

Questions and Answers (Q&A) from the Creating an EL Plan Webinar March 6, 2018

SECTION 1 – Screeners and ACCESS 2.0

Q1: Currently we have kindergarten registration taking place, if a family indicates on the HLS another language, can the student be screened for English proficiency at the time of Kindergarten screening, or is it recommended to wait until the after the student is actually enrolled in school (within the required 30 days)?

A1: Since a student's language proficiency can still be expanding from the time of registration to the first day of school, it is recommended to wait until school starts to screen the student for English language proficiency. Screening the students early *may* lead to an over identification of EL students.

Q2: Is the MODEL Kindergarten screening just listening and speaking?

A2: Yes, Students in Kindergarten and 1st semester of 1st grade can take the MODEL Kindergarten screener which only includes listening and speaking sections.

Q3: If we only administer the MODEL listening and speaking to Kindergarteners, is there a time we need to go back and administer the entire test?

A3: Since only the listening and speaking elements are required for Kindergarten and 1st semester 1st grade students, the results from those two sections would be considered complete and the district would not have to rescreen the student on the other domains at a later time. However, if the student is later in need of being rescreened in future grade levels (due to a BIT review) then the student at that time will be give the full version of the test at their grade appropriate level.

Q4: What is the difference between being in an English Learner Program and having to complete the ACCESS test?

A4: All students who are identified as an Active English Learner are required to complete the ACCESS 2.0 test every year. Parents can, however, refuse to have their EL student participate in an EL program. The parent choosing to not have the student participate in the EL program does not change the student's identification as an EL and the student is still required to complete the ACCESS 2.0 test. Parent refusal also does not excuse the district from providing support services to the student.

SECTION 2 – Monitoring

Q1: Why are we only actively monitoring the students for two years when ESSA references a four year monitoring period?

A1: The word monitoring for years 3 and 4 is kind of a misnomer, as it is not the same monitoring requirements as years 1 and 2. In years 1 and 2 of monitor status the students should actively be monitored from academic success and, if needed, interventions should be applied during this time. Year 3 and 4 is only an additional reporting requirement for the districts to report the academic progress of the students on the WDE684.

Q2: Are kids who are on monitor status classified as ELs on WY-TOPP subgroup reports?

A2: No. Only Active ELs will be counted in the EL subgroup for WY-TOPP. All WY-TOPP subgroups will be the same as the subgroups that are reported on the WDE684.

Q3: Do students who are in years 1 and 2 monitor status still receive accommodations for WY-TOPP?

A3: Monitor status alone is not enough to require accommodations on the WY-TOPP test. If a student on monitor status also has accommodations listed on an IEP or a 504 then that student would receive accommodations based on that status and not as their monitor status. A student may also have designated supports documented in their IELP based on needs.

Q4: Do we keep individual English learner (IEL) plans for students in year 1 and 2 monitor status? What about year 3 and 4 monitor status?

A4: When a student is in years 1 and 2 monitor status, the student should be tracked on a monitoring plan/tracker and not on an IEL plan. Since years 3 and 4 of monitor status are only for accountability and reporting purposes, the district is not required to have a formalized tracking of these students.

SECTION 3 – “Other” Questions

Q1: Is there a sample Individual English Learner (IEL) plan that you can share?

A1: Yes. The 2018-2019 English Learner Guidebook will contain a sample IEL plan. This guidebook is estimated to be made available to districts by June 1st.

Q2: Upon enrollment for a newly enrolled EL student, is there flexibility with what grade level the student is placed in order to focus on learning English with content they learned in their native language.

A2: No. All EL students, regardless of their English proficiency, should be placed in their age appropriate grade. Limited English proficiency should not play a role in

student grade placement. Instead, the district will need to focus resources and interventions on the EL student to ensure they are able to perform academically at their proper grade level assignment.

Q3: Is the parent notification requirement of 30 days after the first day of school, or 14 days after enrollment if it is after the first 30 days of school, referring to calendar days or school days?

A3: The US Department of Education defines all references to days as calendar days. Holidays are also included in the count for days, even if it is a federal holiday.