



WYOMING
DEPARTMENT OF EDUCATION

Active English Learner (EL)

IDENTIFYING, SERVING AND REPORTING, AND TITLE III GUIDEBOOK

2019-2020

THIS GUIDEBOOK SUPERSEDES AND REPLACES ALL PREVIOUS VERSIONS

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INTRODUCTION

The purpose of this guidebook is to set the conditions and methods for identifying, serving, and reporting to the Wyoming Department of Education (WDE) a student as an active English learner (EL) or Monitor Status Year 1, 2, 3, or 4 student. This reporting is used to determine eligibility for the Wyoming Funding Model and Title III - EL Federal funding. Only active ELs (those currently identified as active ELs based on this guidebook) are eligible for Title III - EL funding as supplemental to a districts core EL program. Students that are active ELs and those that are in the federally mandated first two years of monitor status are eligible for state funding through the Wyoming Funding Model.

AUTHORITY

- Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, requires that States make allocations to districts based on the population of active ELs in each district with the exception that no allocation shall be below \$10,000 (ESEA 3114(a) and 3114(b) ESEA).
- The authority to define students who are identified as active ELs is given to the Wyoming Department of Education under Wyoming Statute W.S. 21-13-309(m)(v)(A).

STATE AND FEDERAL REQUIREMENTS

- All Districts, even those not receiving Title III funds, must follow the WDE guidelines set forth in this guidebook, unless it is noted that it specifically applies to Title III funded districts, as outlined on page 2.
- EL funding determinations for the State Funding Model are made based on the appropriate identification of ELs as outlined in this guidebook.
- Future audits of the State Funding Model will use this guidebook to determine if students were appropriately reported as ELs and were eligible for funding.
- Title I requires that **ALL** active ELs participate in the spring administration of the ACCESS for ELLs assessment. All districts are required by [civil rights guidance](#) to identify, place, and serve active EL students.

SERVICES

Civil rights legislation requires that all districts provide appropriate supports and services to English Learners. The Office for Civil Rights at the U.S. Department of Education (USED) and the Civil Rights Division of the Department of Justice have provided joint guidance on the [USED website](#).

The following procedures should be used by school districts to ensure their programs are serving EL students effectively. Districts should:

- Identify students as potential ELs;
- Develop a program that, in the view of experts in the field, has a reasonable chance for success;
- Ensure necessary staff, curricular materials, and facilities are in place and used properly;
- Develop appropriate evaluation standards, including program exit criteria, for measuring the success of students; and
- Assess the success of the program and modify the program where needed.

The Office for Civil Rights and the State of Wyoming allows school districts broad discretion concerning how to ensure EL students have a reasonable chance for success. Factors that may affect local EL program decisions include:

- A district having a large number of monolingual newcomers will require more support (EL teachers, paraprofessionals, tutors, etc.);
- The number of certified EL instructors available;
- The variety of languages spoken; and
- The overall measurable success of the program.

Even if a district does not receive Title III funding, they are still required to have a district EL plan and properly serve EL students in the district.

TITLE III - ENGLISH LANGUAGE ACQUISITION FUNDING - Revised 7/2019

Title III funding is provided to the WDE by the US Department of Education (USDE). The WDE allocates funding to Wyoming school districts based on the number of active EL students identified in each district. Wyoming uses the ACCESS for ELLs scores to identify a student as an active EL for Title III funding purposes. Students who score below proficient on the ACCESS for ELLs are included in the count of active ELs, which is reported by each district in the WDE684 October data collection (mentioned on page 3 in this Guidebook). The amount of Title III funding a district receives is proportional to the number of active ELs in the district compared to the number of active ELs in the state, with the requirement that no award will be given in an amount less than \$10,000.

TITLE III REQUIRED ACTIVITIES - Revised 7/2019

Section 3115 of ESSA outlines the activities that districts receiving Title III grant funding are required to fund. These three required activities are:

1. Increase the English language proficiency of English learners by providing effective language instruction educational programs (LIEPs) that meet the needs of English learners (ELs) and demonstrate success in increasing:
 - a. English language proficiency; and
 - b. Student academic achievement
2. Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals, and other school leaders, administrators, and other school or community-based organizational personnel, which must be:
 - a. Designed to improve the instruction and assessment of ELs
 - b. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment, practices and measures, and instructional strategies for ELs
 - c. Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - d. Be of sufficient intensity and duration (which does not include activities such as one day or short term workshops and conferences). It must have a positive and lasting impact on the teacher's performance in the classroom (may include components of a

long-term training or workshop). An example could include attending short term workshops that are a component of a long-term series of workshops, e.g. once a month for 6 months.

3. Provide and implement other effective activities and strategies that enhance or supplement LIEPs for ELs that:
 - a. Include parent, family, and community engagement activities; and
 - b. May include strategies that serve to coordinate and align related programs.

In addition to the three required activities, districts may also choose to use their funding on other allowable activities, which are:

- Upgrading program objectives and effective instructional strategies
- Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- Providing EL students with:
 - Tutorials and academic or career and technical education; and
 - Intensified instruction that may include materials in a language that the student can understand, interpreters, and translators
- Developing and implementing effective preschool, elementary school, or secondary school LIEPs that are coordinated with other relevant programs and services
- Improving the English language proficiency and academic achievement of ELs
- Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families
 - To improve the English language skills of ELs; and
 - To assist parents and families in helping their children improve their academic achievement and becoming active participants in the education of their children

Improving the instruction of ELs, which may include ELs with a disability, by providing for:

- The acquisition or development of educational technology or instructional materials
- Access to, and participation in, electronic networks for materials, training, and communication; and
- Incorporation of the resources described above into curricula and programs
- Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education

MONITORING - Revised 7/2019

Exited EL students must be monitored for four years. Years 1 and 2 are formal and require documentation on a monitoring form. Years 3 and 4 are for accountability and reporting purposes; however, they require a degree of oversight to ensure the exited EL student is meeting challenging State academic standards. This may be done through report cards, assessments, teacher observations, etc. Monitoring of years 3 and 4 must be documented. All documentation regarding the students monitor years must be kept in the student's cumulative file.

TITLE III IMMIGRANT SUBGRANT - *Revised 7/2019*

Under Title III, an immigrant subgrant must, as provided for in Section 3114(d)(1), be “of sufficient size and scope to meet the purposes of this part.” With the need to ensure the grant is of sufficient size to meet statutory requirements, in consultation with District Title III Directors, the Wyoming Committee

of Practitioners and others, grants have been set at \$5,000 each. A maximum of four Title III – Immigrant subgrants are awarded each year. Some districts in Wyoming are eligible to receive the immigrant subgrant.

- The Wyoming Committee of Practitioners and District Title III Directors have determined that a 10% increase in immigrant students, or greater, is considered to be a significant increase to make a district eligible to receive the Title III - Immigrant subgrant.
- The WDE determines Immigrant subgrant eligibility using data provided by the districts on the WDE684 report. Districts that have experienced a significant increase, as compared to the average of the two preceding fiscal years, in the percentage or number of immigrant children and youth are eligible for the Title III – Immigrant subgrant. Districts must also have a minimum of five (5) or more immigrant students in the current year to be considered for funding.

The Immigrant subgrant is a targeted grant. According to Title III Section 3115, funds awarded shall be used to pay for enhanced instructional opportunities for immigrant children and youth, which may include:

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- Recruitment and support of personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- Tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Identification, development, and acquisition of curricular materials, educational software, and technologies;
- Basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including payment of costs of providing additional classroom supplies, costs of transportation, or other costs directly attributable to additional basic instruction services;
- Other instructional services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

IMMIGRANT STUDENTS – DEFINITION

According to Title III Section 3201 the term “immigrant children and youth” refers to individuals who:

- a. Are aged 3 through 21;
- b. Were not born in any state; and
- c. Have not been attending one or more schools in any state for more than 3 full academic years. The months need not be consecutive.

Note: “State” is defined in [ESSA, Section 3201. 20 U.S.C. 7011 (13)] to include the 50 States, the District of Columbia, and Puerto Rico. Students born in Puerto Rico may not be included as “immigrant” students under Title III. Finally, note that the term “immigrant” as used in Title III is not related to an individual’s legal status in the United States. Under the U.S. Supreme Court case Plyler v. Doe, schools are required to provide equal access to a basic public education to all students, regardless of immigration status. Additional information can be found on OCR’s Guidance for School Districts to Ensure Equal Access for All Children to Public Schools, regardless of Immigration Status, available at: <http://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/raceorigin.html>

Additional points to consider:

- ***You will note there is no inclusion of anything related to English language proficiency.*** Thus, a student who comes to the district from a location like England, Canada, or Australia, where the first language is English, or students whose second language is English and test proficient on the district’s ELP screening assessment or on the ACCESS for ELLs, will qualify for “Immigrant Status” even though they are not active ELs if they meet all the requirements of the definition above;
- Eligibility for “Immigrant Status” is tracked based on the date when the student is first enrolled in a school in a state. It is not tracked from the date the student enters the country. For example, a student not born in any state, comes into the country at age 1 in 2011 and does not enroll in a school until the 2016-2017 school year is included in the count for immigrant students for the 2016-2017, 2017-2018, and 2018-2019 school years;
- For criteria “c” above, a full academic year, according to U.S. Department of Education’s Title III Office, is the full period between August and June in Wyoming. If a student who qualifies as immigrant enters mid-year, the 3 full academic years begin at the start of the following school year; the partial year is not included. Only full academic years are taken into consideration. For example, if a student enters a school in a state for the first time in January of 2019 (18-19 school year), the three full academic years begin with the 19-20 school year, not the 18-19 school year. The student would be included in the immigrant count during the 19-20, 20-21, and 21-22 school years. These full years may be in one or more schools, in one or more districts, or even one or more states. In the case where education is interrupted, three full academic years is measured cumulatively;
- *Children born overseas to U.S. military personnel or other US citizens may be considered “immigrant” for the purposes of the Title III immigrant children and youth program as long as the children meet the definition of immigrant student above - even though they are US citizens - because they were not born in a state;*
- Foreign exchange students fit the federal educational definition of an immigrant student and are included in the count for immigrant students the district reports on the WDE684 collection.

It is important for the LEA to report all immigrant students who meet the definition provided above in order to determine if they may be eligible for Title III - Immigrant funds.

TITLE III SUPPLEMENT VS. SUPPLANT PROVISIONS

- Section 3115 of ESSA, requires that funds available under a subgrant be used “so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.” In this section, “supplement” means “an addition,” and “supplant” means “to take the place of.” *Title III funds may be used in addition to state and local funds designated for active EL student language education programs, not in place of them.*
- The Civil Rights Act of 1964 requires states and districts to provide a core language instruction educational program (LIEP). Districts are required to specify their “core English LIEP(s)” and must include three key elements in this description 1) The services provided 2) The number of personnel needed to staff those services, and 3) The materials (curriculum, etc.) needed for those services. Since all districts have a Civil Rights obligation under the Lau v. Nichols case to provide a core English LIEP, Title III funds cannot be used for this service.

For additional information on Title III funding, contact the WDE Title III Grant Program Manager, Jessica Fancher at (307) 777-8964.

ACTIVE EL (ENGLISH LEARNER) IDENTIFICATION PROCESS - *Revised 7/2019*

The identification of a student as an active English Learner in Wyoming is a two-step process. (Some exceptions occur and are addressed in the Special Cases section below.)

HOME LANGUAGE SURVEY - *Revised 7/2019*

When any student enrolls in a Wyoming school district for the first time, parents are mandated to complete a **Home Language Survey (HLS)**, which is created by districts with state guidance. **All** students must have an HLS survey on file, regardless of a student’s or family’s perceived language proficiency, ethnicity, race, or linguistic background. HLS forms must be a standard part of the enrollment process for each and every student who is new to a district. While the HLS remains a standard part of the enrollment process for every Wyoming student, families **WILL NO LONGER** complete an HLS annually when a student remains in the same district.

For monitoring and auditing purposes, Districts should use a standard HLS form. A sample HLS template, both in English and Spanish, can be found in Appendix A.

- The Home Language Survey is a questionnaire used to help determine if the student might be in need of EL services. A student cannot be identified as an active EL based on the HLS alone.
- The HLS must have questions designed to collect three key pieces of information. The HLS may also include additional fact-finding questions but, minimally, the following three key pieces of information must be collected:
 - What language did your child learn when he/she first began communicating?
 - What language does your child most frequently use at home?
 - What language is used by you and your family most frequently at home?
- When parents/guardians answer “no or none” to all HLS questions, but educators notice evidence of a primary or home language other than English, the district should take steps to gather additional information/evidence through observations, interviewing parents, etc. to

have a reasonable cause to use the screener without identification of a flagged question in the HLS. Note: Parents do not have to sign a permission form for their student to be screened.

- The HLS should remain on file and be easily accessible to school and staff and available for state audits.

ENGLISH LANGUAGE PROFICIENCY SCREENER

If the HLS indicates that a language other than English is the student's primary language on any question, then an English Language Proficiency (ELP) Screening Assessment is administered. If the district believes one of the questions may have been answered incorrectly then they may request follow-up clarification from the parents to ensure that the HLS answers are accurate. If the student scores below proficient on the ELP screening assessment, the student is eligible for EL services and is included in the count of active ELs.

- An ELP screening assessment is a test used in the initial EL identification process and for placement in appropriate EL services. A student who takes an ELP screening assessment receives an ELP score indicating the student's level of English proficiency. The score on the ELP screening assessment is what determines if a student is initially identified as an active EL or not. The state's annual ELP assessment, ACCESS for ELLs, is not an ELP screener and is never used for initial identification and placement.
- Wyoming school districts may only use approved ELP screening assessments from WIDA. For Kindergarten, both the KW-APT and the MODEL are approved screening assessments. For grades 1-12, districts are required to use the WIDA Screener.
- Both the online and paper versions of the WIDA Screener are allowed for screening purposes.
- The online version is available at no cost to Wyoming school districts, while materials for the paper version are sold at the [WIDA Online Store](#). Both versions use proficiency levels aligned to the state's ELP Standards and to the state's ELP assessment, ACCESS for ELLs.
- A student that tests English proficient on an approved WIDA ELP screener is not an active EL and is not considered to be in a monitor status. The student is also not eligible for EL services. This student should be placed in mainstream services, with attention being paid to the student's academic progress. If it is observed that the student may later be struggling with English proficiency, the student may be rescreened. More details on this process are outlined in the "Rescreening for active EL" section on page 13 of this Guidebook.

English Learner (EL) Educator Requirement in Wyoming

Educators who provide the Active English Learner (EL) services in a language instruction educational program (LIEP) are required to have an ESL endorsement in Wyoming to teach English learners. Wyoming has the following endorsements: ESL K-6, ESL 5-8, ESL 6-12, and ESL K-12.

PARENT NOTIFICATION - Revised 7/2019

The ESEA requires students be identified as active ELs and parents be notified of the student's identification and placement in EL services within 30 calendar days of the beginning of the

school year or within 14 calendar days if the student enrolls after the first 30 days of the school year. [ESSA Title I Part A, Section 1112 \(d\)\(3\)\(A\)](#)

Schools must communicate information to limited English proficient parents in a language/method they can understand about any program, service, or activity. A fact sheet is available on the [USED website](#).

The following information must be included in the initial and annual parent notification letter:

- the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;
- how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- information pertaining to parental rights that includes written guidance
 - detailing the right that parents have to have their child immediately removed from such program upon their request;
 - detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

FOREIGN EXCHANGE STUDENTS AND EL STATUS

- Foreign exchange students should be treated like any other student. If the Home Language Survey indicates a language other than English is the student's primary language, the student should be screened for English proficiency. If the student scores below proficient, the student is reported as an active EL and provided EL services.
- Foreign exchange students fit the federal educational definition of an immigrant student and are included in the count of immigrant students the district reports on the WDE684 collection. More information regarding immigrant students can be found in the Immigrant Student section of this Guidebook.

WIDA SCREENERS - *Revised 7/2019*

SCREENING STUDENTS

All students must be screened for English Language Proficiency (ELP) within 30 calendar days of the beginning of the school year, or within 14 days of enrollment if the student registered after the first 30 days. While many districts have a practice of screening students during the enrollment period for school, which does meet the deadline requirements, the WDE recommends that districts wait to screen students for ELP until the beginning of the school year. Since there is significant opportunity for student language and cognition development to occur between the enrollment period and the beginning of the school year, waiting until the beginning of the school year to screen students for ELP may reduce the number of overidentified English Learner students. A district can choose to screen students during the enrollment window, rather than after the school year begins; however, if a student is near the ELP standards during the early screener, the district should re-screen the student after the school year begins to see if the student has reached ELP in the months between enrollment and the beginning of school.

KW-APT SCREENER (KINDERGARTEN WIDA-ACCESS PLACEMENT TEST)

First Semester Only

KW-APT for Pre-Kindergarten and Kindergarten Students (See Appendix B: Decision Tree for Determining EL Proficiency for grades Pre-K and K using the KW-APT)

- Used to identify students who may be candidates for English Language Support Services.
- All students who are screened with the KW-APT in Pre-K and K are administered the *Listening and Speaking domains only*.
- If a student's raw score (number correct out of 31 possible) on the Listening and Speaking portion of the test is 29 or higher, the student is considered English proficient and is **not reported** to the WDE as an active EL.
- If the student has a score of 28 or lower; the student is reported to the WDE as an active EL.
 - More information on the KW-APT is available on the [WIDA website](#).

KW-APT SCREENER (KINDERGARTEN WIDA-ACCESS PLACEMENT TEST)

Second Semester Only

KW-APT for Pre-Kindergarten and Kindergarten Students (See Appendix B: Decision Tree for Determining EL Proficiency for grades Pre-K and K using the KW-APT)

- Used to identify students who may be candidates for English Language Support Services.
- All students who are screened with the KW-APT in Pre-K and K are administered **all four domains of speaking, listening, reading, and writing**.
- If a student's raw score (number correct out of 31 possible) on the Listening and Speaking portion of the test is **29 or higher, AND**
- The Reading raw score is **11 or higher AND**
- The student's **raw writing score is 12 or higher**, then the student is considered **English proficient** and is **not reported** to the WDE.

WIDA KINDERGARTEN, AND 1ST SEMESTER 1ST GRADE MODEL SCREENER (MEASURE OF DEVELOPING ENGLISH LANGUAGE)

Wyoming utilizes the MODEL Accountability Proficiency Level scores to determine if a student qualifies as an active EL.

- As an alternative to the KW-APT, Wyoming allows the Kdg. MODEL Screener to
 - Students in Kindergarten. (often to those with no/limited school experience)
 - Students in first grade, 1st semester will take the Kindergarten MODEL Screener
 - Students in first grade, 2nd semester will take the WIDA Screener
- The MODEL screening assessment is similar in format to the WIDA ACCESS Kindergarten assessment.
- WDE only uses the Kindergarten and 1st semester 1st grade grade-level cluster. All other grade levels must be screened on the WIDA Screener tool.
- The test assesses the four language domains of Listening, Speaking, Reading, and Writing. Students who take the Kindergarten MODEL Screener and who score **below a 5.0** composite (Speaking and Listening sections only) proficiency level, are qualified to be included in the count of active ELs and are eligible for EL services.
- Those students who receive a score of **5.0 or greater** for the composite oral accountability proficiency level are considered English proficient and are **NOT** included in the count of active ELs.

More information on the KW-APT is available on the [WIDA website](#).

WIDA SCREENER (ENGLISH PROFICIENCY SCORE DETERMINATION)

The WIDA Screener is an English language proficiency assessment given to incoming students in **Grades 1-12** to assist educators with the identification of students as ELs.

- WIDA Screener is the new WIDA screening assessment for grades 1-12
- Available both in online and paper versions.
- WIDA Screener Paper and WIDA Screener Online assess the four language domains of Listening, Speaking, Reading, and Writing.
- The purpose is to help educators make decisions about whether a student is a candidate for English language support services.
- The WIDA Screener is separated into five different grade-level clusters: Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12.
- Students who are in the first semester of a grade cluster should take the test for the previous grade. For example, a student in the first semester of fourth grade should take the Grades 2-3 cluster test. This procedure is done because these students have not had much exposure to material from their current grade cluster. Here is a chart that helps break this down:

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|--------------|---|-----------------|---|---|---|-----------------|---|---|---|-----------------|---|---|---|------------------|---|---|---|----|---|----|---|----|---|
| GRADE | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | |
| SEMESTER | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| GRADE-CLUSTER FORM | Grade 1 Test | | Grades 2-3 Test | | | | Grades 4-5 Test | | | | Grades 6-8 Test | | | | Grades 9-12 Test | | | | | | | | | |

- **Following with this, students in the first semester of 1st Grade should take the Kindergarten W-APT or the Kindergarten MODEL screener.**
- If a student's overall **composite proficiency level on the WIDA Screener is 4.5 or higher**, the student is NOT to be identified or reported to the WDE as an active EL nor as Year 1, 2, 3, or 4 monitor status.
- A student must demonstrate an overall composite proficiency level below **4.5** to be identified and reported to the WDE as an active EL.

WIDA SCREENER ONLINE:

- Language and cognition develop quickly in younger children, broadening in depth and breadth as they mature. In order to better measure younger students' language development,
- ACCESS for ELLs Online includes a separate test form for Grade 1. Grades 2-3 will form a new grade cluster, as will Grades 4-5. The two remaining test forms will assess the proficiency of middle school (Grades 6-8) and high school (Grades 9-12) students.
- Uses the WIDA English Language Development (ELD) Standards to assess students' academic English.
- The online version of the WIDA Screener looks similar to the online version of ACCESS for ELLs. For example, it facilitates the simultaneous screening of multiple students, similar to how the online version of ACCESS for ELLs allows for multiple students to test in all domains.
- It should be noted that all Speaking and Writing scoring for WIDA Screener Online is done locally after testing has been completed. Scoring for multiple choice is automatically calculated by the software.
- While the WDE recommends the use of the online version of the screener for most students, it is recognized that the paper version may be a better fit for some students (e.g. those with disabilities or with little technology experience). Documentation is not required for such cases.

More information is available on the [WIDA website](#).

WIDA SCREENER PAPER:

- The WIDA Screener Paper begins with an individually-administered Entry Task, containing a speaking and writing component.
- The WIDA Screener should be considered as only one element in the decision-making process of identifying a student as an EL.
- Based on the student's performance on the Entry Task, students will continue to Path A or be routed to Path B.
- Information regarding how to determine whether a student should proceed to Path A or Path B is provided in the **WIDA Screener Paper Test Administration Manual** and in the **Test Administrator's Script**, available for download in the training course.

More information is available on the [WIDA website](#).

CONTINUING ACTIVE EL IDENTIFICATION STATUS - *Revised 7/2019*

A student continues to be reported as an active EL as long as the student tests below English proficient on the state's annual ELP assessment, ACCESS for ELLs. WDE considers a student English proficient when their score is an overall composite performance level (CPL) of at least 4.6 AND A Literacy Performance Level (LPL) of at least a 4.3 (new criterion implemented in the 18-19 SY).

- [EL Exit Criterion Memo](#)

NEW EL TRANSFER STUDENT DURING THE TESTING WINDOW - *New 7/2019*

If a student transfers to a district from another district, state, or country during the ACCESS assessment window, ***the student must take the assessment.***

ACTIVE EL IDENTIFICATION PROCESS – SPECIAL CASES

In-State Transfers – If a student in a Wyoming school district transfers to another Wyoming school district and the HLS indicates a language other than English is the student's primary language:

- An attempt should be made to obtain documentation from the sending district regarding the student's EL status.
- The receiving district should attempt to get a copy of the student's ELP screening assessment results, and if available, ACCESS for ELLs score reports.
- If this documentation confirms the student is an active EL or is on monitor status Year 1 or 2, the student is to be identified and reported as such by the receiving district. In this case, there is no need to test the student on an ELP screening assessment. NOTE: Documentation must be obtained within the mandatory time frame for parent notification of identification and placement in EL services.
- Parent notification is to be completed within 30 calendar days at the beginning of the school year or within 14 calendar days of enrollment if the student enrolls after the first thirty days of the school year.
- If the district is unable to obtain proper documentation of the student's active EL Status or Monitor Year 1 or 2, then the district must screen the student using an ELP screening assessment and follow the typical active EL identification process outlined in this guidebook.

Out-of-State Transfers: WIDA State – If a student from another state, which is a member of the WIDA Consortium (see <https://wida.wisc.edu> for a list of the more than 35 WIDA States), transfers to a Wyoming school district and the locally filled out HLS indicates that a language other than English is the student's primary language:

- An attempt should be made to obtain documentation from the sending district regarding the student's EL status.
- The receiving district should attempt to get a copy of the student's most recent ACCESS for ELLs score report.
- If this documentation confirms the student is an active EL according to the established definition for English Proficiency set by the WDE, or on monitor status year 1, 2, 3, or 4 based on when the student tested as English Proficient on the ACCESS for ELLs in the sending WIDA state, the student is to be identified and reported as such by the receiving district.

- In this case, there is no need to test the student on an ELP screening assessment. NOTE: Documentation must be obtained within the mandatory time frame for parent notification of identification and placement in EL services. Parent notification is to be completed within 30 calendar days of the beginning of the school year or within 14 calendar days of enrollment if the student enrolls mid-year.
- If the district is unable to obtain proper documentation of the student's active EL or current monitor status, then the district must screen the student using an ELP screening assessment and follow the typical active EL identification process outlined in this guidebook.
- Only ACCESS for ELLs or Alternate ACCESS test results are acceptable evidence of active EL Status for students transferring from another WIDA State. Wyoming does not accept the results of any other non-WIDA ELP assessment as sufficient evidence of active EL Status (this includes ELP assessments that are required for foreign exchange students participating in an exchange program in a Wyoming school).

Out-of-State Transfers: Non-WIDA State – When a student from a non-WIDA state or foreign country arrives in a Wyoming school district and the HLS indicates the influence of a language other than English, the district must screen the student using an ELP screening assessment and follow the typical identification process.

Exiting From Active EL Status – Once a student tests proficient on the ACCESS assessment, which means the student receives a composite score of 4.6 or higher and a literacy performance level score of 4.3 or higher, then that student is no longer considered an active EL and moves into monitor status (more information on this status can be found on page 17 in this Guidebook).

It should be noted that exiting from active EL status does not signify that all EL supports must be removed for a student. While it does imply that the student will no longer be receiving EL services and programming, exited students are often still in need of some level of extra support and differentiation in the classroom to reach their full linguistic and academic potential. This is similar to many other non-ELs who may also need certain supports to thrive academically despite the fact that they may not participate in any special programs such as special education or gifted programs.

Rescreening for Active EL Status – Former ELs (during their four year monitoring period and afterward), as well as students who initially were screened and found to be proficient, can be rescreened at a later date if it is found that they are academically struggling and it is suspected that this is due to linguistic reasons. If it is apparent through observation and academic progress that the student is struggling academically, and if the district believes it may be because of a lack of English proficiency:

- The district may refer the student for evaluation to determine if the student may be in need of EL services. ***This process must be documented and evidence maintained in the student's cumulative file.*** This is typically done through a referral process such as a Building Intervention Team (BIT) or Multi-Tiered System of Supports (MTSS) review.
 - The student's Individual English Learner Plan (IELP) could serve as the proper means for documenting this process.
- If the BIT/MTSS, or similar evaluation team, believes the student may be in need of EL services, it may request the student be rescreened using an ELP screening assessment to determine if the student is in need of EL services.

- If the ELP screening assessment results indicate the student is below English proficient, then the student is identified as an active EL and the student is therefore reported to the WDE as an active EL and should be placed back in the appropriate EL services.
- If the ELP screening assessment results indicate the student is English proficient, the student should not be reported as an active EL and should not be placed in EL services. The BIT, or similar evaluation team, should determine appropriate interventions for this student.

ACTIVE ELS WHO QUALIFY FOR SPECIAL EDUCATION

Active ELS who qualify for Special Education services should receive EL services *and* Special Education services, not one or the other. Special Education or EL services do not conflict but rather are separate categories of support for these students.

- For the case of active ELS who also qualify for Special Education services, there is currently no difference in the required testing for identification and placement or for the State's annual ELP assessment, ACCESS for ELLs. These students are required to be assessed for identification and placement and are required to be assessed in all domains (Listening, Speaking, Reading, and Writing). In the vast majority of cases, this is accomplished through the state's annual ELP assessment, ACCESS for ELLs, or the Alternate ACCESS for ELLs (for more information about Alternate ACCESS for ELLs, see page 22). There are some rare exceptions to this that the [WIDA ACCESS Accessibility and Accommodations Guide](#) discusses. An excerpt is provided here (from page 4):
 - ELLs identified as deaf or hard-of-hearing, including those for whom American Sign Language (ASL) is their first language, can generally participate in the reading and writing domains of the assessment with few or no accommodations. Students who use speech reading as part of their communication system may use the Human Reader of Items accommodation to access the listening domain. Federal law specifies all identified ELLs must be assessed in Listening, Reading, Speaking, and Writing annually. IEP teams should make determinations on a case-by-case basis how an ELL who is deaf will be assessed in all language domains. (e.g., participate in ACCESS for ELLs for all language domains, use an alternative system for assessing all language domains (e.g. skills checklist), participate in ACCESS for ELLs for some domains and use an alternative system other language domains).
- Title I of the ESEA as amended by the ESSA of 2015 requires that all ELS be assessed for English proficiency - Section 1111(b)(2)(F). This statute, as well as the associated rules and regulations, do not provide exceptions for children with disabilities who are also ELS. General information about accessibility and accommodations for the ACCESS for ELLs assessment can be found on the [WIDA website](#).

THE APPROPRIATE PROCEDURE FOR DETERMINING IF AN ACTIVE EL IS ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

- The WDE and all districts must ensure that all EL students who may have a disability and need services under the Individuals with Disabilities Education Act (IDEA) or Section 504 are located, identified, and evaluated for special education and disability-related services in a timely manner. Districts must consider the English language proficiency of EL students in determining the appropriate assessments and other evaluation materials to be used. Districts must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.

- Districts must provide EL students with disabilities with both the language assistance and disability related services to which they are entitled under federal law. Districts must also inform a parent of an EL student with an Individualized Education Plan (IEP) on how the language instruction education program meets the objectives of the child’s IEP.
- The timeline for providing special education evaluations for EL students is the same timeline that applies to all students. ***EL students are not required to be in the United States for a period of time, nor are they required to receive English-language instruction before special education assessments can be provided.*** Under the IDEA and Federal civil rights laws, it is not permissible to delay disability evaluations of EL students for special education and related services based on EL status.
- Federal regulations also state that children must be assessed for special education eligibility in “the child’s native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.”
- It is important that IEP Teams for ELs with disabilities ***include persons with expertise in second language acquisition*** and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability. The participation of these individuals on the IEP Team is essential in order to develop appropriate academic and functional goals for the child and provide specially designed instruction and the necessary related services to meet these goals. IDEA regulation specifies that the participants on each child’s IEP Team include:
 - The parents of the child;
 - Not less than one general education teacher of the child (if the child is, or may be, participating in the general education environment);
 - Not less than one special education teacher of the child, or, where appropriate, not less than one special education provider for the child;
 - A representative of the public agency who –
 - ▶ Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - ▶ Is knowledgeable about the general education curriculum; and
 - ▶ Is knowledgeable about the availability of resources to the public agency.
 - An individual who can interpret the instructional implications of evaluation results: The IDEA requires the school district to ensure the parent understands the proceedings of the IEP meeting, including arranging for an interpreter if needed.
 - At the discretion of the parent, or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate;
 - Whenever appropriate, the child.

More information on this federal requirement can be found in the [USED and Department of Justice Guidance - January 7, 2015](#) (Joint guidance to assist SEAs, school districts, and all public schools in meeting their legal obligations to ensure that EL students can participate meaningfully and equally in educational programs and services).

ACTIVE ELS WITH AN IEP MAY QUALIFY FOR AN OVERALL ACCESS SCORE WITH A MISSING DOMAIN - *New 7/2019*

ELs with an Individualized Education Plan (IEP) or a 504 plan (29 U.S.C. § 701)2, which addresses federal protections for students participating in programs and activities for individuals with disabilities, or that ensures specialized instruction for students with disabilities attending elementary or secondary school may have a disability that prevents them from taking a domain test. In such instances, an overall composite score cannot be calculated, which may impact the ELs' reclassification status as well as the schools' accountability decisions for these students.

In order to ensure that students with disabilities who are unable to take a domain test are considered for a special criteria, a change went into effect in the 18-19 school year related to the ACCESS Assessment. There are accommodations for special education students that allow students to take all domains of the ACCESS Assessment. All accommodations must be documented in a student's Individual Education Plan (IEP) prior to the assessment. Even with accommodations, there may be a rare case where a student is limited in their ability to complete a domain (e.g., a blind student being unable to describe a picture in the speaking portion of the test). In this situation, the policy allows for a composite score to be produced for this student, even with missing a domain. It is imperative that the domain test with an explanation of the disability which prohibits the student from taking the domain is explicitly written in the student's IEP.

TESTING IRREGULARITIES AND SECURITY BREACHES - *New 7/2019*

Testing irregularities and security breaches are prohibited. An action that compromises test security or compromises score validity are categorized as "Testing Irregularities or Security Breaches." This section contains some examples of compromised test security or security breaches. Your school test coordinator and/or district test coordinator(s) must address/discuss testing irregularities and security breaches with test administrators during training each year.

Reporting testing irregularities and security breaches must be done immediately following the violation.

- The incident must be reported to the school test coordinator immediately.
- The school test coordinator will then report the incident to the district test coordinator within 1 day of the occurrence.
- [The irregularity form](#) must be completed and submitted within two school days of the incident.

TEST SUPERVISION IRREGULARITIES

Examples of test security breaches and irregularities include but are not limited to:

- Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing, and/or defining any part of the test
- Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevents proper student supervision at all times while secure test materials are still distributed or while students are testing
- Leaving students unattended for any period of time while secure test materials are still distributed or while students are testing (Proctors must be supervised by a test administrator at all times)
- Allowing cheating of any kind

- Providing unauthorized persons with access to secure materials
- Unlocking a test during non-testing times
- Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
- Allowing students to test before or after the test administration window

TEST MATERIALS IRREGULARITIES

- Losing a student testing ticket, student test booklet, or an answer document
- A student taking a domain test more than once
- Losing human reader scripts
- Leaving test materials unattended or failing to keep test materials secure at all times
- Reading or viewing the passages or test items before, during, or after testing (unless it's an accessibility/support)
- Copying or reproducing (e.g., taking a picture of) any part of the passages, test items, any secure test materials, or online test forms
- Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
- Removing secure test materials from the school building or removing them from locked storage for any purpose other than administering the test
- Prior to testing, test administrators should instruct students to place all prohibited materials out of reach during testing (e.g., book bag, back pack). If a student is found to have any prohibited materials in his or her possession upon arrival for testing, the test administrator must instruct the student to hand in the materials or follow your local policy. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test **may** be invalidated. Other materials may be permitted after a student has completed testing.

The testing environment is defined as the location in which students are actively testing (e.g., classroom, computer lab, etc.). It is important to establish procedures to maintain a quiet testing environment throughout testing. Prohibited materials can compromise test security and violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials must be covered or removed from the testing room. The following materials may NOT be used at any time during a unit, including after a student has completed testing (e.g., turns in his or her test booklet) or during a break. Students, Test Administrators, Proctors, or other authorized persons in the test environment may not possess these or any other materials.

TEST ENVIRONMENT IRREGULARITIES

- Failing to follow administration directions exactly as specified in the Test Administrator Manual (TAM).
- Displaying any resource (e.g., posters, books, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing, should be removed or covered.

- Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
- Allowing unauthorized visitors, including parents/guardians, school board members, reporters, and school staff not authorized to serve as Test Administrators or Proctors are prohibited from entering the testing environment. (Authorized Visitors—Visits by state assessment office monitors, DTC monitors, and state-authorized observers are allowed based on state policy, as long as these individuals do not disturb the testing process).
- Allowing Electronic Devices: Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, personal scanner, eReader) while secure test materials are still distributed, while students are testing, after a student turns in his or her test materials, or during a break. Test Coordinators, Technology Coordinators, Test Administrators, and Proctors are permitted to use cell phones in the testing environment ONLY in cases of emergencies or when timely administration assistance is needed. DTCs may set additional restrictions on allowable devices as needed.

When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others. The expectations for what those students may do must be established in advance of the testing day.

For more information, see the District and School Test Coordinator Manual on [WIDA's Secure Portal](#).

EXAMPLES OF EL PROGRAM MODELS THAT MEET THE REQUIREMENTS OF TITLE III

Two-Way Immersion/Dual Language – A native English-speaking group and a non-English group (e.g. Spanish speakers) are both taught academic content in both languages for an extended period of time. Both groups develop academic proficiency in both languages.

Transitional Bilingual Education – Active ELs receive academic instruction in their first language for part of the day. For the remainder of the day, they receive EL services taught traditionally, with a focus on language, plus some mainstream classes. As English proficiency increases, instruction through the first language decreases. The program lasts 2-4 years.

ESL Pullout – Students attend mainstream classes for much of the day and also meet separately for about 3-10 hours a week in small groups with an EL instructor who focuses on language development

Content-Based ESL – Active ELs receive EL instruction, taught by an EL licensed teacher, in preparation for grade-level content instruction in English. The emphasis is still on language development, but augmented with academic subject matter vocabulary and beginning concepts.

Sheltered English Instruction – Active ELs are taught academic content in English by a content - licensed teacher. However, the English language used for instruction is adapted to the proficiency level of the students. While the instruction focuses on content, sheltered English instruction also promotes English language development. This is also called Sheltered Instruction Observation Protocol (SIOP).

Structured English Immersion – Active ELs are taught subject matter in English by a content licensed teacher who is also licensed in EL or bilingual education. The teacher is proficient in the first language of the student. Students may use their native language for clarification, but the teacher uses only English. No ESL instruction is provided in this model.

Heritage Language – A program where active ELs are taught literacy in the language a person regards as their native, home ancestral language. This covers indigenous languages (e.g., Arapaho and Shoshone) and immigrant languages (e.g., Spanish). The intent is to provide literacy skills that can then transfer to English language acquisition.

Specially Designed Academic Instruction in English (SDAIE) – A program of instruction in a subject area, delivered in English that is specially designed to provide active EL students with access to the curriculum. It involves teaching content and English language development simultaneously. This program is intended to be a transitional instructional approach after ELs reach intermediate levels of English proficiency.

Native Language Literacy – A program where language arts instruction focuses on developing oral language, reading and writing skills in the student’s first language. Teachers fluent in the student’s native language provide instruction using techniques, methodology, and special curriculum in the student’s primary language. Literacy in the student’s first language facilitates literacy in the student’s second language.

DEFINING AN EL STUDENT’S STATUS AND FUNDING (ASSESSMENTS/PROFICIENCY/EXIT/ MONITOR)

- A referral for ELP screening is not sufficient evidence that the student is an active EL. A student must test below English proficient on the ELP screening assessment in order to be identified and reported as an active EL. This means a student can only be labeled as an Active EL if the student scored below proficient on the initial screener and continues to score below a 4.6 composite score on the ACCESS for ELLs assessment that is administered every spring and does not have a literacy performance level of 4.3 or higher.
- Active ELs must be reported to the WDE as having an “active EL” status and will continue to be reported as such until the student demonstrates English proficiency as indicated in the previous bullet.
- Once an active EL student demonstrates English proficiency as indicated in the first bullet, he/she is placed in monitor status for the following four years.
- Once a student moves to monitor status, the student is no longer considered an active EL but is now referred to as a Former EL. **Students in monitor status should not take the ACCESS for ELLs.**
- A student who scores below ‘proficient’ on the ACCESS for ELLs is included in the count for Title III federal funding. **Former EL students (students who have scored above a 4.6 composite score on the ACCESS for ELLs and a literacy performance level of 4.3 or higher) are no longer eligible for Title III funding but these students may still need to be provided with support services.**

REFUSED SERVICES - *Revised 7/2019*

If a parent refuses EL services, access to a meaningful education must still be provided. When a parent refuses EL services, the parent’s refusal of EL services must be documented, but it does not release the district from its responsibility for providing access to a meaningful education to the English Learner. The district must support the academic learning of the English Learner. The Civil Rights Act of 1964 remains the foundation of the legal rights of an English Learner.

A parent may decline EL services, but cannot decline the English learner designation or the requirement that the EL participates in the annual ELP assessment.

WDE684 DATA COLLECTION

Three times a year, the WDE collects information on the WDE684. There are two fields of data elements within the WDE684 data collection that are related to active EL and monitor status data.

- First is the “Student ELL” field (Y = Yes, N = No, or R = Refused). The definition provided for this data element is:
 - Status of the student with respect to the district’s EL program;
 - Active EL Student is any student on the Fall WDE684 Snapshot Date who:
 - ▶ Is newly enrolled in the district or enrolled in the district after the state annual ELP assessment, ACCESS for ELLs, was given in the prior school year; or
 - ▶ Has been identified and evaluated by the district as being an active EL through the use of an ELP screening assessment; or
 - ▶ Is returning to the district from the previous school year; and
 - ▶ Took the state’s annual ELP assessment in the prior school year and has not yet achieved the “proficiency” level.
 - A student who meets the above qualifications, but whose parent/guardian refused services should be reported as “R.” The value “R” should only be used for students who have been identified as needing services. It should not be used for students who have not yet been evaluated;
 - Refused service students, which are considered active ELs, must continue taking the ACCESS for ELLs until they demonstrate proficiency;
- Second is the “Student ELL Monitoring” field (1, 2, 3 or 4). The purpose of this federally required four-year monitoring process is to see if the student can succeed academically without EL services (though they may still receive some EL supports as needed). The first two years of monitoring are formal, years three and four require a degree of oversight to ensure the student is meeting challenging state academic standards. If at any time, a student is found to be struggling academically and it is suspected that this is due to linguistic reasons, there is a process for rescreening the student. Please see the “Rescreening for Active EL Status” section on page 13 for more information about this process.
- The definition provided for the “Student ELL Monitoring” data element is:
 - Due to reporting changes with ESSA, WDE is tracks former ELs for a total of four years.
 - Once an active EL student has achieved English proficiency on the ACCESS for ELLs, this data element is required to be accurately reported on the WDE684 for the next four years so as to track how many years out the student is from their previous active EL status.
 - ▶ 1 - Former EL student, year 1 **Formal Monitoring** and Accountability Reporting Status
 - ▶ 2 - Former EL student, year 2 **Formal Monitoring** and Accountability Reporting Status
 - ▶ 3 - Former EL student, year 3 **Monitoring** and Accountability Reporting Status
 - ▶ 4 - Former EL student, year 4 **Monitoring** and Accountability Reporting Status
 - In keeping with the active EL definition for federal funding and reporting, students are no longer “active EL students” for these primary purposes once they reach

proficiency on the ACCESS for ELLs. It follows from this federal definition and the wording of the WDE684 form that if “Student ELL Monitoring” is submitted with a value of 1, 2, 3 or 4 (the only allowable values), the student ELL field must be N for this same student.

- **Students who are rescreened and brought back into services:** Students who are brought back into EL services under the process described in the “Rescreening for Active EL Status” on page 13 would resume being reported exactly like any other active EL (i.e. they would not report anything for the “Student ELL Monitoring” data element until they exit again). If a student exits a second time, this data element would be completely reset back to year 1.
- Districts may receive a WDE684 error report if there are discrepancies in the data, such as the student is identified as an active EL but the district also reported the student in the monitoring student count, or a student is an identified active EL but the district does not correctly report this status. If any error occurs the district is responsible for correcting the errors, as this could otherwise lead to misidentification of a student and would violate the student’s civil rights and could lead to improper funding.
- For state funding purposes, the “EL subgroup” includes the count for student records with a value of Y in Student ELL or value of 1 or 2 in the “Student ELL Monitoring” field (year 1 and 2 monitored former EL students). Monitor students in years 3 and 4 are not included in the “EL subgroup”. The most recent WDE684 data element resource is located on the [WDE’s Report Viewer](#).

EL RECORDS/DOCUMENTATION RETENTION

If an active EL or Former EL transfers out of a Wyoming School District or a different district in Wyoming, copies of the HLS, ELP screening assessment results, and ACCESS for ELLs score reports must be sent to the receiving district.

- Original documents must remain at the sending district. HLS and copies of ELP screening assessments for students *not identified* as active ELs must also be sent to the receiving district and original documents retained at the sending district.
- This student documentation must be retained for audit purposes. The WDE, in compliance with regulations from the United States Department of Education, recommends districts keep their records for 7.5 years.

STANDARD ACCOMMODATIONS/DESIGNATED SUPPORTS FOR ELS

ACCESS Accommodations - Active ELs cannot be provided linguistic accommodations when taking the ACCESS for ELLs. This is a test of English language proficiency and as such, linguistic accommodations would be contradictory to gaining a true representation of the student’s level of proficiency.

- Non-linguistic accommodations are allowed when they are documented in a student’s IEP or 504 plan and do not compromise the validity of the test.
- Universal design elements and tools have been integrated into the ACCESS assessment and are in place for all students.
- Administrative considerations such as grouping, usage of breaks, etc. are not considered accommodations and can be used to fit the needs of particular students.
- **For more information about universal design, universal tools, and allowed accommodations, please see the ACCESS for ELLs [Accessibility and Accommodations Supplement](#).**

WY-TOPP Supports for EL Students - English Learners are required to participate in district and state assessments and to meet the same state learning standards established for all students. EL students can use universal tools and designated supports during WY-TOPP testing as outlined in the [Accommodations Guide](#).

- A Support:
 - Is allowed during the administration of WY-TOPP for eligible students;
 - Does not alter a measurement construct;
 - Does not provide additional information, prompting, or clues to suggest or support the selection of correct answers;
 - Provides access to the test;
 - Is effectively and regularly used by the student during instruction and assessment and documented on the student's IEL Plan;
- Until students have achieved English language proficiency, they must be provided with the appropriate supports.
- Supports for ELs are separated into two categories, Linguistic and Non-linguistic.
 - Linguistic accommodations provide direct linguistic support to the EL such as translation of test items, a live interpreter, etc. Traditionally called the Presentation and Response categories.
 - Non-linguistic accommodations could be giving extra time to finish. Traditionally the Setting and Timing and Scheduling categories.
- Information concerning WY-TOPP accommodations can be found in the Accommodations Guide.
- Supports MUST be provided by a certified teacher, or certified staff member (not a parent or volunteer) who is qualified & knowledgeable in:
 - The procedures for administering standard accommodations; and
 - Effectively administering the accommodation(s) to the student during instruction assessment.
 - A paraprofessional may assist the accommodation, but must be supervised by a certified teacher during the administration of the standard accommodations during WY-TOPP.

WY-TOPP EXEMPTIONS FOR ELS:

- A student who has been enrolled in a U.S. school for less than a year as of the start of the WY-TOPP operational administration, and qualifies as an active EL, is exempt from taking the ***English Language Arts portion*** of WY-TOPP provided the student participates in the ACCESS for ELLs.
 - ***Exemption Request Process***
 - ▶ There is a deadline to submit exemption requests each year for the WY-TOPP assessment.
 - ▶ Exemption requests must be accompanied by appropriate documentation.
 - ▶ Exemption requests must be submitted electronically.
 - ▶ There will be a secure website, which is in development that will be used to submit exemption requests.

INDIVIDUAL ENGLISH LEARNER PLAN (IELP)

- The EL teacher, together with a language support team, which may include the EL student's parents, classroom teachers, and a school administrator, can work together to create an individualized EL Plan (IELP) for each English learner.
- IELP's should be individualized and is recommended to include the following:
 - Student and School Information
 - Signatures and Amendments
 - Assessment Information
 - ▶ The **assessment information** on the front page will include the student's English language proficiency test results (ACCESS), screener results to determine EL program eligibility. WY-TOPP and previous PAWS results, ACT Test Results and/or any other results.
 - Instructional Program/Supports/Strategies
 - ▶ Explain any **modifications/services/interventions/remedial** or EL Programs in which the student is currently participating.
 - ▶ Describe **appropriate Instructional Strategies** that are based on the student's needs and English language proficiency score. Observe ELs carefully. Determine any coping skills, how they are processing information and what resources they are using.
 - ▶ Explain the appropriate **Assignment and Assessment Supports** that can be done to assignments and tests to make them accessible to the learners.
 - Accommodations/Designated Supports for Assessments
 - Student Learning and Social Goals
 - ▶ **Goals** written on the IELP, which are set according to the student's English language proficiency level (the WIDA CAN-DO descriptors and the English Language Development Standards can be used to determine appropriate goals and objectives for individual students) And/or
 - ▶ Goals established by looking at other evidence such as class tests, work etc..
 - Parental Notifications
 - Individual English Learner Plan (IELP) Considerations
 - ▶ **"IELP Considerations"**
 - Include any information on the student's background, level of native language proficiency, educational history in the home country and in the United States, and the student's strengths and needs. Parents may help in drafting this portion of the IELP.

WIDA ENGLISH LANGUAGE DEVELOPMENT STANDARDS - *New 7/2019*

In order to comply with the federal requirement of an annual English Language Proficiency Assessment for ELs, Wyoming joined the [WIDA](#) consortium in 2009. The WIDA consortium provides research based assessments, standards, and professional development to Wyoming. Wyoming adopted the WIDA English Language Development Standards, which provide educators with a connection between language development and academic content. Wyoming aligns all language instruction for ELs to the five WIDA language proficiency standards for the academic content areas. The standards represent the language students need to be successful. Social and Instructional Language reflects the ways in which students interact socially to build community and establish working relationships with peers and teachers in ways that support learning. The remaining four standards present ways multilingual learners can communicate information, ideas, and concepts necessary for academic success in Language Arts, Math, Science, and Social Studies. The WIDA English Language Development Standards work along with content standards to ensure students engage in the learning of the content standards as they continue to develop English.

The Five Standards provide educators with a connection between language development and academic content.

- Standard 1 – Social and Instructional Language
English language learners communicate for social and instructional purposes within the school setting.
- Standard 2 – Language of Language Arts
English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- Standard 3 – Language of Mathematics
English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- Standard 4 – Language of Science
English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- Standard 5 – Language of Social Studies
English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

WIDA ACCESS FOR ELLS AND THE ALTERNATE ACCESS FOR ELLS

WIDA is a consortium of states working together to meet the requirements of the Every Student Succeeds Act (ESSA) for ELs with standards and assessments. More information on the WIDA ELP Standards can be found at the [WIDA website](#).

ACCESS for ELLs is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as ELs. It is given **annually** to monitor students' progress in acquiring academic English.

- The Kindergarten and Alternate ACCESS for ELLs assessments is still only available in a paper-based form.
- The ACCESS for ELLs summative assessment will continue to be available as a paper test in 2018-19 and districts have a choice to use paper-testing. However, WDE **encourages** districts to test online, except in situations in which individual students would be best served by paper testing, as outlined in an IEP or 504 plan.

- ACCESS is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Practice Tests are encouraged so that students receive ample guided opportunities to try out practice tests as well as view the Test Demo tutorial provided at the bottom of the [DRC AMS login page](#) under the heading “Public Test Resources.” These resources can also be helpful for newcomers who may need extra test practice, especially if they have not had much exposure to technology.

GRADE-LEVEL CLUSTERS FOR ACCESS FOR ELLS ONLINE:

Language and cognition develop quickly in younger children, broadening in depth and breadth as they mature. In order to better measure younger students’ language development, ACCESS for ELLs online includes a separate test form for Grade 1. Grades 2-3 will form a new grade cluster, as will Grades 4-5. The two remaining test forms will assess the proficiency of middle school (Grades 6-8) and high school (Grades 9-12) English language learners.

ORDER OF ADMINISTRATION FOR ACCESS FOR ELLS ONLINE:

The new online test is staged adaptive, meaning students will progress through the test based on their performance on previous folders and domains. Based on their performance in an individual folder, the test engine will determine the appropriate next folder for individual students. Students must first take the Listening and Reading tests because their performance on those domains determines their placement on the remaining domains (Speaking and Writing). Students should take the Listening test first, followed by the Reading test. Then, students may take Speaking and Writing in either order.

Key differences between ACCESS for ELLs Online and ACCESS for ELLs Paper for Grades 1-12 are available on the [WIDA website](#).

ACCESS FOR ELLS TEST ORDERING

- Test Coordinators or designated staff should order materials through the [WIDA Assessment Management System](#), which is Data Recognition’s online administrative interface.
- Users need an account and a password in order to access and perform tasks in the WIDA AMS. This is a different username and password than the personal WIDA user account login. Test administrators will receive an email containing their password for WIDA AMS.

ACCESS FOR ELLS AND WIDA SCREENER ADMINISTRATION TRAINING

- The test or screener administrator must be a certified teacher or certified staff member.
- The certified teacher or certified staff member must complete the assigned WIDA training module(s) and obtain a quiz score of 80% or higher on the modules assigned by the EL/Title III coordinator or facilitator. For the screener, all components and quizzes must be completed and passed this first year.
- The certified teacher or certified staff member should have knowledge of the proficiency levels of WIDA and Wyoming English Language Proficiency Standards and have experience teaching English language learners.
- A licensed teacher from another state cannot administer the ACCESS for ELLs or the WIDA Screener on behalf of a Wyoming district. The teacher should be licensed in Wyoming to qualify to administer a test in Wyoming.

- A personal account is required to access the training courses on the WIDA website.
- Wyoming has a generic login that allows each individual test administrator to create a personal account for the purpose of taking the online ACCESS and WIDA Screener training and quizzes. The login is found on the upper right hand corner of the WIDA homepage. After logging in with the generic username and password, you will be taken to the account creator where you can set up your own account. Contact WIDA if you have any problems creating your personal training account at help@wida.us or (866) 276-7735.
- If you do not know the generic username and password, contact Antoinette Hallam at antoinette.hallam@wyo.gov.

LANGUAGE CODES FOR ACCESS FOR ELLS

- Language codes for all languages in the world are available on the [SIL International website](#). At the top of the page, search by choosing the radio button “name” and entering the letter the language name is “Starting with.” Be sure to use the 639-3 column to obtain the language code. There are three columns of language codes all the way on the left of the page but only the 639-3 column should be used.
- Language codes are also available on Wikipedia under the “Language codes” section (ISO 639-3) on the right pane of many entries for languages.
- Be as specific as possible and avoid using “macrolanguage” or “inclusive” codes such as “zho” (Chinese). Macrolanguage codes such as these actually represent a group of languages or varieties. In the case of “zho”, this group code can be vague as it represents 16 other codes including “cmn” (Mandarin) and “yue” (Cantonese). The SIL International website has a column named “Scope” that will tell you if the code is an “Individual” code or a “Macrolanguage” code.

ALTERNATE ACCESS FOR ELLS

The WIDA consortium has developed an assessment called the Alternate ACCESS for ELLs that can be administered to active EL students who qualify to take the state’s alternate content assessment, WY- ALT. This test was developed to augment WIDA’s existing English language proficiency standards, and allow ELs with significant cognitive disabilities to demonstrate language growth.

- This ***paper-based assessment*** is given annually in WIDA Consortium member states to monitor students’ progress in acquiring academic English.
- Can be administered to active EL students who ***qualify*** to take the state’s alternate content assessment. Active EL students who qualify for special education services who take the state’s content assessment, WY-TOPP, must take the ACCESS for ELLs.
- Alternate ACCESS for ELLs assesses each of the four language domains of Listening, Speaking, Reading and Writing.
- Alternate ACCESS for ELLs is based on WIDA’s Alternate MODEL Performance Indicators (AMPI)s.
- The U.S. Department of Education determined districts would not be required to test students on both versions of the ACCESS for ELLs test & the Alternate ACCESS for ELLs. If an EL student, with a significant cognitive disability, participates in the Alternate ACCESS for ELLs, this student **would not** be required to take the regular ACCESS for ELLs.

- Currently there is no exit criteria. We are exploring how to set our exit criteria.
- More information about the Alternate ACCESS for ELLs, Alternate Model Performance Indicators and Alternate Assessment Activities is available on the [WIDA website](#).

(For detailed questions and answers regarding inclusion of English learners with disabilities in English language proficiency assessments, read the following [guidance from USED](#)). Other services and supports provided through the WIDA Consortium.

For more information about other services and supports that WIDA provides such as the WIDA English Language Proficiency (ELP) standards, professional learning opportunities, family engagement resource resources, early childhood resources, and many other helpful resources please visit the official [WIDA website](#).

EXITING AN EL WITH A DISABILITY FROM ACTIVE EL STATUS

An EL with a disability can be “exited” from EL status when the student no longer meets the definition of an EL. This occurs when the student meets the state’s definition of “proficient” in English. There is no provision in the IDEA that would authorize the IEP Team to remove the “EL” designation before the student has attained English proficiency. In addition, no other LEA school personnel have the authority under Federal law to remove a student’s EL designation before the student has been deemed proficient in English solely because the student has an IEP.

All ELs, including those with disabilities, must participate in ACCESS for ELLs, with or without accommodations, or must take the Alternate ACCESS for ELLs, if necessary.

EVERY STUDENT SUCCEEDS ACT (ESSA) - NEW 7/2019

Every Student Succeeds Act (ESSA) Every Student Succeeds Act (ESSA) maintains the requirement to have English language proficiency standards aligned with state academic standards. Under this accountability system, states must establish “ambitious State-designed long term goals” to measure interim progress for all students and subgroups of students, including progress in achieving English language proficiency (ELP).

- The purpose of annual ELP progress targets is to measure student development and attainment of English proficiency while meeting challenging state academic content standards.
- Student ELP progress targets are individual and allow for a variable progress trajectory of language acquisition.
- ELP progress targets are set based on an individual student’s first annual ACCESS results
- ELP progress targets are reset annually and are calculated to show the progress needed to achieve ELP within the student’s allowable plan years

ELP PROGRESS AND SCHOOL ACCOUNTABILITY - *New 7/2019*

TIME TO ENGLISH LANGUAGE PROFICIENCY

Every Student Succeeds Act (ESSA) and Wyoming Accountability in Education Act (WAEA) Traditional Schools include an ELP indicator which measures whether or not English learners are making expected progress toward becoming English proficient within a time frame suggested by research to be reasonable. Research suggests that learning English should take about six years for a student who enters an English-speaking school with little or no English contingent on factors such as previous educational experience and first language. Having little or no English is operationally defined as having a performance level score between 1.0 and 1.9 on the ACCESS test during the first year that they enter the English speaking school. Higher

performance level scores on the ACCESS reflect higher English proficiency scores. Therefore, the number of years within which an English learner was expected to become English proficient is related to the performance level score the EL student earned on the ACCESS during the first year that they entered the English speaking school.

Given the number of years within which an EL student is expected to become English proficient, the below formula indicates the method used to determine if a student is making acceptable progress learning English. One feature of the formula is that the annual progress target is reset each year based upon the student's most recent ACCESS 2.0 score. The ELPA indicator includes students in kindergarten through grade 12.

EXPECTED ANNUAL PROGRESS FOR ENGLISH LEARNERS ACQUIRING ENGLISH PROFICIENCY ON ACCESS ASSESSMENT ANNUAL CALCULATION FORMULA

Long Term Goal: Percent of Students who are meeting their annual English proficiency Target

- Improvement targets for the next school year are based upon a student's
 - a) current year CSS
 - b) the lowest CSS associated with a CPL of 4.6 for the student's end-year grade
 - c) the number of years left to the student's end-year
- The formula for the improvement target is:
 - $((b - a) / c) + a$

SCHOOL ACCOUNTABILITY (SCORE) UNDER WAEA

The school score is the percentage of English learners at the school that made expected progress learning English. For WAEA, the school ELP scores at each school are rounded to the nearest whole number and are placed into one of three target levels: (a) below target, (b) meets target, and (c) exceeds target. The PJP established the following cut-points for these scores that separated these three categories from one another. WAEA cut scores for ELPA for grades kindergarten through eight.

Under WAEA, a school is designated as exceeds target, meets target, or below target using the following cut-scores:

- For grades K-8:
 - Meets Target = 49%
 - Exceeds Target = 65%
- For grades 9-12:
 - Meets Target = 41%
 - Exceeds Target = 55%

SCHOOL ACCOUNTABILITY (SCORE) UNDER ESSA

For ESSA school accountability, the school ELP scores are rounded to one decimal place and used to assign each school to one of three categories (i.e., below average, average, above average).

- For grades 9-12:
 - Average = 46.1%
 - Above Average = 62.5%¹

For more information, see the [Implementation Guidebook](#).

¹ Wyoming School Accountability 2018 Wyoming School Performance Rating Models Implementation Handbook, October 15, 2018

GLOSSARY OF ACRONYMS

ACCESS – Assessing Comprehension and Communication in English State-to-State for English Language Learners

AMPI – Alternate MODEL Performance Indicator

BIT – Building Intervention Team (or Behavioral Intervention Team)

EL – English Learner

ELL – English Language Learner

ELP – English Language Proficiency

ESEA – Elementary and Secondary Education Act

ESSA – Every Student Succeeds Act

HLS – Home Language Survey

IDEA – Individuals with Disabilities Education Act

IEP – Individualized Education Plan IELP – Individual English Learner Plan LEP – Limited English Proficient

LIEP – Language Instruction Education Program MODEL – Measure of Developing English Language MTSS – Multi-Tiered System of Supports

TAM – Test Administrator Manual

USED – United States Department of Education

W-APT – WIDA – ACCESS Placement Test

WAEA – Wyoming Accountability in Education Act

WIDA – is a consortium of state departments of education that provides several assessments for use with English language learners.

WDE – Wyoming Department of Education

APPENDIX A: ENGLISH AND SPANISH HLS (SAMPLE) HOME LANGUAGE SURVEY

| STUDENT INFORMATION | | |
|---------------------|-----------|--|
| First Name | Last Name | Date of Birth <i>(Month/Day/Year)</i> |
| | | |

| QUESTIONS FOR PARENTS OR GUARDIANS | RESPONSE |
|---|----------|
| What language(s) is (are) used in your home? | |
| Which language did your child learn first? | |
| Which language does your child use most frequently at home? | |
| Which language do you most frequently use with your child? | |
| In what language would you prefer to get information from the school? | |

Parent or Guardian's Signature _____ Date _____

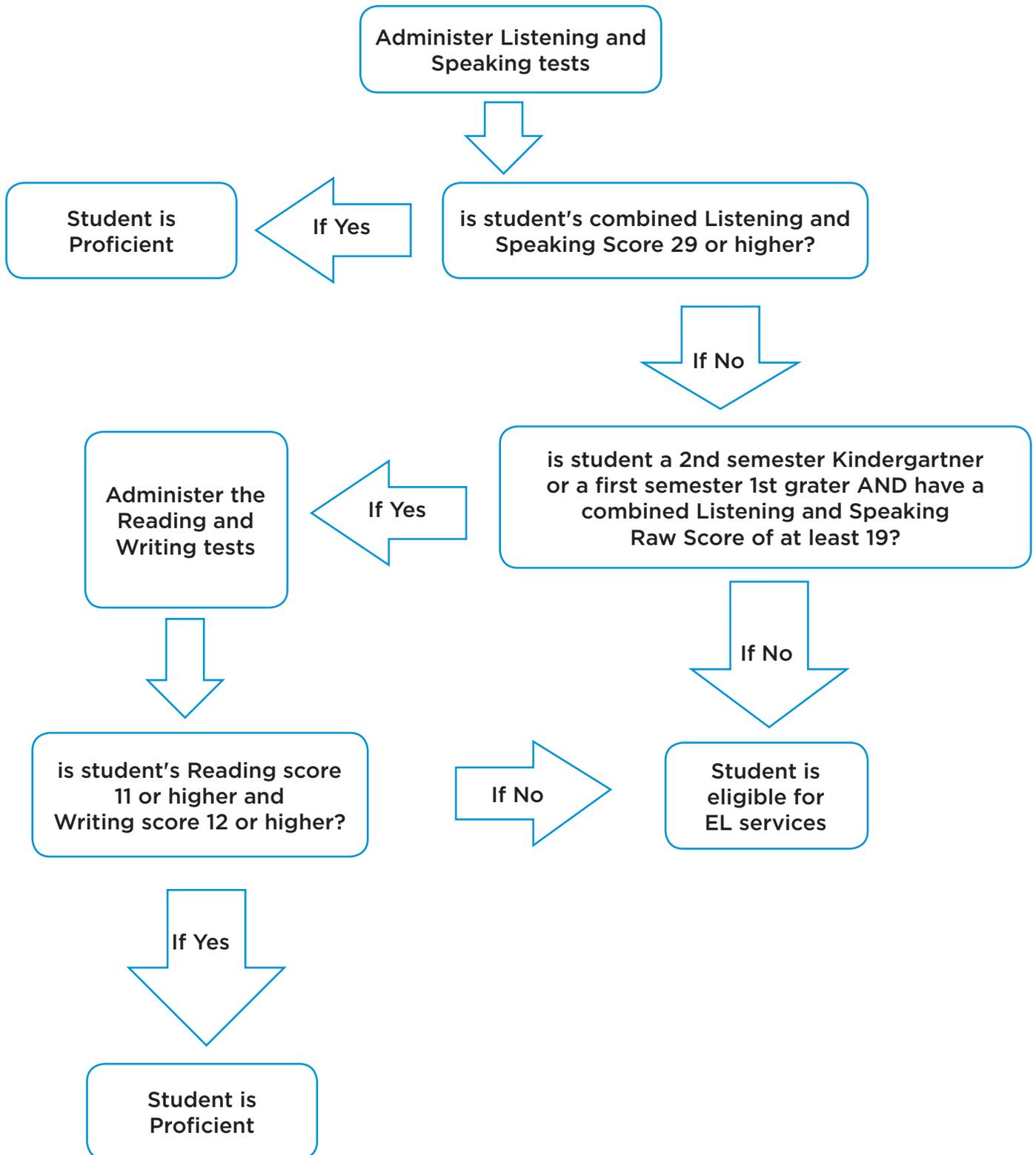
ENCUESTA DEL IDIOMA EN EL HOGAR

| INFORMACIÓN DE ESTUDIANTE | | |
|---------------------------|----------|--------------------------------------|
| Nombre | Apellido | Fecha de nacimiento (mes/día/año) |
| | | |

| PREGUNTAS PARA LOS PADRES O TUTORES | RESPUESTA |
|---|-----------|
| ¿Qué idioma(s) se utiliza(n) en la casa? | |
| ¿Cuál fue el primer idioma que aprendió su hijo/a? | |
| ¿Qué idioma utiliza su hijo/a con mayor frecuencia en la casa? | |
| ¿Qué idioma utiliza usted con mayor frecuencia cuando se comunica con su hijo/a?? | |
| ¿En qué idioma prefiere usted recibir la información de la escuela?? | |

Firma de padre o tutor _____ Fecha _____

APPENDIX B: DECISION TREE FOR DETERMINING ENGLISH LANGUAGE PROFICIENCY USING THE KINDERGARTEN W-APT



Individual EL Plan (IELP)

| Section 1: Student and School Information | | | |
|---|-------------|-------|-----------------|
| Student Name | WISER ID | Grade | Age |
| | | | |
| District Name | School Name | | Date of Meeting |
| | | | |

| Section 2: Signatures and Amendments | | |
|--------------------------------------|-------|-----------|
| Printed Name | Title | Signature |
| Teacher: | | |
| School Counselor: | | |
| Parent/Guardian: | | |
| Parent/Guardian: | | |
| Other attendee: | | |

| Amendments/updates: <i>Document amendments to the student's Individual English Learner Plan.</i> | | |
|---|---------|-----------------------|
| Date of meeting | Changes | Team members initials |
| | | |
| | | |
| | | |
| | | |
| | | |

| *Section 3: Assessment Information | | | | | | | | | | | | | |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|
| WIDA Screener and ACCESS for ELs Test Results | | | | | | | | | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| Date (Month/Year) | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | | |
| Speaking | | | | | | | | | | | | | |
| Listening | | | | | | | | | | | | | |
| Composite | | | | | | | | | | | | | |

| WY-TOPP/PAWS Test Results | | | | | | | | | | | |
|----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | |
| Date (Month/Year) | | | | | | | | | | | |
| ELA/Writing | | | | | | | | | | | |
| Math | | | | | | | | | | | |
| Science | | | | | | | | | | | |

| ACT Test Results | | |
|-------------------------|--------|--------|
| | Year 1 | Year 2 |
| Date (Month/Year) | | |
| English | | |
| Reading | | |
| Writing | | |
| Math | | |
| Science | | |
| Composite | | |

| Other Test Results | | | | | | | | | | |
|---------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
| Date (Month/Year) | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Section 4: Instructional Program/Supports/Strategies

EL Program Model Used: *List any other services the student receives - remedial, current EL/ bilingual program, and/or extended learning opportunities.*

| | |
|---|--|
| <p>Name of EL Program/s student participated in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Push In <input type="checkbox"/> Pull Out <input type="checkbox"/> Dual Language Immersion (DLI) <input type="checkbox"/> Sheltered Instruction <input type="checkbox"/> EL Class <input type="checkbox"/> Transitional Bilingual Program <input type="checkbox"/> Content Based ESL <input type="checkbox"/> Structured English Immersion <input type="checkbox"/> Heritage Language <input type="checkbox"/> Specially Designed Academic Instruction <input type="checkbox"/> Native Language Literacy <input type="checkbox"/> Newcomer Class <input type="checkbox"/> Co-Teaching <input type="checkbox"/> Other | <p>Any information you would like to include about services provided to the student:</p> |
|---|--|

Academic content support and instructional strategies used for the student: *List the academic supports, modifications, instructional accommodations, coordination with other programs, direct instruction, differentiation, etc. that are used based on student's needs and English Language Proficiency scores (language & content).*

| | |
|-----------------------|--|
| Social | |
| ELA | |
| Math | |
| Science | |
| Social Studies | |

***Section 5: Accommodations/Designated Supports for Assessments**

List the assessment accommodations/designated supports for the student simplified language, alternate mode, modified tests, written/oral alternatives, etc. that are used with fidelity.

| Accommodation/Designated Support Description | ACCESS | WY-TOPP | ACT | Other |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section 6: Student Learning and Social Goals

List the areas in which your student is trying to improve.

Section 7: Parental Notifications

Have parents been informed or involved in establishing EL targets and learning expectations?

- Yes
 No

Are parents included in supporting second language acquisition?

- Yes
 No

If included, are there specific strategies shared with parents to reinforce at home?

Section 8: Individual English Learner (IELP) Considerations

Include all information on the student's background, level of native language proficiency, educational history in the home country and in the United States, and the student's strengths and needs not included above. Parents may help in drafting this portion of the IELP.