & State Compliance
 - ELD services are guided by **Title III of the Every Student Succeeds Act (ESSA)**, ensuring ELs receive appropriate language instruction.
 - **Civil Rights Act of 1964, *Lau v. Nichols* (1974)**: Schools must provide meaningful access to instruction for EL students.
 - **Michigan Department of Education (MDE) guidelines** set requirements and assessment mandates for ELs.



Identification Process

- NCSD follows the [MDE Entrance and Exit Protocols](#)
- [Home Language Survey](#) (HLS) upon enrollment
- WIDA Screener for initial assessment and placement

Michigan Department of Education
Home Language Survey

Michigan welcomes families of all language backgrounds. Speaking more than one language is a valuable asset!

Please answer the two questions below. If your response to either question is a language other than English, the school district will give an assessment to see if your student may benefit from English language support.

- What language is used most at home?
- What language is used most by the student?

Identification Process: WIDA Screener

The WIDA Screener determines initial English proficiency and eligibility for ELD services.

- **WIDA Screener for Kindergarten:** Administered 1:1, assessing listening and speaking. If students meet certain threshold,s the literacy portion (reading and writing) is given in December.
- **WIDA Screener for Grades 1-12:**
 - Administered through a **centralized screening process** at the district level.
 - Includes listening, speaking, reading, and writing sections.
 - Scores determine placement in ELD programming and level of service



Post-Screener Actions & Family Communication

- **Data Entry & Verification:**

- WIDA Screener scores are entered into the student information system.
- EL status is confirmed and coded accurately in accordance with MDE requirements.

- **Program Placement:**

- ELD teachers determine appropriate supports based on screener results and other student data.
- Students are grouped for services or placed in classes based on their proficiency level and instructional needs.

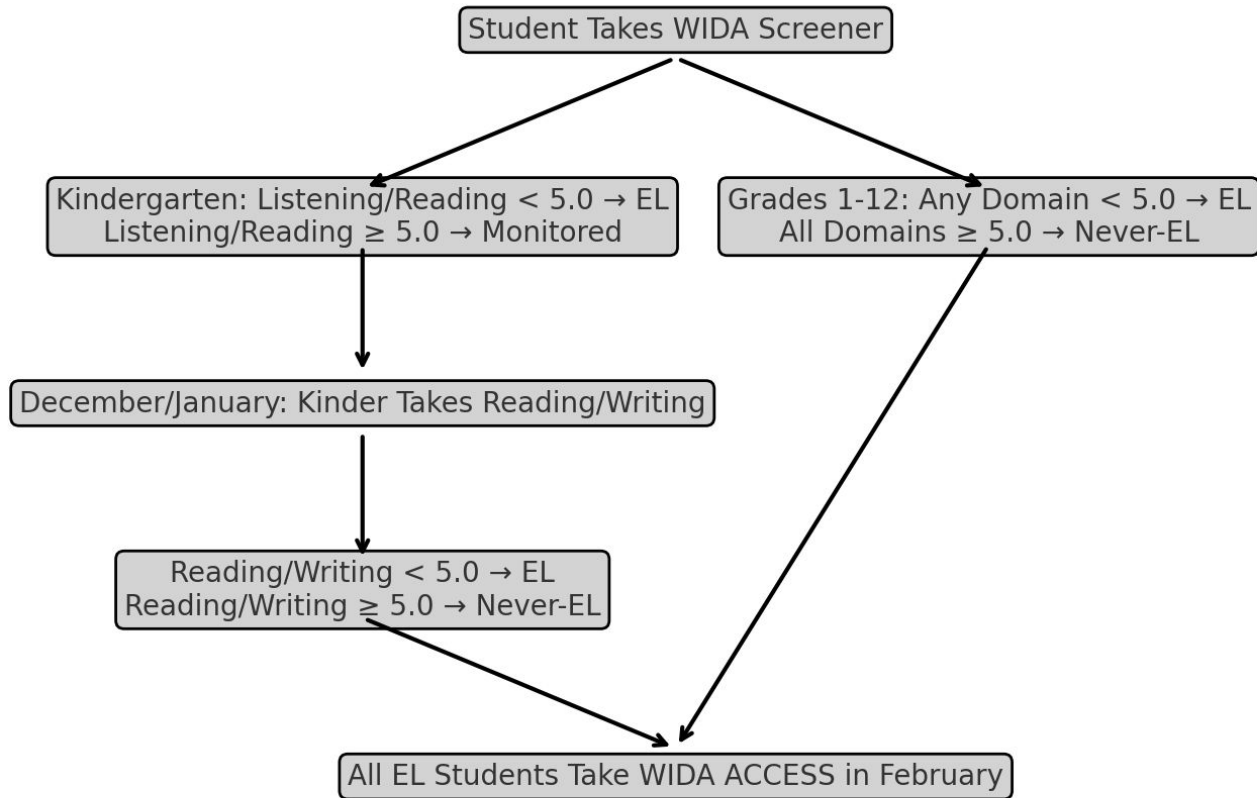
- **Parent Notification:**

- Parents receive a formal notification letter within 30 days of identification.

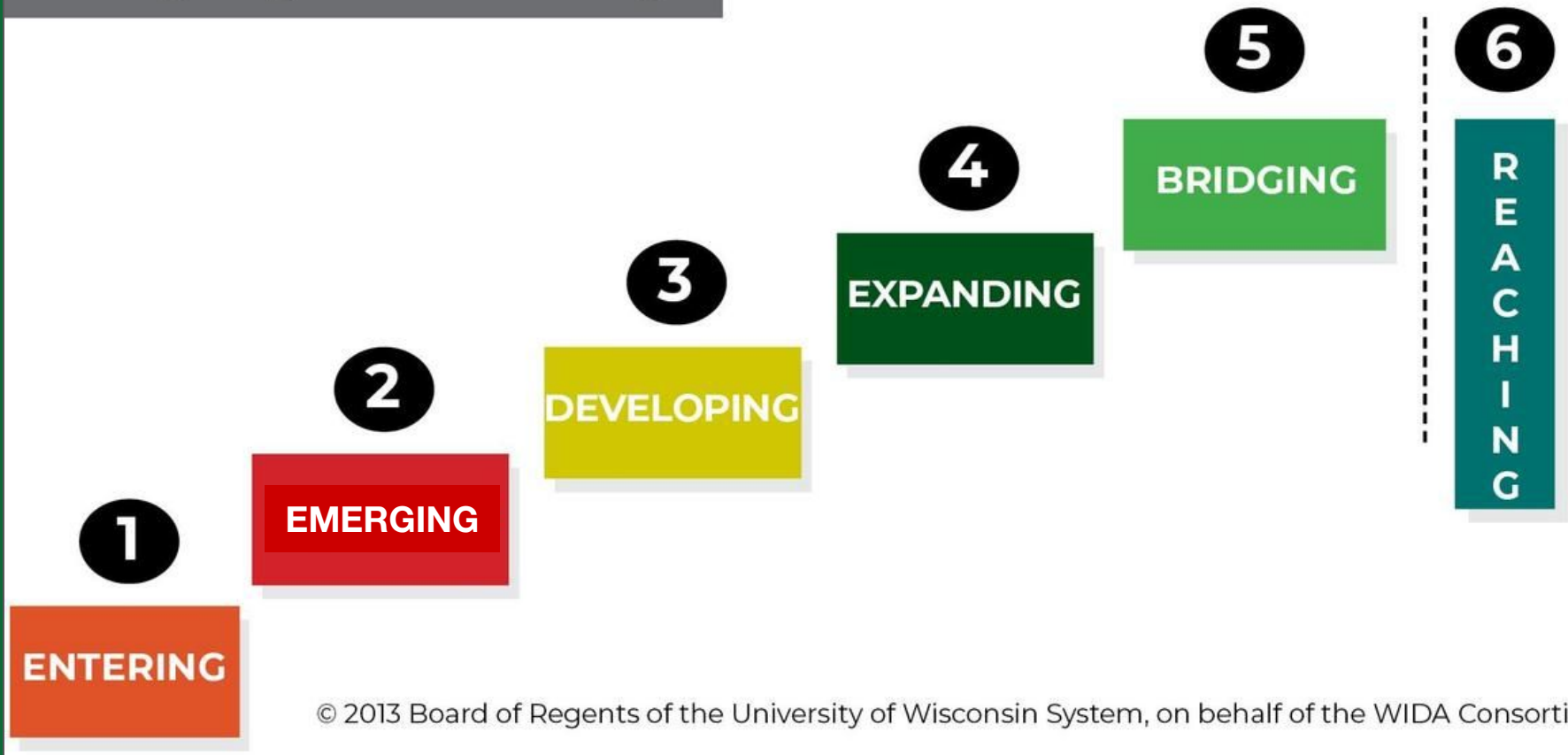
- **Collaboration:**

- EL teachers share placement information with general education teachers.
- Classroom accommodations and language supports are communicated.

Proficiency Levels & Placement Decisions



Levels of English Language Proficiency



WIDA

- **WIDA ACCESS Testing:**
 - **Annual English proficiency assessment.**
 - Administered to **all identified English Learners** in the district.
 - Scores determine students' **progress toward English proficiency** and guide instructional decisions.



ACCESS for ELLs®
Prueba de desempeño lingüístico en inglés

Yang, Maria
Fecha de nacimiento: | Grado: 04
Nivel: A
ID del distrito: W599999 | ID estatal: 12118248
Escuela: WIDA Use Only - Sample School
Distrito: WIDA Use Only - Sample District
Estado: WS

Informe individual del estudiante 2023

Este informe brinda información sobre el nivel de desarrollo del alumno en la prueba de desempeño lingüístico en inglés ACCESS for ELLs. Esta prueba se basa en los estándares de desarrollo del idioma inglés de WIDA y se emplea para medir el progreso de los alumnos en el aprendizaje del inglés. Los resultados se informan como Niveles de desempeño lingüístico del idioma y como Escalas de puntaje.

Forma de lenguaje	Nivel de desempeño lingüístico (Posible: 1-5)	Escala de puntaje (Posible: 100-600) e intervalo de confianza Consulte la Guía de interpretación de los informes de puntuaciones para obtener instrucciones
Escuchar	2.8	307
Hablar	2.5	271
Leer	2.5	242
Escribir	3.8	379
Lenguaje oral 50% escuchar + 50% hablar	2.6	289
Capacidad de leer y escribir 50% leer + 50% escribir	3.4	331
Comprender 70% leer + 30% escuchar	2.6	278
Puntaje global ¹ 20% leer + 20% escribir + 15% escuchar + 15% hablar	3.2	318

¹El puntaje global se calcula solamente después de evaluar las cuatro formas de lenguaje. NA (por sus siglas en inglés): No disponible

Forma de lenguaje	Nivel de desempeño lingüístico	En este nivel, los alumnos generalmente pueden hacer lo siguiente:
Escuchar	2	<p>Entender el lenguaje oral relacionado con temas familiares y específicos en la escuela y participar en discusiones en clase, por ejemplo:</p> <ul style="list-style-type: none"> Identificar los temas principales en discusiones. Categorizar o secuenciar información presentada de manera oral utilizando imágenes u objetos. <p>Según instrucciones orales, cortas con ayuda de imágenes.</p> <ul style="list-style-type: none"> Organizar hechos y opiniones presentados de manera oral.
Hablar	2	<p>Comunicar ideas e información en inglés de manera oral utilizando un lenguaje que contenga oraciones cortas y palabras y frases cotidianas, por ejemplo:</p> <ul style="list-style-type: none"> Compartir sobre qué, cuándo y dónde sucedió algo. Comparar objetos, personas, imágenes y acontecimientos. <p>Describir los pasos en ciclos o procesos.</p> <ul style="list-style-type: none"> Expresar opiniones.
Leer	2	<p>Entender el lenguaje escrito relacionado con temas familiares y específicos en la escuela y participar en debates en clase, por ejemplo:</p> <ul style="list-style-type: none"> Identificar las ideas principales en información escrita. Identificar los personajes y los acontecimientos principales de historias y textos simples con imágenes u gráficos. <p>Secuenciar imágenes, acontecimientos o pasos en un proceso.</p> <ul style="list-style-type: none"> Distiguir entre una afirmación y una declaración como pruebas.
Escribir	3	<p>Comunicarse en inglés a través de la escritura utilizando el lenguaje relacionado con temas frecuentes en la escuela, por ejemplo:</p> <ul style="list-style-type: none"> Describir temas y acontecimientos familiares. Crear historias o relatos cortos. <p>Describir procesos y procedimientos con algunos detalles.</p> <ul style="list-style-type: none"> Dar opiniones con razones en algunas oraciones cortas.

8-14000-00001-0022

SLWA-ISA-SPAN

February 2025 WIDA Day

- **WIDA Day**

- A designated **virtual school day** to facilitate **efficient** and **uninterrupted** WIDA testing.
- Allows ELD teachers to focus on administering the test **without regular instructional disruptions**.
- Provides EL students with a more **supportive testing environment** to ensure accurate assessment of language proficiency.

- **Data Usage & Impact**

- Results help **determine** continued **EL service eligibility** and potential **exit/reclassification**.
- Data is used to **tailor instruction**, inform **programming decisions**, and support multilingual learners effectively.
- WIDA results also inform **schoolwide instructional strategies** for supporting ELs.

WIDA Day Completion Stats

- 93% student participation rate
- 4,000 individual tests completed
 - 186 Kindergarten tests
 - 1,190 Listening tests
 - 1,190 Reading tests
 - 1,164 Speaking tests
 - 471 Writing tests
- Testing window reduced by 5-6 weeks
- Minimal disruptions to classroom instruction and ELD services

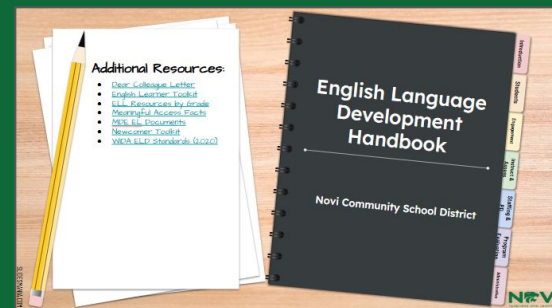
Types of ELD Support

Proficiency Level	Description	Service Type
Entering (1.0-1.9)	New to English or minimal English proficiency; requires intensive support.	Newcomer Program, Daily ELD Instruction, Small Group Pull-Out, Sheltered Classes
Emerging (2.0-2.9)	Basic English skills developing; needs structured language instruction.	Small Group Pull-Out, Targeted Push-In Support, Sheltered Content Classes
Developing (3.0-3.9)	Can engage in some academic content with less support; requires scaffolded instruction.	Push-In Support, Co-Teaching, Small Group Instruction
Expanding (4.0-4.9)	Approaching proficiency; benefits from targeted support and participates in general instruction.	Occasional ELD Support, Consultation with Teachers, Scaffolded Classroom Instruction
Bridging (5.0+)	Meets exit criteria at 4.9; monitored for two years post-exit before full transition.	Monitor Status, General Education Support as needed

MDE On-Site Review & Updates

- All **Oakland County** districts went through an **On-Site Review** last school year (2024-25) with **MDE**.
 - [EL Program Evaluation Monitoring Indicators](#)
 - [NCSD ELD Handbook](#)
 - [NCSD Translation & Interpretation Guide](#)
- Indicators were identified as **green** (meets), **yellow** (in progress), and **red** (official finding, noncompliance).
 - Yellow and red findings will be monitored and regularly reviewed with MDE beginning in the fall of 2025.

INSTRUMENTAL PROGRAMS AND ASSESSMENT			
Indicator	Evidence/Documentation (Source of evidence – link to original instrument)	Resources	Gold Standard
13. The LEA has an ELP program of services that provides essential, sequential, and cumulative language instruction to all students who are identified as LEP. 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MDE On-Site Review & Updates

- **Key Areas for Improvement in Novi**
 - Staffing
 - Coherent, sustained EL program based on research
 - ELD-specific curriculum
 - Regular EL-focused professional development for staff
 - Language Assistance Program (LAP) supports language and content
 - Clear procedures for identifying and supporting dual-identified students

New MDE Service Minutes Requirements

English Language Development Instructional Models

- **Proficiency Levels 1.0 - 1.9:**

- Total: **300 minutes/week**
 - **Designated ELD:** Minimum 150 minutes/week
 - **Integrated ELD:** Remaining 150 minutes/week

- **Proficiency Levels 2.0-4.7:**

- Total: **150 minutes/week**
 - Combination of Designated and/or Integrated ELD

- **Proficiency Levels 4.8+**

- Students are considered **Former English Learners (FELs)** and must be monitored for four years post-exit.



Office of Educational Supports
English Language Development Instruction Models
Section 41(7) of Public Act 120 of 2024

Introduction

The Michigan Department of Education (MDE), Office of Educational Supports (OES), in collaboration with an ad hoc subcommittee comprised of members of Michigan's English Learner Advisory Committee and its subcommittees, established the requirements for the [Section 41\(7\)](#) English language development (ELD) instructional models as codified in this section of Public Act (PA) 120 of 2024.

A structured and effective ELD program that supports language acquisition and meaningful access to the core curriculum is a critical component of education for English learner (EL) students across the United States. Under federal laws, including [Title VI of the Civil Rights Act of 1964](#) and the [Equal Educational Opportunities Act](#) (EEOA), state education agencies and school districts have "legal obligations to ensure that EL students can participate meaningfully and equally in educational programs and services" ([Dear Colleague Letter, 2013](#)). In Michigan, the Elliott-Larsen Civil Rights Act mirrors Title VI protections. Section 41(7) of PA 120 of 2024 brings specificity to these federal and state mandates by requiring districts to implement specific program models and minimum instructional times for EL students based on their proficiency levels. This document provides an overview of the Section 41(7) requirements, the rationale behind these program models, and practical guidelines for districts to meet the established standards. By aligning state-level policies with federal obligations, these requirements seek to enhance the educational experience of EL students and promote their academic success.

Section 41(7) requirements

Office of Civil Rights (OCR) and Department of Justice (DOJ) have conducted investigations resulting in numerous settlements and agreements related to the provision of EL services. MDE staff and the EL Advisory Committee members completed an extensive review and compilation of the OCR and DOJ settlements and agreements from the past 20 years. This [compilation](#) provides an overview of the settlements and agreements reviewed and a brief summary of the review. These settlements and agreements establish minimum service models that inform MDE's selected program models. MDE's required program models and minutes require a minimum of 60 minutes daily (proficiency levels 1.0-1.9) and 30 minutes daily (proficiency levels 2.0-4.7) of ELD for all EL students.

It is important to note that while Section 41 now requires districts to meet minimum requirements for models and intensity (minutes) of service, state and federal law require service for EL students independent of what is required in Section 41. Accepting Section 41 funding and working to meet the requirements for program models and minutes of service aligns with these existing requirements and provides an additional funding source to support EL student services.

Section 41(7) reads:

(7) By not later than March 1, 2025, the department shall establish English language learner program models that establish a minimum number of minutes per week that districts must provide direct English language development (ELD) instruction for students according to the student's proficiency levels. These models must be compliant with federal requirements related to English language learner program services. It is the intent of the legislature that, beginning in 2025-26, to be considered an eligible recipient of funding under this section, a district must agree to meet or exceed the minimum number of minutes per week, as determined by the department, that the

Family Engagement Initiatives

- Regular district-wide ELD **family engagement events**
- Establishment of an **ELD Family Engagement Coordinator**
- Building-specific parent events and groups
 - **ELD presentations** at Parkview and Orchard Hills, increased parent volunteers
 - **International Parent Groups** established at the high school and middle school
- Collaborative projects such as the **Japanese Mental Health Committee**



Community Liaisons

- **Who They Are:**
 - Multilingual, culturally responsive staff who support international families across the district
- **Primary Responsibilities:**
 - Assist families with the enrollment process, school navigation, and access to key resources
 - Provide language support to increase the connection between home and school
 - Participate in family engagement events
- **Impact on Our Schools:**
 - Help families feel more connected and confident in engaging with the school system
 - Ensure equitable access to school information
 - Strengthen school-community relationships by acting as a cultural bridge

Introducing Our Community Liaisons



Soyoung Kang

Korean Liaison



Susana Rincon
del Angel Tamez

Spanish Liaison



Patricia Tacaoca

Brazilian Portuguese
Liaison



Tomoko Takashima

Japanese Liaison



Ying Tang

Chinese Liaison

Looking Ahead

- **Expansion of ELD programming** through growth of integrated/co-taught models, additional targeted Newcomer support, curriculum adoption, and plans to increase staffing and expand reach.
- **Continuous improvement using data** including WIDA Screener and ACCESS, formative assessment data, and the pilot of a new progress monitoring tool.
- **Strengthening community engagement** by deepening partnerships with cultural organizations and community leaders, expanding opportunities for family voice and participation, and increasing access to translated resources and multilingual communication tools.

