Niobrara County School District

Student English Language Learner (ELL)

Handbook

2019-2020 School Year

The purpose of this handbook is to set forth the conditions and methods for identification and servicing English Language Learner (ELL) students enrolled in the Niobrara County Schools. The ELL Coordinator will assign a person who will be responsible for administering this handbook. All testing, identification and services for ELL students will be provided through Niobrara #1 staff.

**Authority**

Title III of the Elementary and Secondary Education Act (ESEA) 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)). The authority to define students who are identified as Active ELLs is given to the Wyoming Department of Education under Wyoming Statute W.S. § 21-13-309(m)(v)(A). Further information can be found in the Chapter 8 Rules and Regulations.

**Active EL Identification Process – Typical**

Referrals for students where it is suspected that a language other than English has influenced the student’s language can be made by the student, the student’s parents or the student’s teachers in conjunction with the process identified in this handbook. The identification of a student as an Active English Language Learner in Wyoming is typically a two step process. Some exceptions occur and these will be dealt with in the Special Cases section below. When a student enrolls in a Wyoming school district for the first time he/she and/or his/her parents are asked to complete a Home Language Survey (HLS). The HLS asks questions to determine if the student may be an Active ELL based on language use by the child and in the home. If the HLS indicates that a language other than English has influenced the student’s language, then an English Language Proficiency (ELP) Screening Assessment is administered. If the student tests below English proficient on the ELP screening assessment he/she is deemed eligible for EL services and is included in the count of Active ELLs.

The Elementary and Secondary Education Act requires that students are identified as Active ELLs and the parents of these students are notified of placement in ELL services within 30 calendar days from the beginning of the school year or within 14 calendar days if the student enrolls mid-year. For the case where a student newly enrolls during the initial 30 calendar days of the school year, the longer of the two time periods apply. Thus, the ELP screening assessment must be administered with sufficient time to place the student in services and notify parents within the above specified timeframes.

**Home Language Survey (HLS)** – A home language survey is a type of questionnaire that is asked of parents and students to help determine if the student ***might*** be in need of ELL services. It is key to note that a student cannot be identified as an Active ELL based on a HLS alone. A HLS must have questions that are designed to collect three key pieces of information. The HLS may have additional questions aimed to gather further information, but minimally, the three key pieces of information that must be collected are 1. the language the child first began to speak, 2. the language the child currently speaks most frequently at home, and 3. the primary language spoken by the family in the home. Typically the following three questions are used.

* What language did your child learn when he/she first began to talk?
* What language does your child most frequently speak at home?
* What language is spoken by you and your family most of the time at home?

**English Language Proficiency (ELP) Screening Assessment** – An ELP screening assessment is a test of ELP that is 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 that indicates 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, the ACCESS for ELLs™, is not an ELP screener and is never used for initial identification and placement.

**Initial Active ELL Identification**

A student that is newly enrolled, whose HLS indicates a language other than English may have influenced the student’s language, is tested using an ELP screening assessment. The student’s proficiency level on the ELP screener is used to determine if the student is an Active EL or not, and if an Active EL, what services are appropriate based on his/her proficiency level. Typically a score that is considered as English Proficient is assigned by the test designers, or in the case of the WIDA – ACCESS Placement Test (W-APT) by the Wyoming Department of Education (see W-APT proficiency score determination section below). *Wyoming recommends the use of the W-APT ELP screening assessment because it is provided free to Wyoming school districts and has proficiency levels that are aligned to our ELP Standards and to the state’s ELP assessment, ACCESS for ELLs™.*

A referral for ELP screening is not sufficient evidence that the student is an Active ELL. A student must test below English proficient on the ELP screening assessment in order to be identified and receive services as an Active ELL student. Once an Active ELL student tests English proficient on the ACCESS for ELLs™ he/she is placed in Monitor Status for the following two years (see Monitor Status below). If a student’s test score on the ELP screener is in the English proficient range, then the student is also **not** eligible for ELL services. This student will be placed in mainstream services with the student’s academic progress, especially in the content area of Language Arts monitored by the homeroom teacher.

**Parent Notification of Services**

The Parent Notification Letter is used to notify parents of students that have been identified as LEP and their student’s placement in a language instruction program***. The parent notification letter is sent each year to all LEP students’ parents***. The letter must be provided to the parent no later than 30 days from the beginning of the school year, or within 2 weeks of enrollment in an ESL program. For any student that enrolls after the first 30 days of the school year, the school will have 10 days or 2 weeks to notify of ESL program placement following the student’s date of enrollment.

The letter should include the following items:

* The reason for identification of their child as LEP and the need for placement in a language instruction program
* The child's level of English proficiency, how it was assessed, and the status of the child’s academic achievement
* The methods of instruction that are used and the program that the child will be placed into
* How the program will meet their child's educational strengths and needs
* How the program will 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 the language education program into a classroom not tailored for LEP children and the expected graduation rate of the corporation
* If the child has a disability, include how such program meets the objectives of the individualized education program of the child
* Graduation rate of students enrolled in an ESL program for the district.

The school will ensure that all communication to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The school must notify parents, in a language they can understand, within ten school days. For additional translation resources visit: <http://www.freetranslation.com/> <http://www.translate.google.com> or refer to the DOE for forms translated for school use.

**W-APT English proficiency score determination**

For the Pre-Kindergarten - Kindergarten W-APT, if a student’s raw score on the Listening and Speaking portion of the test is 29 or higher, the student is considered English proficient and is not eligible for services as an Active ELL nor as Year 1 or 2 Monitor Status. A score below 19 in the Listening and Speaking portion of the test qualifies the student as an Active ELL and the student is therefore identified as an Active ELL. If the student’s raw score on the Listening and Speaking portion of the test is 19 or greater and 28 or less, then the student is administered the Reading and Writing portion of the test. If the student’s Reading raw score is 11 or higher **and** the Writing raw score is 12 or higher, then the student is considered English proficient and is not an Active ELL student nor as Year 1 or 2 Monitor Status.

For the Grades 1 through 12 W-APT, if a student’s composite proficiency level on the W-APT is 5 or higher, the student is not to be identified as an Active ELL nor as Year 1 or 2 Monitor Status. A student must test below a composite proficiency level of 5 in order to be identified and receive services as an Active ELL.

**Kindergarten MODEL English proficiency score determination**

Wyoming is allowing the use of the Kindergarten MODEL assessment available through the WIDA consortium as an English proficiency screening assessment for all students in Kindergarten and for students in the first semester of first grade that have had no formal education.

The MODEL assessment provides two separate and distinct proficiency levels. One is the Instructional Proficiency Level and the other is Accountability Proficiency Level. Wyoming is using the MODEL Accountability Proficiency Level scores to determine if a student qualifies as an Active EL or not.

Any student entering the first semester of Kindergarten, or a student in second semester Kindergarten or first semester of first grade **with no prior education**, who is administered the MODEL for Kindergarten and who scores below a 5.0 composite oral(speaking and listening sections only) accountability proficiency level qualifies the student to be included in the count of Active ELLs and is eligible for ELL services. Any student that receives a score of 5.0 or greater for the composite oral accountability proficiency level is considered English proficient and is not included in the count of active ELLs.

Any student who is administered the MODEL for Kindergarten during the second semester of Kindergarten or the first semester of first grade and scores below a 5.0 overall compositeaccountability proficiency level qualifies the student to be included in the count of Active ELLs and is eligible for ELL services. This score is based on the student taking all parts (listening, speaking, reading, and writing) of the MODEL for Kindergarten. Any student that receives a score of 5.0 or greater for the overall composite accountability proficiency level is considered English proficient and is not included in the count of Active ELLs.

**Continuing Active EL Identification**

A student is continued to be reported as an Active ELL as long as he/she tests below English proficient on the state’s annual ELP assessment, ACCESS for ELLs™.

**Monitor Status**

When an Active ELL student tests English proficient on the ACCESS for ELLs™ he/she is moved to Monitor Status Year 1 at the beginning of the following academic year. In the subsequent academic year the student is moved to Monitor Status Year 2. Monitor Status in years 3 and 4 are federal required to assure students are reaching challenging State academic standards. Students in Monitor Status Year 1 or Year 2 are called Former ELLs and are no longer considered Active ELL students.

**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 that a language other than English has influenced the student’s language, an attempt should be made to obtain documentation from the sending district regarding the student’s ELL 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 that the student is an Active ELL, or 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 timeframe for parent notification of identification and placement in ELL services. As mentioned above, parent notification is to be completed within 30 calendar days at the beginning of the school year or within 14 calendar days if the student enrolls mid-year. If the district is unable to obtain proper documentation of the student’s Active ELL 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.

**Annual Training of Staff on ELL:** Training of staff will occur annually. Specific topics may vary year by year based on the school’s needs and annual program evaluation. Annual topics will include: all staff training on support ELL students in a virtual setting, annual assessment administration, process for providing translated materials or interpreters and identification of ELL students.

**Annual Program Evaluation:** (Refer to form in Appendix G) Each year, by July 1st, there will be an evaluation of the program. The administration team will look at the number and percentage of students making progress in learning English, the number and percentage of students who become fluent (competent) in English, and the number and percentage of students passing state assessment in English/language arts, mathematics, and rates of test participation. The administration team will use this information to determine the strengths of the program and where the program has shown signs of growth. They will then use this information to create a plan and set goals for the next academic year.

**Out of State transfers: WIDA state** – If a student from another state that is a member of the WIDA Consortium (see [www.wida.us](http://www.wida.us) for a list of current WIDA States) transfers to a Wyoming school district and the HLS indicates that a language other than English has influenced the student’s language, an attempt should be made to obtain documentation from the district in the sending WIDA State regarding the student’s ELL 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 that the student is an Active ELL according to the established definition for English Proficiency set by the WDE, or on Monitor Status Year 1 or 2 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 timeframe for parent notification of identification and placement in EL services. As mentioned above, parent notification is to be completed within 30 calendar days at the beginning of the school year or within 14 calendar days if the student enrolls mid-year.**  If the district is unable to obtain proper documentation of the student’s Active ELL Status or Monitor Year 1 or 2, then the district must screen the student using an ELP screening assessment and follow the typical Active ELL identification process outlined in this guidebook. **FURTHER NOTE: Wyoming does not accept the results of an ELP screening assessment from any other state (or country) as sufficient evidence of Active ELL Status (this includes ELP assessments that are required for foreign exchange students participating in an exchange program in a Wyoming school). Only ACCESS for ELLs™ test results are acceptable evidence of Active ELL Status for students transferring from another WIDA State.**

**Out of State transfers: Non-WIDA state** – If a student from another state or country (this includes foreign exchange students) that is not a member of the WIDA Consortium (see [www.wida.us](http://www.wida.us) for a list of current WIDA States), transfers to a Wyoming school district and the HLS indicates that a language other than English has influenced the student’s language, the district must screen the student using an ELP screening assessment and follow the typical Active ELL identification process outlined in this guidebook.

**HLS indicates only English, but heritage language may have impacted student’s language** – In some cases, a student may qualify as an Active ELL even though the HLS indicates only English used by the student and in the home. This is usually the result of inadequate acquisition of Standard English on the part of the student’s immediate family (parents, grandparents, guardians) due to influence from a heritage language. A heritage language is a language that was spoken by family members in the recent past (within the past two to three generations). A district might want to include a question about heritage language in their home language survey if they suspect they have students whose parents or grandparents may have learned English as a second language but report that the student understands only English. Since it sometimes takes more than one generation for a family to shift from their heritage language to the standard variety of English, knowing information about the existence of a heritage language can help keep students from being misidentified as needing special education services.

If it is apparent through observation and academic progress that a student with a heritage language in his/her recent past is struggling academically, and if the district believes it may be because of influence from the heritage language in the acquisition of Standard English, then the district may refer the student for evaluation to determine if the student may be in need of ELL services. **This process must be documented and evidence included in the students cumulative file.** This is typically done through a referral process such as a Building Intervention Team (BIT) review. If the BIT or similar evaluation team believes the student may be in need of ELL services, they may request that the student be screened using an ELP screening assessment to determine if the student is in need of ELL services. If the ELP screening assessment results indicate that the student is below English proficient, then the student is identified as an Active ELL and should be placed in the appropriate ELL services. If the ELP screening assessment results indicate that the student is English proficient, the student is not eligible for ELL services. The BIT or similar evaluation team should reconvene to determine appropriate interventions for this student.

**Rescreen for Active EL status: Student who tested proficient on ELP screener** – In some cases, a student whose HLS indicated that a language other than English may have influenced his/her language and who subsequently tested English proficient on and ELP screening assessment may need to be rescreened at a later date. 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, then the district may refer the student for evaluation to determine if the student may be in need of ELL services. **This process must be documented and evidence included in the students cumulative file.** This is typically done through a referral process such as a Building Intervention Team (BIT) review. If the BIT or similar evaluation team believes the student may be in need of ELL services, they may request that the student be rescreened using an ELP screening assessment to determine if the student is in need of ELL services. If the ELP screening assessment results indicate that the student is below English proficient, then the student is identified as an Active ELL and the student is therefore placed in the appropriate ELL services. If the ELP screening assessment results indicate that the student is English proficient, the student is not eligible for ELL services. The BIT or similar evaluation team should reconvene to determine appropriate interventions for this student.

**Rescreen for Active EL status: Former EL student who tested proficient on ACCESS for ELLs™** – In some cases, a student who was identified as an Active ELL through a below proficiency test result on an ELP screening assessment, and who later tested English proficient on ACCESS for ELLs™, may need to be referred back for ELL services. 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, then the district may refer the student for evaluation to determine if the student may need to be returned to ELL services. **This process must be documented and evidence included in the students cumulative file.** This is typically done through a referral process such as a Building Intervention Team (BIT) review. If the BIT or similar evaluation team believes the student may be in need of ELL services, they may request that the student be rescreened using an ELP screening assessment to determine if the student is in need of ELL services or the district may choose to have the student tested on the ACCESS for ELLs™. If the ELP screening assessment or ACCESS for ELLs™ results indicate that the student is below English proficient, then the student is identified as an Active ELL and the student is placed in the appropriate ELL services. If the ELP screening assessment results indicate that the student is English proficient, the student is not eligible for ELL services. The BIT or similar evaluation team should reconvene to determine appropriate interventions for this student.

**Active ELLs who also qualify for Special Education** – This group of students should receive ELL services **and** Special Education services, not one or the other.  Special Education or ELL services do not trump one another but are separate categories of support for these students.   Special Education teachers, ESL teachers, and general education teachers should work together to create an educational plan appropriate to each student.

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 participate in all domains (Listening, Speaking, Reading, and Writing) of the state’s annual ELP assessment, 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, WYTOPP-Alt. The Alternate ACCESS for ELLs™ can only be administered to Active ELs that qualify for the WYTOPP-Alt. Active EL students that qualify for special education services who take the state’s content assessment, WYTOPP, must also take the ACCESS for ELLs™.

**Record Retention**

If an Active ELL or Former ELL transfers out of a Wyoming School District, copies of the HLS, ELP screening assessment results, and ACCESS for ELLs™ score reports should be both sent to the receiving district and retained in the sending district. Also, HLS and copies of ELP screening assessments for students not identified as Active ELLs should be both sent to the receiving district and retained in the sending district. This documentation must be retained for audit purposes.

**Services**

Civil Rights legislation requires that districts provide appropriate services to English Learners. The Office of Civil Rights at the US Department of Education has provided the following guidance (http://www2.ed.gov/about/offices/list/ocr/eeolep/index.html):

The following procedures should be used by school districts to ensure that their programs are serving LEP [Limited English Proficient, another term for EL] students effectively. Districts should:

1. identify students who need assistance;
2. develop a program which, in the view of experts in the field, has a reasonable chance for success;
3. ensure that necessary staff, curricular materials, and facilities are in place and used properly;
4. develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and
5. assess the success of the program and modify it where needed.

Some programs that meet the requirement of point b) are:

**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 ELLs receive academic instruction in their first language for part of the day. For the remainder of the day, they receive ELL services taught traditionally, with the 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 ELL instructor who focuses on language development.

**Content-Based ESL** – Active ELLs receive ELL instruction, taught by an ELL 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 ELLs 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 ELLs are taught subject matter in English by a content licensed teacher who is also licensed in ELL 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 ELLs are taught literacy in the language a person regards as their native, home, and/or 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, which is specially designed to provide Active ELL 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 ELLs 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 students’ native language provide instruction utilizing techniques, methodology and special curriculum in the students’ primary language. Literacy in the student’s first language facilitates literacy in the student’s second language.

**Parental refusal students** – Districts that have students whose parents have refused the ELL services offered by the district must still provide the Active ELL student with the services necessary to acquire English fluency and access the academic content of the curriculum. This places the burden of ELL services on the mainstream classroom teacher who must provide appropriate accommodations and adjust teaching to the student appropriately in order for the student to access the content and acquire English.

**Retention of EL Students**

Retention of an LEP student **should not** be based solely upon their level of English language proficiency.

Prior to considering retention of an LEP student, the following points will be addressed in an English Learning Plan (ELP) meeting comprised of the student’s teacher(s), EL staff member(s), administrator(s), and the student’s parents/guardians. Documentation and results of the ILP meeting must be kept in the student’s cumulative folder.

* The ELP committee should consider the length of time a student has been enrolled in the school corporation in order to determine whether retention is an appropriate choice**.**
* The student’s parent(s)/guardian(s) should be contacted when a student is not performing at grade level. All communication should be documented and in the parent(s)/guardian(s) native language. Documentation may include phone calls, progress reports, report cards, sample work, etc.
* Every LEP student is required to have an English Learning Plan (ELP) or localized form for documenting modifications and adaptations. Teachers are required to have copies of ILP’s for any student that they have and all modifications and adaptations must be followed. It is important to ensure that the ELP has been fully implemented and documentation has been provided for any changes or updates made to the ELP. The ELP is a fluid document that should be re-visited and updated as new data becomes available but not less than once per school year.
* An LEP student should be receiving English language development throughout the school day via a push-in, pull-out or an ESL course specifically designed to support language development.
* There must be a collection of multiple data points showing that an LEP student is consistently failing to meet grade level expectations on screening and progress monitoring instruments. Retention decisions for LEP students should not be based on one specific piece of data.

Glossary of Acronyms:

BIT – Building Intervention Team

EL – English Learner

ELL – English Language Learner

ELP – English Language Proficiency

ESEA – Elementary and Secondary Education Act

HLS – Home Language Survey

LEP – Limited English Proficient

W-APT – WIDA – ACCESS Placement Test

WDE – Wyoming Department of Education

WIDA - World-class Instructional Design and Assessment (WIDA) Consortium

WYTOPP – Wyoming Test of Proficiency and Progress (ALT-alternate)

Appendix A: Decision tree for typical Active EL identification

Newly enrolling Student

Student enters mainstream services and language arts are closely monitored

Heritage language reported

Student enters mainstream services and language arts are closely monitored

If the student struggles in language arts, then the student and his/her parents are interviewed to determine if there is a heritage language used by relatives within the previous two to three generations.

No heritage language reported

Student remains in mainstream services

Home language is either non-English or influenced by a language other than English

Student is screened using an ELP screening assessment to determine if he/she is an Active EL

Student tests as EL

Student does not test as EL

Student enters EL services

If student struggles in language arts, and it is suspected that it is because of a language learning issue, a BIT team review must be held to determine if the student needs EL services

Parent notification of student placed in EL services sent out with option to refuse services.

Home language is English

Home language survey typically given at time of enrollment

Appendix B: Decision tree for determining ELP proficiency for grades Pre-K and K W-APT

**Administer Listening and Speaking tests**

**Is Student’s combined Listening and Speaking Raw Score 29 or higher?**

If No

If Yes

**Is Student’s combined Listening and Speaking Raw Score between 19 and 28?**

If Yes

If No

**Administer Reading & Writing Tests**

**Is Student’s Reading score 11 or higher and Writing score 12 or higher?**

If Yes

**Student meets Wyoming’s minimum criteria for English language proficiency.**

If No

**Student is EL and shall be eligible for EL services.**

Appendix B2: Decision tree for determining ELP proficiency for grades 1-12 W-APT

**Administer W-APT screening assessment**

**Is Student’s composite proficiency score 5.0 or higher?**

If No

If Yes

**Student is EL and shall be eligible for EL services.**

**Student meets Wyoming’s minimum criteria for English language proficiency.**

Appendix C: ELL Referral Process

**WYVA**

**Referral Process for Potential English Language Learner Identification**

A student who is not identified through the Home Language Survey may be identified as not achieving at the grade level of their peers. A student experiencing academic difficulties due to suspected language other than English influencing their language performance may self-refer or be referred by a teacher and/or parent. This referral form is to be submitted to the WYVA ELL Director upon completion.

**Step 1—General Education Teacher and Parents discuss student’s academic difficulties**

If a classroom teacher suspects a student’s academic difficulty may be due to a second language influence, the teacher should communicate with the parent to discuss the student’s learning problem(s) and to gather information on whether there may be a second language influence. If possible, the results of the student’s vision and hearing should be included on the referral form before submitting the form to the ELL Director. While vision and hearing should be screened as soon as possible, a delay in completing the screening should not stop the referral from going forward to the ELL Director. Results of the screening are recorded as soon as the screening is completed. If there is an indication of a second language influence possibly affecting the student’s performance, the classroom teacher will consult with the ELL Director regarding the student’s academic performance, using the referral form below. The classroom teacher completes and submits an ELL Referral form, with student work samples attached, to the ELL Director.

**Step 2—Review of Student Records**

The second step in the identification process to determine if formal assessment is required by conducting a review of the student's records. The ELL Director will complete a review of the student’s academic records and meet with the appropriate general education teacher(s) to report the results of the review within the recommended 10 schools days of receiving the HLS of a potential ELL. If the referral process identified the student, the ELL Director will make every effort to obtain a completed Home Language Survey and then conduct a review of records. The records review involves examining the school information collected during Step 1, analyzing previous school records and report cards, and reviewing the results of formal standardized tests.

**Step 3 – Parent Interview**

When considered necessary, conduct interviews with parents and students and talk with previous teachers, if available.

Did the student enter school speaking another language?

Is there a history of schooling in another country?

Was the student ever assessed for English language proficiency in listening, speaking, reading, and writing?

Did the student ever receive ESL instruction or other types of academic support? For how long?

How long has the student been attending English-speaking schools?

How has the student progressed toward meeting grade level curriculum standards?

Has the student’s schooling been interrupted or have there been excessive absences?

Are there any system-wide assessment reports? Where the student does’s scores fall?

**Step 4 – Language Proficiency Assessment/Screener**

If school records are unavailable, an interview with the classroom teacher(s), parent(s), and, as appropriate, the student should be conducted to establish the student’s language development and academic history. The ELL Director schedules the approved Wyoming Department of Education language proficiency assessment, and follows the WDE Rules and Regs for ELL identification. The parents are notified of the results of the screening. Schools should encourage parents to become informed and active participants in their child’s English language instruction program.

**Potential English Language Learner Student Referral**

This form is to be completed by the student’s general education teacher.

**Student: Date:**

**Grade:** **This form was completed by**:

**Area of Concern**

**Reading Speaking Listening Writing Other**

**Summarize the concern (e.g. language use, following directions, oral, sample of writing…)**:

**Supporting Data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment** | **Content Area** | **Date** | **Student Score** | **Above, At or Below Expectancy** |
| Class Assessment |  |  |  |  |
| Class Assessment |  |  |  |  |
| Other: |  |  |  |  |
| Other: |  |  |  |  |
| Other: |  |  |  |  |
| Other: |  |  |  |  |

Please return this form to:

Appendix D: ELL Parent Letter

**[Enter School Name Here]**

Date:

Dear Parent/Legal Guardian of [Name of student here]:

The state Department of Education require that we identify whether students in our school district are English Language Learners (ELLs). Both these laws require a language instruction educational program for ELLs with limited English proficiency. The identification process and placement of your child in a language instruction educational program is based on a combination of home language questionnaire, teacher judgment, English test results and other measures. Your child’s English proficiency test scores are shown below.

**Your Child’s English Test Results**

**Skills Tested**

1. Speaking:

* Name of Test
* Date of Testing
* English Proficiency Level

1. Reading:

* Name of Test
* Date of Testing
* English Proficiency Level

1. Writing:

* Name of Test
* Date of Testing
* English Proficiency Level

1. Listening:

* Name of Test
* Date of Testing
* English Proficiency Level

Your child has been identified as an ELL. Your child will be placed in the ESL/Bilingual Education program, as outlined in the attached English Learning Plan (ELP) document. We believe that this program will help meet your child’s educational needs and enhance his or her academic success in school.

You may withdraw your child from the program at any time by sending a letter to the school, indicating your desire to withdraw your child from the ESL/Bilingual Education program. Your child will then be placed in the regular instruction programs for students who are fluent in English. Please seriously consider the consequences of your decision on your child’s long-term educational success.

We invite you to contact the school and meet with our staff to learn more about the benefit of the program and other services available at the school. If you have questions, please call the school at **[insert school phone here].**

Sincerely,

[Signature here]

ELL Director

Appendix E: Exit Criteria

**[Enter School Name Here]**

**Annual Notification of Exit Criteria**

**English Language Learner (ELL) Students**

**Exit Criteria and Reclassification**

Every student identified as an ELL will be administered an English language proficiency assessment annually; \_\_\_\_\_\_\_\_\_\_(please refer to the WDE website for specific test, dates and timelines).

[Enter School Name Here] will provide services to ELL students until they are proficient enough in English to participate meaningfully in the regular education program. The school will determine whether or not a student requires ELL service based on a variety of measures. If the combined evidence suggests that an ELL no longer needs direct service and has achieved advance on the Annual Assessment, the student may be exited from direct ELL service. Exit and Reclassification is based on the following criteria:

* Any student who achieves a score on the annual English language proficiency assessment that is higher than the eligibility cut off score in listening, speaking, reading and writing established by the WDE shall be identified to determine if they should be transitioned to a fully English proficient student and placed in a regular classroom.
* The student no longer needs English language development services or an ELP including but not limited to specific interventions based on the four domains (reading, writing, speaking and listening) based on multiple indicators including

1. [Enter State Required Placement Assessment Here] Placement Test, grades K and 1-12
2. [Enter State Annual Assessment Here]
3. Work Sampling • Grades • Homework and teacher/parent input

[Refer to State Specific WDE Guidelines for additional requirement.]

* The student now has full access to the mainstream curriculum with or without the use of universal tools (Assistive technology) available to all students.
* The student will be *informally* monitored during their two years being reclassified to ensure they are keeping up with their mainstream peers through quarterly review of classroom, test and overall academic performance. This monitoring will be over a 2 year time period and tracked through the state reporting system.

Appendix F: Service Plan Template

**Service Plan Program Design**

|  |  |  |  |
| --- | --- | --- | --- |
| **Proficiency Levels** | **Level of Service/Number of Hours Daily** | **Mode of Delivery** | **Staff Providing Service** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Appendix G

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number total English Learner students** | **Number of English Learner that met task** | **Percent Making Growth** |
| **Growth on Annual State Assessment** |  |  |  |
| **Fluent in English** |  |  |  |
| **Pass State Assessment** |  |  |  |
| **Test Participation** |  |  |  |

**Program Area(s) of Strength:**

**Program Area(s) of Growth:**

**Goal(s) and implementation plan for Improvement for the \_\_\_\_\_\_\_\_\_\_\_\_ academic year (add additional pages as necessary):**

**Appendix H**

**EL Quarterly Progress Monitoring**

**Student: Date:**

**Grade:** **Annual EL Assessment Score:** **Form Completed By:**

**EL Score in the area of:**

**Reading Listening Written Expression Speaking**

**Summarize Current Status (This may include current grades, teacher observations of language use, class participation, attendance, time to task/lesson completion, or other data collected)**:

**Supporting Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Date Administered** | **Student Score** | **Above, At or Below Expectancy** |
| Scantron |  |  |  |
| State Assessment |  |  |  |
| Other: |  |  |  |
| Other: |  |  |  |

**Interventions/Strategies Implemented:**

|  |  |
| --- | --- |
| **Intervention/Strategy Attempted** | **Student Response** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Progress Monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **How Data is Collected:** | **Pre Assessment Data and Date:** | **1st Data**  **Collection Results and Date:** | **2nd Data**  **Collection Results and Date:** | **3rd Data Collection Results and Date:** | **4th Data Collection Results and Date:** |
| **Reading** |  |  |  |  |  |
| **Speaking** |  |  |  |  |  |
| **Listening** |  |  |  |  |  |
| **Written expression** |  |  |  |  |  |

**How will it be determined if the student is making positive growth?**