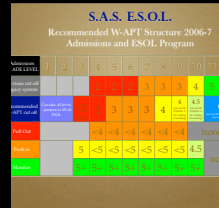


November 13,
2006.



A chart titled "S.A.S. ESOL Recommended W-APT Structure 2006-7 Admissions and ESOL Program". It shows a grid of colored boxes representing different levels and components. The grid is organized into rows and columns, with colors ranging from red to green. The text "S.A.S. ESOL" is at the top, followed by "Recommended W-APT Structure 2006-7 Admissions and ESOL Program".

W-APT Level
Structure



Admissions
Coversheet

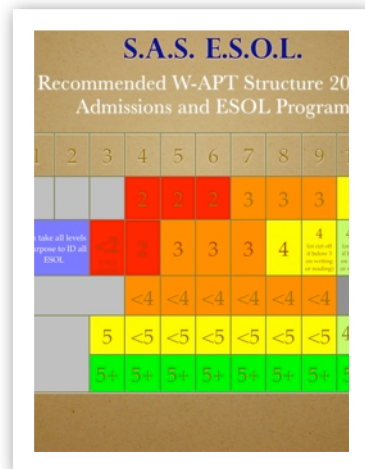


Staffing
Recommendations
& Best Practices

ESOL Task Force 2006/7 Recommendations

11.06

RECOMMENDATIONS INDEX



3-4: W-APT Level Alignment

Shanghai American School
Admissions Testing 2006/7
W-APT TEST ADMINISTRATOR

TEST DATE: _____

Applicant: _____ Nationality: _____

Applying for Grade: _____ Mother Tongue: _____

Birthdate on Passport: _____ Previous School: _____

Candidate's English Language Proficiency Level

Test Section	1 - Entering	2 - Beginning	3 - Developing	4 - Expanding	5 - Bridging
Listening					
Speaking					
Reading					
Writing					
Comprehension*					
Overall Score*					

Test Administrator's Comments: _____

Test Administrator's Recommendation:

ESOL Pull-out (maximum support)	ESOL Push-in (moderate support)	ESOL Monitor (supporting only)

MATH SCORE _____ **COMMENTS** _____

Principal's Review: _____

ESOL Pull-out (maximum support) _____ ESOL Push-in (moderate support) _____ ESOL Monitor (supporting only) _____

Maximum (no ESOL support) _____ Not recommended for admission to SAS _____

5-6: New Admissions Cover-sheet



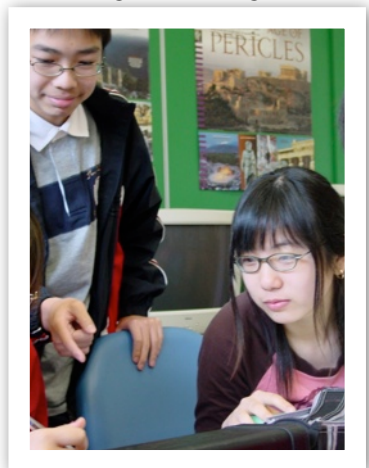
7: Grades 1-3: Support, Testing and Staffing



8: 3-5 Recommendations



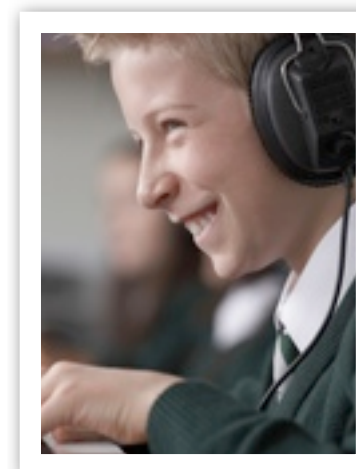
9: High School Placement and Admissions



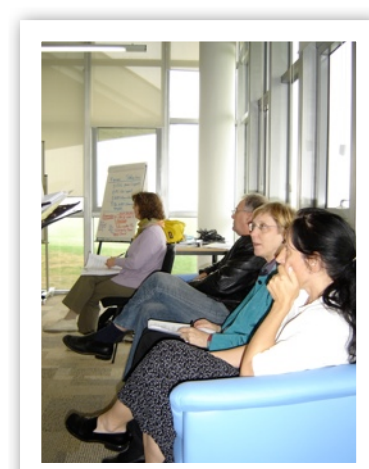
10: 25% ESOL Cap in High School Classes



11-12: High School Staffing Recommendations



13: Rolling W-APT Test Admissions Staffing Proposal



14: ESOL Task Force Membership 2006-7



SAS ESOL

Memo

Attachments:
SAS ESOL
Recommended W-APT Structure
2006-7
Admissions and ESOL Program

TO: Educational Programs

FROM: ESOL Task Force

DATE: 11/15/06

SUBJECT: Alignment of WIDA/W-APT CPLs to SAS's Legacy ESOL levels.

The alignment of ESOL admissions and support standards across the school is driven by SAS's Vision Statement:

5. Create programs, assessments, and experiences that serve to unite the school and to celebrate the distinctiveness of each campus community.

We believe that WIDA composite scores are valid indicators of achievement potential. However, looking too closely at any one individual PL and making a judgment based upon one low score can be misleading. A single low score, such as a two in writing, does not indicate a lack of ability to succeed, whereas combined scores show true potential, and provide us with a more complete picture of a child's English language proficiency across the four macroskills.

Knowing where students need to be by the 8th grade dictates where students should be along the continuum in the 7th and 6th grades. The creation of a **Level 4** standard for the 8th grade is the important benchmark determiner as students are prepared for the academic rigor of high school.

We have honored the intent of an additional component of the school Vision in preparing our admissions and program service level recommendations:

3. Serve, with honor and respect, a broad range of children as identified through a fair and well-defined admission process and complementary learning support programs.

The **Recommended W-APT Structure 2006-7: Admissions and ESOL Program** is a summary of both admissions and in-house placement thresholds.

Leveling information for Grades 4-12 are complete, and finalized details for Grades 1-3 will be issued in 2007 after additionally W-APT trials in the lower Elementary School have been completed.



S.A.S. E.S.O.L.

Recommended W-APT Structure 2006-7

[illegible]

Memo



SAS ESOL

Attached: TO: Educational Programs
Admissions Candidate Feedback Form FROM: ESOL Task Force
DATE: 11/15/06
SUBJECT: New Admissions Candidate Feedback Form

The introduction of a new admissions/in-house English language proficiency test has necessitated the development of a new student file coversheet for the purposes of admissions and principal review.

Key features of the new admissions coversheet:

- at-a-glance summary of essential student data
- graphic chart to represent breakdown of proficiency levels in speaking, listening, reading, writing, comprehension, and CPL (Composite Proficiency Level)
- comments and recommendations area for test administrator
- short review area for Math component of admissions test
- Principal's final review, signature and date.

Introductory features:

In order to facilitate accelerated staff familiarity with this form, the Recommended W-APT Structure 2006-7 and a summary of the six WIDA proficiency levels is attached to the form. This page can be omitted once the documents are widely distributed and comprehended.



Shanghai American School Admissions Testing 2006/7

TEST DATE:

W-APT TEST ADMINISTRATOR:

Applicant:	Nationality:
Applying for Grade:	Mother Tongue:
Birthdate on Passport:	Previous School:



Candidate's English Language Proficiency Level

Test Section	1 – Entering	2 –Beginning	3 – Developing	4 – Expanding	5 – Bridging	6 – Reaching
Listening						
Speaking						
Reading						
Writing						
Comprehension ^A (Listening and Reading)						
Overall Score ^B (Composite)						

Test Administrator's Comments:

Test Administrator's Recommendation:

ESOL Pull-out (maximum support)	ESOL Push-in (moderate support)	ESOL Monitor (reporting only)
Mainstream (no ESOL support)	Not recommended for admission to SAS	

MATH SCORE:	COMMENTS:
-------------	-----------

Principal's Review:

ESOL Pull-out (maximum support)	ESOL Push-in (moderate support)	ESOL Monitor (reporting only)
Mainstream (no ESOL support)	Not recommended for admission to SAS	

Principal's Signature: _____ Date: _____

Memo



SAS ESOL

TO: Educational Programs

FROM: ESOL Task Force

DATE: 11/15/06

SUBJECT: Grades 1-3: Support, Testing, and Staffing

Grade 1

Use the WAP-T to assess children at the end of kindergarten (May) and during the application process for new applicants. We are still discussing the scores that will determine support levels, but children should be admitted based on the 25 percent quota.

Grade 2

Test existing Grade 1 students in May and during the application process for new applicants.

Pull-Out Support for students who score below 3 on any of the four skills OR a composite score below 4 on the W-APT.

Pull-Out Plus (additional push-in and/or pull-out) for students who score a composite score below 3

Push-In Support for students with a composite score of 4 and 5.

Monitor students with a composite score above 5 for one year.

Grade 3

Pull-Out Support for students who score below 4 on any of the four skills OR a composite score below 5 on the W-APT.

Pull Out Plus (additional push-in and/or pull-out) for students who score a composite score below 4

Push-In Support for students with a composite score of 5.

Monitor students with a composite score above 5 for one year.

Admission Cut-Off: Second semester - Level 2 and above

We also discussed the need to set limits for admission.

We can maintain the 25 percent quota if we limit the group to 10 percent needing pull-out support and 15 percent needing push-in support. We also need to really monitor admissions to ensure ESOL kids aren't slipping in untested. Some classes have second-language learners who probably should be in the ESOL program but who were never identified as needing support.

Proposal:

- * One ESOL specialist per grade level

- * Coding system –

- 2 = Pull Out Plus (ESOL during Language Learning Block/Chinese plus additional support)

- 1 = Pull Out (ESOL during Language Learning Block/Chinese)

- P = Push In support only

- M = Monitor for one year from the time of exiting ESOL

Memo



SAS ESOL

TO: Educational Programs
FROM: ESOL Task Force
DATE: 11/15/06
SUBJECT: 3-5 Recommendations

1. Alignment

Old Levels	WAPT Levels
1	1
2	2
3	3
C/4	4
M/5	5

*A score below 3 in any one of the testing areas (speaking, listening, reading, writing) results in “extra support” in that area.

2. Cut-Off Levels

4 th Grade	5 th Grade
Composite Score 2 or above	Composite Score 3 or Above

Justification: Based upon the scores of current students and the academic requirements of 4th and 5th grades we think these levels are the minimum requirement needed for success at SAS.

- ## 3. What mix of students makes up the 25% at each grade level?
- 10% pull-out
 - 15% push-in

Memo



SAS ESOL

TO: Educational Programs

FROM: ESOL Task Force

DATE: 11/15/06

SUBJECT: High School Placement Levels/Admissions

Admissions Policy:

- 9th Grade:** Acceptance cut-off at W-APT Composite score of 4, or score below 3 on individual Writing or Reading strands.
- 10th Grade:** Acceptance cut-off at W-APT Composite score of 4.5, or score below 4 on individual Writing or Reading strands.
- 11th Grade:** Acceptance cut-off at W-APT Composite score of 6.00, or score below 5 on any individual score. (Consistent with Board Policy to not provide ESL support for 11-12 graders)
- 12th Grade:** Acceptance cut-off at W-APT Composite score of 6.00, or score below 6 on any individual score

Administration of ESOL services based on W-APT placement levels:

9th Grade: Level 4 receive Academic Literacy elective class and push-in support (Pudong) or sheltered English 9, push-in support and Academic Literacy class (Puxi)

10th Grade: Levels 4.5 – 5 receive push-in support

11th and 12th grades: students with ESOL needs must go to Language Center for individual appointments

High School Justifications:

9th- 10th Grade: Would include most successful students presently enrolled at SAS

In order to maintain high quality IB and AP programs, as well as general academic program, we should enroll students who already have reached sufficient CALPs (academic literacy). In general, high school requirements differ from middle school because of the increased academic rigor which rely on sophisticated reading and writing levels. Thus, unlike middle school, high school considers individual strands in reading and writing as well as composite scores.

According to research, it takes up to 7 years to reach academic literacy; admitting students at a level lower than 4 does not give these students adequate time to develop the proficiency required for grades 11-12, especially when ESOL support is no longer provided, as per present Board policy.

Memo



SAS ESOL

TO: Educational Programs

FROM: ESOL Task Force

DATE: 11/15/06

SUBJECT: 25% ESOL Student Cap in High School Classes

Current Situation: This does exist at present in 9th grade ESOL PX.

Why was the decision taken? Despite the fact that the ESOL department informed Admin and the counselors at the end of the last school year, of the students who would need Push-in/Academic Literacy/Monitor support for the following year, they were not scheduled into specific sections where they could be supported.

Furthermore, as the HS ESOL department was severely short-staffed in Qtr 1, it was not feasible for a single teacher to provide Academic Literacy plus adequate Push-in support to a whole grade level (19 ESOL students). Mainstream English teachers struggled to cope with their unsupported ESOL students while keeping up with the demands of the HS curriculum.

Within the first few weeks of school, Admin decided to ease the situation by pooling the particularly needy students (who also made up the Grade 9 Academic Literacy class) into one class for English, under an ESOL teacher. While assessments would remain the same as those for all other English classes, the pace would be slowed down to serve the needs of the second language learners.

Admin specified that the class was NOT to be identified as an ESOL English class.

Our Recommendations for the Future:

- This situation is to be avoided as it is clearly not in keeping with SAS ESOL policy.
- At end of school year, when ESOL recommendations are given to the Admin, students who require Push-in support must be red-flagged by the counselors. No more than 4 ESOL students must be pooled together in any one section of a mainstream class (ie: 25%) .
- If student schedules need to be altered subsequently, counselors must ensure that the red-flagged ESOL students are not shifted from one section into another. This is critical as once they are moved around, it could mean that ESOL push-in support, which they need, will no longer be available to them.
- Subsequently, the ESOL push-in support teacher must be scheduled to push-in to these specific sections. It is important that the ESOL teacher's push-in schedule matches the students' English/History class schedule.
- Push-in support, for ESOL students requiring it, must be provided in at least one core academic subject (English/History).
- This must be reflected in staffing allotments.

Memo



SAS ESOL

TO: Educational Programs

FROM: ESOL Task Force

DATE: 11/15/06

SUBJECT: High School ESOL Staffing Recommendations

ESOL Student Enrollment (2006/7)

Puxi:

Grade 9: 19 students

Grade 10: 16

Total Number: 35

Pudong:

Grade 9: 13 students

Grade 10: 11 students

Total Number: 24

Current Staffing:

- Pudong: 4/5 teacher – (1/5: IB A2 + 3/5: ESOL)
- Puxi: 13/5 - 2.5 teachers
 - Teacher 1 : 1/5: LC + English 9: 1/5 + 3/5: Push-in
 - Teacher 2: 3/5:LC + 2/5: Push-in
 - Teacher 3: 1/5:LC + 2/5: Push-in

Language Center:

1. The Language Center supports all high school students.
2. It is essential to give additional support to ESOL students at all grade levels. Particularly, when ESOL students are not given support in grades 11 and 12.
3. The Language Center also provides additional support to students who need **academic support**.
4. When a student enters **college or university** they will have access to a service such as the Language Center. To prepare our students for further education it is essential they are comfortable using this type of service.

Memo



SAS ESOL

- **Puxi:** (To fully staff the Language Center would require **8/8 blocks**. Currently, the Language Center is staffed: **5** blocks from ESOL staff, **2** blocks from Academic Support and **1** block a volunteer staff.)
- **Pudong:** Language Center currently not staffed by teachers.

Recommendation:

Projected Staffing:

- **Pudong:** 15/5 - (3 full-time teachers with time allocated to push-in, language center, and academic literacy)
- **Puxi:** 15/5 - (3 full-time teachers with time allocated to push-in, language center, and academic literacy)

Why are we moving from **2.5** teachers to **3** teachers in Puxi?

- To staff the Language Center would require an additional .5 teacher.

Why are we recommending to move from **4/5** teacher in Pudong to **3** teachers?

To support the 'one school – two campus policy' SAS Pudong should provide the same services as SAS Puxi, and therefore should have a Language Center.

Points to consider:

The proposed recommendations do not take into account the extra time for a high school ESOL teacher to do **Admissions testing**.

IB A 2 should be considered as an ESOL designated course as per the IB syllabus. This would also have additional implications for next year's staffing.

Memo



SAS ESOL

TO: Educational Programs

FROM: ESOL Task Force

DATE: 11/15/06

SUBJECT: Rolling W-APT Test Admissions Staffing Proposal

To meet:

1. a rapidly increasing enrollment in Pudong (including ESOL)
2. the need for a trained, fluent English speaking W-APT test administrator (preferably ESOL trained)
3. the time demands of the test length that includes a speaking portion
4. and support the decision that SAS has adopted the W-APT test as the single school-wide tool for ESOL Assessment and Admissions, meeting Vision #5 which states the need to “create programs and assessments that serve to unite the school...”.
5. parity of working hours between Pudong and Puxi W-APT test administrators.
6. the needs of parents providing flexibility and convenience to families applying for admissions to SAS.

Description of position:

- Staffing of up to .5 trained W-APT administrators depending upon enrollment.
 - Recommended for 2006-2007 .5 position Puxi
 - Recommended for 2007-2008 .5 position Puxi / .20-.25 Pudong
 - up to .5 on each campus depending upon increasing student enrollment)



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THANK YOU
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contributions