

Creating an EL Plan For Your District

Ensuring The District is Compliant With All Federal Requirements for Serving EL Students



Why Cover This Topic?

Federal law requires all LEAs, regardless of funding sources and current student population, have an English Learner (EL) plan.

[ESEA 1112\(e\)](#)

Allows the district to have a plan for serving EL students on the first day the student arrives in the district.

Updates



- ESSA
- WIDA changes to screening assessment & WIDA composite scoring
- ACCESS ALT Exit Criteria
- WY-TOPP replacing PAWS

Minimum Requirements of a District EL Plan

- a) Home Language Survey (HLS)
- b) English Language Proficiency Assessment (Screenener)
- c) Parent Notification
- d) English Learner Services
- e) Accommodations (Written in student's IEL Plan)
- f) Exit Criteria
- g) Monitoring

Home Language Survey (HLS)

- Districts are federally required to ask the following three questions:
 - The language the child first learned
 - The language the child currently uses the most at home
 - The primary language used by the family



Home Language Survey-HLS (cont.)

Districts may choose to use additional questions in the HLS, such as:

- What language(s) does your child hear & speak at home?
 - What language do you prefer communications to be sent home?
- What language does the parent (guardian) speak to the child most of the time?
- What language does the child speak to his/her parent (guardian) most of the time?

Home Language Survey (cont.)

Avoid HLS questions that may lead to misidentification

- **Has your child ever spoken a language other than English?**
- Does any family member speak a language other than English?
- Has your child received English language development support in a previous school?
- **List any language(s) your child speaks.**
- **Which languages does your child use?**
- Which languages are spoken with your child?
- What languages are spoken by others in the home?
- Which language is most often spoken by adults in the home?
(parents, guardians, grandparents, or any other adults)



Home Language Survey (cont.)

- **ALL** students who enroll in the district must have a completed HLS.
- Districts should review the HLS for potential errors before screening students.
 - Avoid misidentification or overidentification
 - Overidentification can be a violation of students' civil rights as much as underidentification is.

Home Language Survey-HLS (cont.)

- If **any** question is answered with a language other than English, the student **must** be screened for English Language Proficiency



Home Language Survey (cont)

What do I do if...

- We discover that a student was misidentified as EL?
- Parents didn't understand question/s on the HLS?

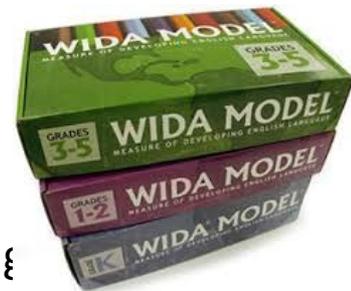


English Language Proficiency Screener (cont.)

- When do you administer the screener?
 - When the HLS indicates the student has a language other than English.
 - And/Or teacher(s) observations or a BIT Meeting identifies need
 - The assessment must be administered within the first 30 days of the school year, or within 14 days if student enrolled after the first 30 days.
 - If screener indicates the student is not proficient in English, the student is considered an Active EL and enters EL services.
- Where are screener results kept?

English Language Proficiency Screener

- What screener does the district use?
 - As of 17/18 school year, all LEAs are required to use WIDA screener tools:
 - Kindergarten and 1st Semester 1st Grade
 - KW-APT
 - » 29 on listening and speaking
 - MODEL
 - » 5.0 composite score
 - 2nd Semester 1st Grade – 12th Grade
 - **ONLY** the WIDA Screener is allowed for these grades
 - » 4.5



English Language Proficiency Screener (cont.)

- What do you do if...
 - A student is identified as an Active EL, but the family refuses ACCESS 2.0 testing?
 - A student is manually set up to take the ACCESS 2.0 assessment, but is on monitoring status?

Parent Notification

- When do you notify parents that their student is eligible for EL Services?
 - Federally required 30 calendar days from start of school year or 14 days if it was after the first 30 days of school
- What is your district's plan to provide important communications to parents in the language that they prefer?

[ESSA Title I Part A, Section 1112 \(d\)\(3\)\(A\)](#)

EL Services



- What type of EL Program(s) does your district use?
- Where are your EL program(s) located?
- What staff do you have for your EL program?
- How do you certify that the staff working in language instruction educational programs are fluent in English?
 - Even if you currently do not serve EL students, there must be a process in place
- How do you incorporate the State’s English Language Proficiency Standards into your EL services?
 - WIDA proficiency standards



Accommodations

- In the classroom to better access academic content?
- On tests and assessments, including district content tests and state assessments, to better demonstrate their content knowledge?
 - Must be documented in each students' specific IEL plan
- On ACCESS for ELLs?
- How does the district track which accommodations the EL student is being provided?

Individual English Learner Plan



- Assessment Information
- Other Norm Referenced Standardized Results
- Screener Results
- Goals
- IEL Considerations
- Services/Interventions/Program
- Appropriate Instructional Strategies
- Assessment & Classroom Supports/Accommodations

EXIT CRITERIA



ENTRY CRITERIA

Exit Criteria

- Each Spring all **Active** EL students must complete the ACCESS 2.0 Assessment
 - Even if parents refuse services
 - Even if the student was recently screened for EL services
- Any student who receives a composite score of 4.6 or higher is considered proficient and will no longer be an Active EL and have exited the EL Program.
 - There are no longer domain subscore requirements

Monitor Status

- Once a student exits the Active EL status, they enter into Monitor Status for 2 years.
 - Students in this status **are not** eligible for Title III funding.
 - For state funding purposes, monitor students are eligible for state funding.
- How does your district monitor students?
 - In this status the students should continue to be monitored for EL proficiency
 - Students can continue to receive support during monitoring

Monitoring Students (cont.)

- When does your district rescreen students?
 - If it is believed a student in Monitor status is struggling and needs more accommodations than normal, the student should be taken back to a BIT/MTSS meeting for review. A determination can be made in the meeting that the process be started again of rescreening a student for ELP. **This process must be documented and kept in the student file.**
 - Start back with the screener

Monitoring Students (cont.)

- Year 3 and 4
 - Students are now tracked for accountability purposes in year 3 and 4 after leaving EL services
 - This is strictly a reporting requirement and is not for additional academic monitoring
 - Reported on the WDE684

Wyoming

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