

Shelton Public Schools

Written Report

Nebraska Rule 15: EL Program Review: Revised for 2025-26

In accordance with the Nebraska Department of Education's Rule 15, this summary of the MLL(Multilingual Learners) Program Review is to be kept on file with the district superintendent and made available to the public upon request.

District Goals for the English Learner Program:

The goals for our Multilingual Learners are to integrate students and families into the school and the community and to achieve language development for all MLL students.

District Review Team :

Shanna Held

Julie Wiese

Review Process:

The MLL Team met at the conclusion of the 2025-26 school year to discuss our program goals, where we decided to focus on the MLL curriculum. Based on our data, we found a discrepancy between an increase in ELPA21 scores but no notable increase in NSCAS scores.

Therefore, it was decided to participate in:

- Core Knowledge Language Arts (CKLA),
- LETRS
- Corrective Mathematics
- Edmentum
- Acellus
- Language for Learning
- Diffit
- Ellii

District EL Program Goal(s):

We will implement the curriculum, which will address language needs of students at different levels to help students meet the classroom standards. The curriculum will have access to grade level content and standards.

Summary of Review Findings :**Rule 15 Required Elements**

The Shelton Public Schools meet the required elements of Rule 15.

- Detailed notes are recorded on the **MLL** Program Review, which is kept in the Superintendent's office.
- These assurances indicate that the district has thoroughly reviewed their **MLL** program and services as required by Rule 15.
- The district identifies **MLL** students according to Rule 15 (003) using the Home Language Survey required of all students at the time of enrollment, administering the ELPA 21 screener, and notifying parents within the required timeline.
- The district implements a Language Instruction Educational Program (LIEP) according to Rule 15 (004), which is designed to provide a systematic, research-based approach to teaching the English language to **MLL** students. (Please see the Language Instruction Educational Program Overview.)
- The district's Language Instructional Educational Program is directed and taught by qualified and trained professional instructors according to Rule 15 (005).
- The district assures that all **MLL** students participate in the state language proficiency and content assessments with appropriate accommodations (006).
- The district employs the exit criteria set forth by Rule 15 (007).

Language Instruction Educational Program (LIEP) Overview:

Students are primarily served by the **MLL Specialist** in a small group pullout program or an inclusion with the **MLL Specialist** in the classroom for support. Students that fall under the transition and exit categories are closely monitored in their general education classrooms. Additional language instruction may be provided outside of the **MLL** classroom or within the mainstream classroom such as:

- Individual supplemental language practice using Heggerty, RAZ+, Ellii and CKLA.
- Coursework support with a teacher
- Co-teaching classrooms including the **MLL Specialist**

EL Student Performance Summary:

Annually the district team reviews demographic and student achievement data with emphasis on **MLL** students' improvement, status, and growth on the state English language proficiency assessment, NSCAS, MAPS, and other district designated measures. In addition, students are monitored for four years after exiting the program. These data are considered in the district's continuous improvement process.

The review team noted observations from the data, some of which are listed here:

- The district currently serves (18 in elementary) 30 **MLL** students in grades K-12. **MLL** students scored lower than their non-**MLL** peers on the NSCA and MAPs assessments.
- The district services a slightly higher percentage of **MLL** students than the state average.
- The percentage of students who are on-track and making partial progress has increased over the last three years.
- 1 **MLL** student (or 3% of **MLL** program) exited the program last year.

- Most MLL students are not making significant progress towards their English Language Proficiency according to ELPA21 scores reports.
- The dropout rate at Shelton Public is less than 1% for MLL students.

Exit:

District exit criteria has been established based on Rule 15.

- Students exit the program based on the ELPA 21 assessment.
- For grades K, 1, and 2 teachers recommendations are also considered.
- When decisions are made to exit, notification letters are sent to parents/guardians within 30 days to inform them of their child's new status.

Program Strengths & Recommendations:

Per this review of Rule 15 protocols and MLL achievement, the MLL team noted strengths of the program and progress toward previous goals.

- Good relationship with MLL students
- Continuous use of a 9-12 EL specific program
- Supporting content area teachers working with MLL in their classroom

The MLL team also recommends modifications to the program to ensure student success.

- Align curriculum to EL standards.
- MLL Specialists attend ESL Professional Development.
- Establish a consistent monitoring process for exiting students
- Continue building a program specifically for emerging bilingual (newcomer) students
- Offer a course for semi-proficient (non-newcomer) 7-12 MLL students

Revised Goal:

Provide general and content area teachers with strategies for adjusting content instruction to make it accessible for all levels of MLL students.

The next EL Program Review is currently scheduled for April 17, 2027