

The School Town of Highland

ESL Program Parent / Student Handbook

STOH's ESL Program Administrators & Teachers

2015-16

9145 Kennedy Avenue ~ Highland, IN 46322

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INTRODUCTION

MISSION STATEMENT

“Educating today’s students for tomorrow’s challenges”

VISION

ALL students will graduate with the skills necessary to solve complex, multi-disciplinary, open-ended problems by using prior knowledge, thinking critically and utilizing effective communication skills.

CORE BELIEFS

1. Student achievement is a cumulative process of educational experiences.
2. Curriculum and instruction are the foundation to a quality education.
3. Each student has the right to an appropriate and quality education.
4. Extracurricular activities are an integral part of a well-rounded student’s social development.
5. School systems must provide a physically and emotionally safe environment.
6. The world inside and around the school is changing.
7. Community and family involvement enhances student learning.
8. Quality staff recruitment, retention and development are essential to enhanced student learning.
9. Educational standards should not be compromised by fiscal constraints.
10. Data-driven decision making is essential to maintain a quality school corporation.
11. Broad-based communication is essential to a productive and positive school climate.
12. Proper maintenance of facilities is conducive to a quality learning and working environment.
13. Funds must be allocated in a fiscally responsible manner, consistent with educational goals.
14. An environment of high expectations leads to high levels of achievement.

School Town of Highland

The School Town of Highland (Kindergarten – Grade 12) provides every child, regardless of national origin or native language, quality and meaningful educational instruction. Consequently, students who are English Language Learners (ELLs) are provided instructional services through an English Language Language (EL) program that is designed to meet their unique needs. In 2014-15, the STOH’s EL program served _____ students whose first language was other than English in grades K-12. There are more than _____ different languages represented among our K-12 student body.

ENGLISH LANGUAGE (EL) PROGRAM OVERVIEW

The EL program is designed to provide English language instruction to non-English and limited English proficient (LEP) students. Students at the elementary, middle and high school levels receive language assistance to support their learning of content area curriculum. The goals for LEP students are to gain academic English language fluency, pass the State's standardized assessments, and graduate from Highland High School.

The district currently provides instructional services for ELL/LEP students at the following school sites:

Johnston Elementary School
Merkley Elementary School
Warren Elementary School

Highland Middle School
Highland High School

ACADEMIC STANDARDS FOR EL STUDENTS

The Indiana English Language Development Standards (WIDA) meet the requirements of the No Child Left Behind Act of 2001 by providing a framework of standards-based instructional and assessment planning for English learners so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging Indiana academic content and achievement standards as all children are expected to meet. To support ELs' transition to College and Career Ready standards, the Indiana Department of Education (IDOE) committed, in its approved ESEA flexibility waiver, to adopt English Language Proficient (ELP) standards

Indiana adopted the WIDA ELD standards in December 2013. The 5 WIDA standards and framework consist of 5 components:

1. Can Do Philosophy
2. Guiding Principles of Language Development
3. Age Appropriate Academic Language in Socio-Cultural Contexts
4. Performance Definitions
5. Strands of Model Performance Indicators

The WIDA ELD standards differ from Indiana's previous ELP standards because students need to engage with peers, educators, and the curriculum in ALL classrooms. The previous ELP standards focused on reading, writing, listening, and speaking in the context of language arts only. WIDA offers 5 standards, which are utilized by educators with English learners in their classrooms:

1. Social and instructional language
2. Language of language arts
3. Language of mathematics
4. Language of science
5. Language of social studies

All educators with English learners in their classroom are responsible for utilizing the WIDA standards and framework to ensure equitable access for all.

More information regarding the WIDA ELS Standards Framework can be found at:

<http://www.doe.in.gov/elme/wida-english-language-development-eld-standards-framework> and www.wida.us

FEDERAL/STATE LAWS for EL STUDENTS

Title VI: Civil Rights Act (1964)

Title VI states, “No person in the United States shall, on the ground of race or national origin, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education, and Welfare.” (Title VI of the CRS of 1964, US CRF Part 80).

Bilingual Education Act (1968)

Congress legislated the Bilingual Education Act of 1968 in order to mandate schools to provide bilingual education programs. This was the first time congress had endorsed funding for bilingual education. The Bilingual Program was a federally funded program through Title VII of the Elementary and Secondary Education Act (ESEA), with the revision of Improving America’s Schools Act of 1994.

Instructional Access – United States Lau vs. Nichols, (1974)

This is a landmark case pertaining to language minority education. The San Francisco school system failed to provide English language instruction to 1,800 limited-English proficient Chinese students. The Court of Appeals ruled that: “Where inability to speak and understand the English language excludes nation origin-minority group children from effective participation in the education program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instruction program to these students.”

“Students must receive instruction from properly certified, licensed teachers.” (511 IAC 6.1-3-1.d)

“Each school corporation shall provide appropriate instruction to limited English proficient students.” (511 IAC 6.1-5-8)

“Instructional aides must work under the direct supervision of a certified teacher and should not have the sole responsibility of teaching units of study.” (511 IAC 1-8-7.5)

United States Equal Education Opportunities Act (1974)

This act insures equal education rights for language minority students.

House Enrolled Act 1324 (1976)

The Indiana General Assembly established that bilingual education is an acceptable means of instruction for limited-English proficient students.

Plyer vs. Doe (1982)

The United States Supreme Court stated that school systems must enroll and educate children residing in their district even if their parents do not possess legal residency and documents.

Official State Language Law (1984)

This law states that English is the official language of the state of Indiana, Public Law No. 1 (1984). Representative P. Warner, sponsor of the bill indicated that the law was enacted in order to protect Indiana as a democracy.

English as a Second Language Certification (1985)

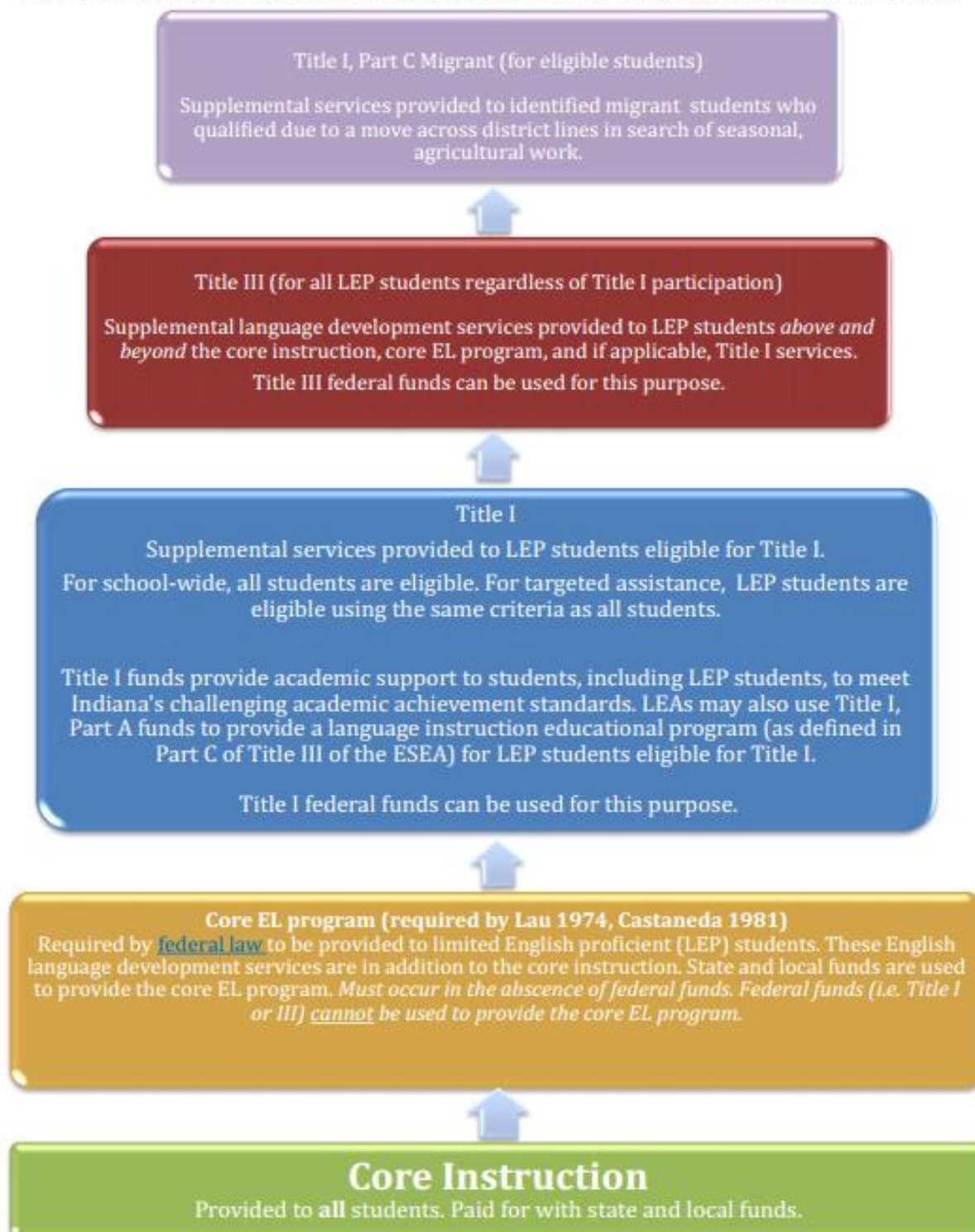
The Indiana State Legislature approved the ESL voluntary certification for (K-12) teachers of English to Speakers of Other Languages (ESL). The law required 24 university semester hours of general linguistics, standard English linguistics, psycholinguistics; culture and society; literature; and methods and materials for teaching limited-English proficient students.

Further information about federal and state laws regarding EL students can be found at:

www.doe.in.gov/achievement/english-learners

Hierarchy of Related Laws and Programs

The Office of Civil Rights (OCR) requires LEAs to identify students who need language assistance, develop a program that has a reasonable chance of success, support it with the appropriate number of staff and resources, and evaluate its success. A school district must provide a core EL program prior to utilizing Title I and Title III funds. The chart below shows the succession of programs if an English learner was eligible for Title I, Title III, and migrant services. Title III funds must "supplement and not supplant" [3115(g)] state and locally funded Lau Requirements. Supplement vs. Supplant requirements ensure that services provided with federal funds are *in addition to* and *do not replace* (or supplant) services that students would otherwise receive. Below you will find a hierarchy showing funding requirements and protocol.



PARENTAL NOTIFICATION AND INVOLVEMENT

Our district is responsible for two timelines for providing parental notifications: one for the student who is new to the district and one for a continuing student. In addition, there is a requirement for programs to notify parents of a program's failure to meet its Annual Measurable Achievement Objectives (AMAOs).

For LEP students who have been enrolled in the district since the previous school year, parental notifications must be provided no later than 30 calendar days after the beginning of the school year.

For students enrolling after the beginning of the school year, the district must provide the parental notifications within two weeks of a child being placed in a program. This timeline does not conflict with the state requirement of testing students for English proficiency within 30 calendar days of enrollment and placement in an appropriate program.

The district's Annual Parent Notification Letter form is located below:

SCHOOL TOWN OF HIGHLAND Annual Parent Notification

Last Name		First Name	
School		Grade	

[Insert Date]

Dear Parent/Legal Guardian:

We are sending this letter to inform you of your child's identification as an English learner (EL) and of his/her placement into an English language development program for the **[insert year]** school year. We are following federal law as required of all school corporations:

- (1) To identify limited English proficient (LEP) students;
- (2) To assess students' progress in learning English; and
- (3) To provide students with services to increase their English proficiency and academic achievement

To identify students that are ELs and the educational services they will need, we use the Home Language Survey (HLS) and WIDA ACCESS (W-APT for new students). The WIDA ACCESS or W-APT measures students' English abilities in listening, speaking, reading, and writing. Your child's **overall** English language proficiency score on his/her most recent WIDA ACCESS or W-APT was:

WIDA ACCESS K-12 or W-APT K-12			
Level 1.0-1.9 Entering	Level 2.0-2.9 Emerging	Level 3.0-3.9 Developing	Level 4.0-4.9 Expanding

Your child will participate in a program to help him/her attain English proficiency in listening, speaking, reading and writing, succeed in academics and meet graduation requirements.

As a parent, you have the right to:

- (1) Remove your child from the English language development program; and
- (2) Decline your child's participation in the program or choose another program or method of instruction

In order to exit the English language development program, your child must obtain an overall, composite score of 5.0 on the WIDA ACCESS (*in the year of transition 2014-2015*). After exiting from the program, your child's academic progress will continue to be monitored for two years. While the rate of attaining English language proficiency varies greatly from student to student, research has shown that it typically takes 3-7 years to attain English proficiency and exit from English language development services. Indiana's expected rate of graduation is currently 90%.

The following table identifies the method(s) of instruction that will be used with your child:

Name	Description	Placement
Sheltered English/ Content-Based English	The goal is proficiency in English while focusing on learning content knowledge and skills in an all-English setting. Instruction is provided in English only and is adapted to a student's proficiency in English. Instruction is supported by visual aids and support (as available) in the student's native language.	
Structured Immersion	The goal is fluency in English and typically serves only ELs in the classroom. All instruction is in English but has been adjusted to the student's proficiency level so that subject matter is comprehensible.	
Pull-out English Language Development (ELD)	The goal is to develop fluency in English. Students leave the mainstream classroom part of the day to receive ELD instruction.	
Push-in English Language Development (ELD)	The goal is to develop fluency in English. Students are served in the mainstream classroom..	
Other		
Not Applicable	Written confirmation has been received from the parent indicating the parent wishes to deny English language development instruction for their child.	

*Descriptors taken from: http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf

If your child has been identified with a disability in which they also require an Individual Education Plan (IEP), the English language development program will be used in coordination with your child's existing IEP.

If you decide to not have your child participate in the English language development program, he/she will still be required to complete the WIDA ACCESS under federal law. If you have any questions about the placement of your child for this school year, please contact **[Insert Name, Title]** at **[Insert Phone Number]**.

Sincerely,

Dr. Sherri L. Mitchell
Director Curriculum, Instruction &
Student Services

ENROLLMENT PROCEDURES

Home Language Survey (HLS)

All public schools are required to administer a Home Language Survey (HLS) to all first time enrollees (i.e., Kindergarten) or out-of-state students to identify the first (native) language(s) of all students enrolled in the school corporation. This is done at the time of enrollment. For students that are transferring from an Indiana school, the school staff will contact the previous school to obtain the original home language survey. (A student should not fill out duplicate HLS—the original needs to be used.)

The HLS identifies students that may be in need of English language development services. Based on the result of this survey, students will be tested for their level of English proficiency and provided services as needed. If a language other than English is indicated on the HLS, the student is considered to be a language minority student.

Home Language Survey (HLS)

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts and charter schools to determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students as outlined Plyler v. Doe, 457 U.S. 202 (1982).

The purpose of this survey is to determine the primary or home language of the student. The HLS must be given to all students enrolled in the school district / charter school. The HLS is administered **once**, upon initial enrollment in Indiana, and remains in the student's cumulative file.

Please note that the answers to the survey below are student-specific. If a language other than English is recorded for ANY of the survey questions below, the English language proficiency placement test will be administered to determine whether or not the student will qualify for additional English language development support.

Please answer the following questions regarding the language spoken by the student:

1. What is the native language of the **student**? _____
2. What language(s) is spoken most often by the **student**? _____
3. What language(s) is spoken by the **student** in the home? _____

Student Name: _____

Grade: _____

Parent/Guardian Name: _____

Parent/Guardian

Signature: _____ **Date:** _____

By signing here, you certify that responses to the three questions above are specific to your student. You understand that if a language other than English has been identified, your student will be tested to determine if they qualify for English language development services, to help them become fluent in English. If entered into the English language development program, your student will be entitled to services as an English learner and will be tested annually to determine their English language proficiency.

For School Use Only:

School personnel who administered and explained the HLS and the placement of a student into an English language development program if a language other than English was indicated:

Name: _____

Date: _____

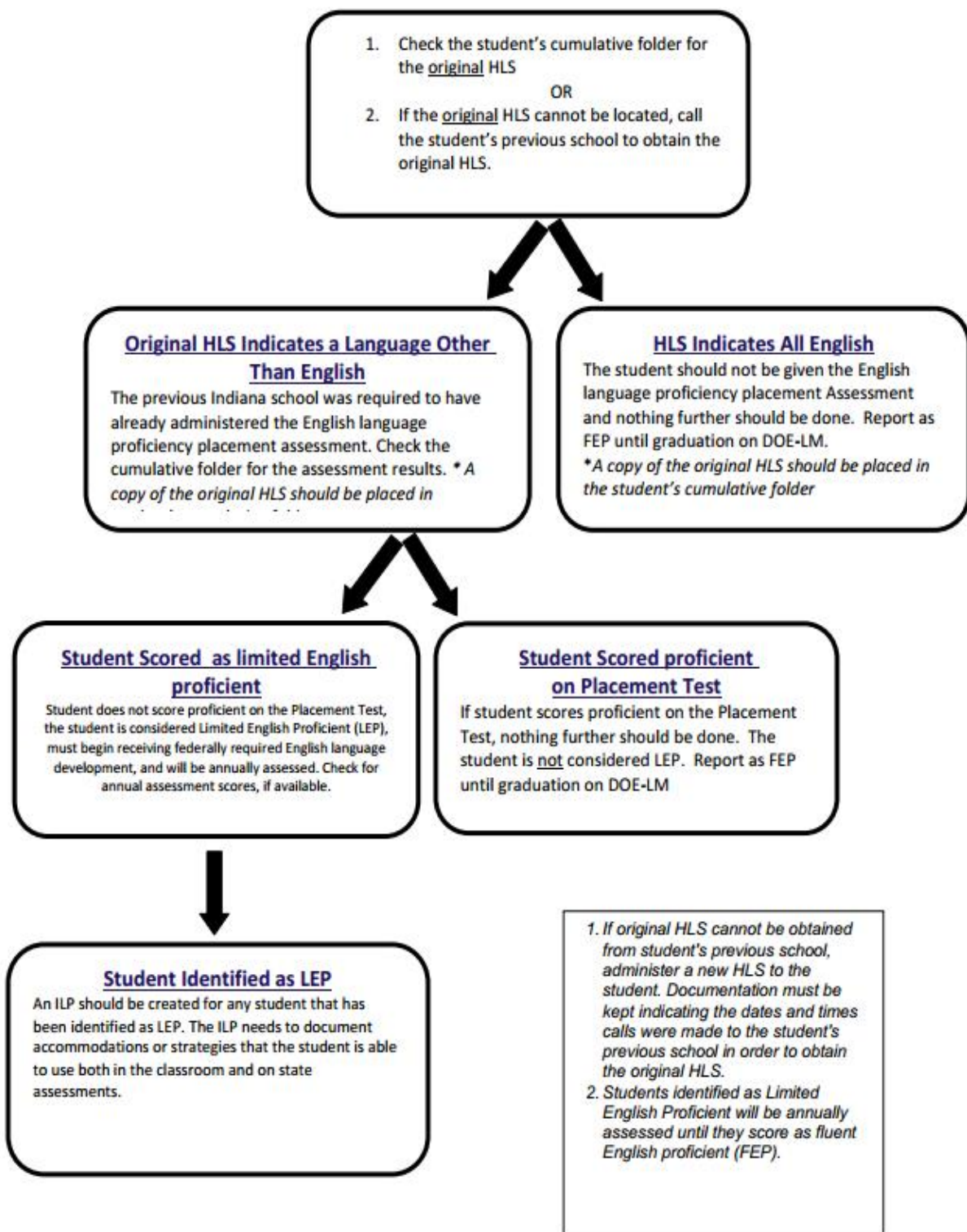
English Language Proficiency Assessment

EL staff or designated and trained individuals assess new EL students to the school corporation with the state-approved English language proficiency assessment tool (ACCESS) to measure proficiency in English. The English proficiency assessment must be given to new enrollees within 30 calendar days of the beginning of the school year, or within 2 weeks of enrollment if the child enrolls later in the school year. The purpose of the English language proficiency assessment is to identify a level of English proficiency so appropriate EL programming decisions can be made.

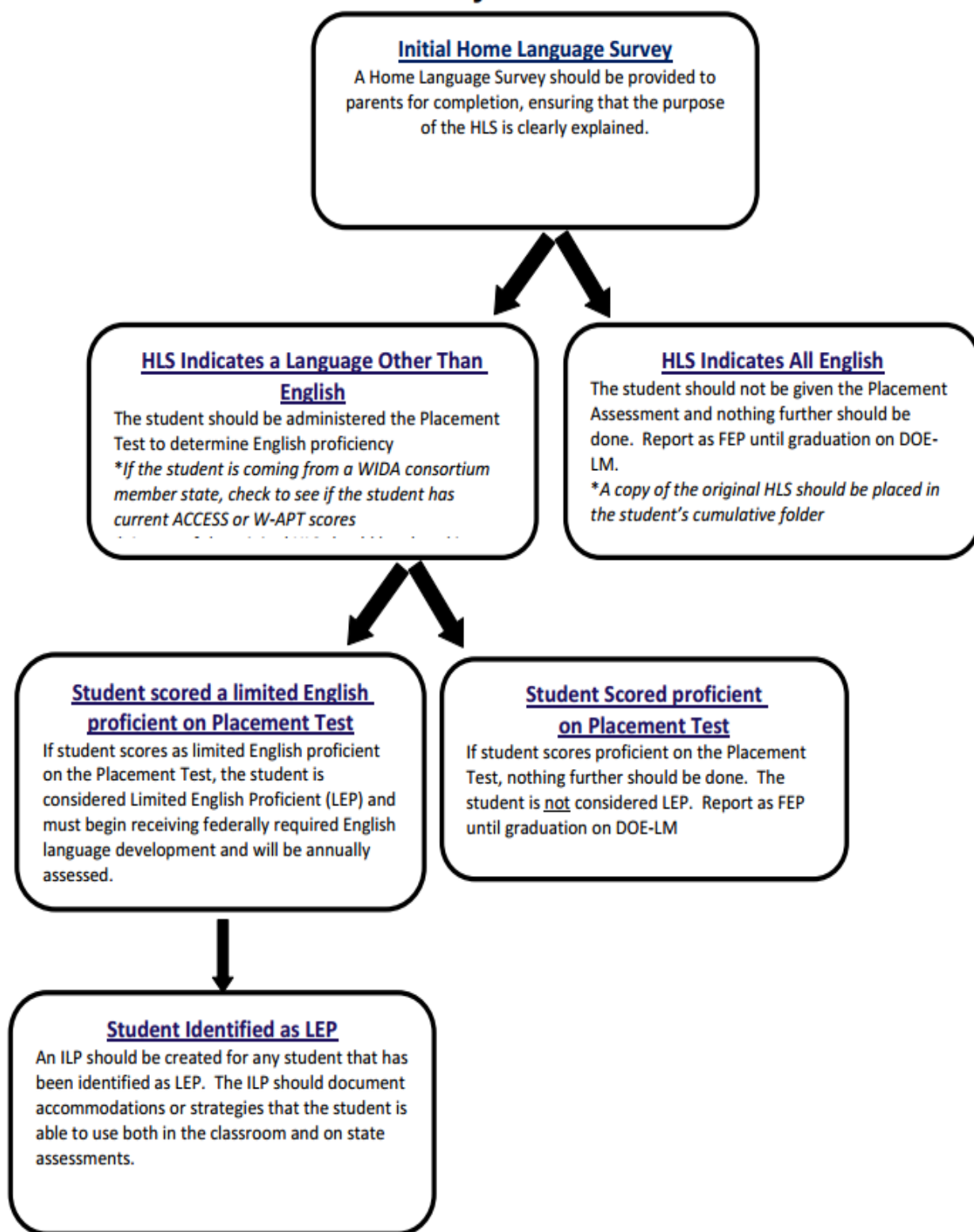
EL Student Placement

EL students who enroll in an Indiana school corporation are to be placed with their age/grade appropriate peers.

Transfer Students from Another Indiana School Corporation (at any point in their education)



Initial Enrollment (i.e. KDG Students) and Out of State Transfer Students



Checklist for Proper Identification of Limited English Proficient (LEP) Students

Step 1: Has a HLS been completed for each first time enrolled or out -of-state student?

ALL LEAs must administer the Home Language Survey to first time enrollees (i.e. Kindergarten). The HLS is administered only once in any student's educational career. Home Language Surveys for all new enrollees are required to be kept in the students' files, regardless whether they indicated another language on the HLS or were identified as limited English proficient. Beyond first time enrollees (i.e. Kindergarten), a new Home Language Survey is administered to any student ONLY if the student transferred from another state.

Response	Action Taken
YES	Proceed to Step 2
NO	For students that do not have a HLS: <ul style="list-style-type: none"> • First, check the student's cumulative folder for an Original HLS • If you cannot find an original HLS, contact the previous school. After multiple attempts, you can administer a new HLS as a last resort but document the steps taken. • Then, proceed to Step 2

Step 2: Has a language other than English been indicated on the HLS?

Response	Action Taken
YES	Proceed to Step 3. The non-English language listed on the home language survey, no matter the HLS question or which language is dominant, must be reported for the language code for the student within the STN app center.
NO	If student has indicated all "English" on their HLS: <ul style="list-style-type: none"> • File the student's HLS in the student cumulative folder • No further action is required

Step 3: Has any student for whom a language other than English has been indicated on their HLS been given the English language proficiency placement Test?

Response	Action Taken
YES	Proceed to Step 4
NO	If student has indicated a language other than English on their HLS: <ul style="list-style-type: none"> • An English language proficiency test should be administered. • Then, proceed to Step 4

Step 4: Did the student score "NP" or "AP" on their LAS Links Placement Test?

Response	Action Taken
YES	If the student scored a "NP" or "AP", the student is considered Limited English Proficient (LEP). Proceed to Step 5.
NO	If the student scored proficient, the following must occur: <ul style="list-style-type: none"> • The English language proficiency placement test is retained in the student cumulative folder

	<ul style="list-style-type: none"> • The HLS is retained in the student cumulative folder • The student is <u>not</u> considered LEP because they scored Proficient • No further action is required (the student is reported as FEP Level 5 on DOE-LM until graduation)
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Step 5: Does the LEP student have an Individual Learning Plan (ILP)?

Response	Action Taken
YES	<p>You have completed all the necessary steps!</p> <p>Please remember the following:</p> <ul style="list-style-type: none"> • The ILP should be implemented daily in the classroom by any teacher(s) that have that particular LEP student • The LEP student is eligible for state-approved accommodations on state assessments. In order to receive the state-approved accommodations, the accommodations must be listed in the student's ILP
NO	<p>If the student has been identified as LEP, the following must occur:</p> <ul style="list-style-type: none"> • An ILP is created for the student (<i>see the Individual Learning Plan Guidance document for more information</i>) <p>Please remember the following:</p> <ul style="list-style-type: none"> • The ILP must be implemented daily in the classroom by any teacher(s) that have that particular LEP student • The LEP student is eligible for state-approved accommodations on state assessments. In order to receive the state-approved accommodations, the accommodations must be listed in the student's ILP

Important Items to Remember

- The English language proficiency placement test is only administered once to a student and should not be repeated every year. The placement test serves only as a screener used to initially identify a student as LEP.
- Any student that has been identified as LEP will participate each year in the **annual English language proficiency assessment**. This assessment occurs during a January-February assessment window.
- A LEP student will continue to take the annual English language proficiency assessment each year until they reach formal exit criteria on the assessment.

WHAT IS AN INDIVIDUAL LEARNING PLAN (ILP)?

Individual Learning Plan (ILP)

The ILP is a specialized plan for each identified Limited English Proficient (LEP) student that details strategies, accommodations, modifications and goals to be implemented daily in the classroom in order to help LEP students be successful

ILP Specifics

- The ILP is a locally-developed form that is recommended to be created by the student's classroom teacher(s) in conjunction with the school's EL teacher (if applicable) or another designee
- All LEP students (Levels 1-4) must have an ILP
- The ILP should be shared with the student to ensure the student understands what they are entitled to
- Teachers and other staff members that work with an LEP student must be given a copy of the ILP and are required to implement the ILP within their classroom on a daily basis

Of what should the ILP Consist?

The state does not require a specific form that must be used; rather, schools retain the local responsibility to create an ILP based on their students' needs. However, recommendations to include in an ILP are as follows:

- General information about the student (name, grade, age, school year)
- English language proficiency placement test level
- Annual English language proficiency assessment levels over time, with sub-group levels in Listening, Speaking, Reading and Writing
- State and local assessment information
- The language instruction program being used for the student to help them attain English language proficiency
- Strategies, accommodations, and modifications for the student to be implemented in all classes
- Strategies and accommodations for state assessments
- Goals for the student (quarterly, semester, year-end)

State Assessments and Accommodations

- Limited English Proficient (LEP) students are eligible to receive accommodations on state assessments; however, in order to do so, the accommodation must be marked on the student's ILP
- Only state-approved accommodations can be used with LEP students on state assessments
- School corporations should refer to the *Indiana Assessment Program Manual* for a list of state-approved accommodations for use with their LEP students on state assessments

INSERT STOH'S ILP FORM

English Language Proficiency Levels

LEP students have varying levels of English proficiency. Their levels, which are assessed and identified by the EL program staff, are described below:

Limited English Proficient	Level 1	Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to simple communication tasks.
Limited English Proficient	Level 2	Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.
Limited English Proficient	Level 3	Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.
Limited English Proficient	Level 4	Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.
Fluent English Proficient	Level 5	Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend English without difficulty and display academic achievement comparable to native-English speaking peers. To attain the English proficiency of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

The chart below shows the definitions as outlined by the corresponding WIDA English language proficiency level:

Limited English Proficient	Level 1 Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support.
Limited English Proficient	Level 2 Emerging	Knows and uses some social English and general academic language with visual and graphic support.
Limited English Proficient	Level 3 Developing	Knows and uses social English and some specific academic language with visual and graphic support.
Limited English Proficient	Level 4 Expanding	Knows and uses social English and some technical academic language.
Fluent English Proficient	Level 5 Bridging	Knows and uses social English and academic language working with grade level material.
Fluent English Proficient	Level 6 Reaching	Knows and uses social and academic language at the highest level measured by the WIDA ACCESS.

Performance Definitions for the Levels of English Language Proficiency

6 - Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content area at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to proficient English peers
5 - Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 - Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 - Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 - Emerging	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 - Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statement with sensory, graphic or interactive support

OPTION TO WAIVE SERVICES (NOT Recommended)

English Learners benefit a great deal from ESL programming services. The services provided to our EL students in Highland can be the determining factor in whether or not the ELs are successful in school. However, parents can opt to *not* have their children enrolled in the ESL program.

Declining ESL services does not change the student's status as an LEP. EL students *not* served by the district's ESL program are still required to complete state required assessments. In addition, federal regulations require the annual assessment of LEP children until they demonstrate proficiency in English. Parents who refuse direct language development services for their children must be aware that:

- a) The student will still be tested until s/he reaches English proficiency (scores at Level 5 on the spring annual English Proficiency test); and
- b) The student will have an Individual Learning Plan (ILP) and will receive appropriate adaptations/modifications to classroom instruction and assessments based on the student's language level in order to ensure student's meaningful participation and learning in academic subject areas; and
- c) The student will receive appropriate allowed accommodations for Limited English proficient (LEP) students of Levels 1-4 on all standardized testing (ISTEP+, End of Course assessments [ECA], and IREAD3).

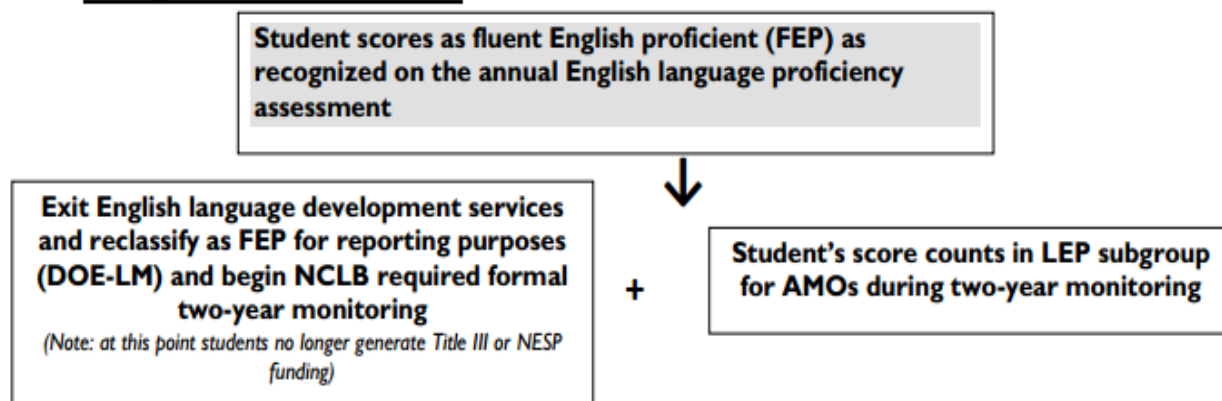
TESTING IS NOT OPTIONAL AND CANNOT BE REFUSED.

If an EL's parents refuse direct services for their child, they must (1) contact the school to schedule a meeting to discuss how the language development program will benefit the student and to address parent concerns regarding the program and, if they still wish to refuse services (2) document their wish to refuse services in writing, dated and signed.

Exiting From Services, AMOs, and Monitoring

Proficiency in English for limited English proficient (LEP) students is based on attaining fluent English proficiency (FEP) on the summative, Spring English language proficiency assessment. Newly enrolled students testing at Level 5 on the initial English language proficiency placement assessment do not enter the language instruction program and are not subject to exiting criteria. Exiting students from instructional services, AMO calculations for the LEP sub-group and the monitoring of academic progress are outlined below.

Exiting from Services and AYP:



Monitoring:

Example:	
Spring 2014:	Overall fluent English proficient (FEP) score (No further English language proficiency assessment)
SY 2014-15:	Monitoring Year 1 (No assessment in Spring 15)
SY 2015-16:	Monitoring Year 2 (No assessment in Spring 16)

Exiting from English language development services must ensure that:

- former LEP students who have been reclassified as fluent English proficient (FEP) will have full access to mainstream curriculum, *and*
- monitoring of students' academic progress will occur for two years.

The formal two-year monitoring period begins when a student attains proficiency on the annual English Proficiency Assessment. During this two-year period, exited students are still entitled to access all services provided through the district's language development program, if needed.

The district's monitoring form is located on the next page.

**School Town of Highland
ESL Program
FEP Monitoring Form**

Student Name: _____

D.O.B: _____

Grade: _____

Informal Monitoring:

Date: _____

Formal Monitoring:

☐ Year One Date: _____

☐ Year Two Date: _____

Exit Date: _____

STUDENT GRADES (Attach Report Card)

Teacher Comments:

OTHER COMMENTS (classroom teacher, ESL staff, administrators, etc...)

Signature of Teacher: _____ Date: _____

Signature of ESL Staff: _____ Date: _____

Signature of Principal: _____ Date: _____

ISTEP+ Testing

"All limited English proficient students (EL students) regardless of their level of English proficiency or number of years attending U.S. schools, must be included in the state's assessment system (ISTEP) immediately upon enrollment in a school. School districts may choose to exercise federal flexibility for LEP students within their first year of schooling to utilize the English language proficiency assessment in place of participation in the English/Language Arts portion of ISTEP+."

~Memorandum from Center for Assessment, Research, and Information

Effective for the school year 2006-2007, EL students will be required to take the ISTEP+. **ISTEP taken by LEP students and former LEP students within their 2 year formal monitoring window do count for overall performance and participation in the Annual Measurable Objective (AMO) calculations. LEP Students participating in ISTEP + may be furnished with below accommodations if stated on the student's Individual Learning Plan (ILP):**

- Small group administration
- Extended time for completion
- Administration of exam by familiar teacher
- Pre-approved **word to word** bilingual dictionary for students that are literate in their native language
- Test items read aloud verbatim (except reading comprehension)

Giving exam in native language:

Translation of the exam into the student's native language in oral or written form is **not permissible**.

EL Students exempt from ISTEP:

No EL student is fully exempt from ISTEP. According to Federal Flexibility, students who have been in U.S. schools less than one full year may be exempt from the language arts portion **only**. They must participate in other sections, including math and science. The decision to utilize the federal flexibility for students in their first year in the U.S. must be a district-wide decision and cannot be used selectively just for some of the district's LEP students within their first year. Please note that the 1st year federal flexibility may only be used once per individual student; even if the student's cumulative total schooling within the U.S. is still less than one year (see FAQ below)

FAQ 1. Our district utilized the 1st year federal flexibility for a newly enrolled immigrant student, and then the student moved outside of the U.S. shortly thereafter. The student has now returned. May we use the federal flexibility again since the student still has not attended one full year of schooling within the U.S.?

A. No. Since this student has already utilized the federal flexibility once, then this student is not eligible again, even though he is still within his first year of schooling in the U.S.

For more information, please review this memo [HERE](#).

How is ISTEP+ administered to LEP Students?

Small group administration, extended time and administration by a familiar teacher, use of a bilingual word-to-word dictionary, and items read (if ESL staff deem appropriate) are all permissible accommodations for EL Students. The accommodations used must be noted on the students' ILPs and an approvable accommodation in the ISTEP+ program manual.

Who will administer the ISTEP+ to LEP Students?

Certified teaching staff will administer the exam during the designated testing window, with the understanding that extended time is permitted if necessary and other appropriate accommodations per the student's ILP.

Where will the ISTEP+ be administered for LEP Students?

LEP students will be furnished with appropriate space within their school building and the conditions and timeframes to effectively complete the test administration.

When will the ISTEP+ be administered to LEP Students?

The ISTEP+ will be administered during the same designated district and building window.

IREAD-3

House Enrolled Act (HEA) 1367, also known as Public Law 109 in 2010, requires the evaluation of reading skills for students who are in third grade beginning in the spring of 2012, including English learners. This legislation was created to ensure that all students can read proficiently at the end of grade level.

However, Good Cause Exemptions were included in HEA 1367 to allow for flexibility in determining access to grade four curriculum. These Good Cause Exemptions may be given to students who do not pass IREAD-3 and fit one of the following criteria:

1. Students who have previously been retained two times prior to promotion to grade four (In other words, students can only be retained a maximum of two times in grades K-3 combined)
2. Students with disabilities whose case conference committee has determined that promotion is appropriate
3. English Learners (ELs) whose Individual Learning Plan (ILP) committee has determined that promotion is appropriate.

Limited English proficient (LEP) students, including newly enrolled students within their 1st year, must participate in IREAD-3. The 1st year federal flexibility which can be employed for students within their 1st year of schooling in the U.S. for ISTEP+ and ECA does NOT apply to IREAD-3 because it is an assessment required by state, not federal, law. As with all of state assessments, the IREAD-3 test administration includes accommodations. See Appendix C of the *2013-14 Indiana Assessment Program Manual* for specific information: (<http://www.doe.in.gov/sites/default/files/assessment/2013-08-19-appendix-c-accommodations-guidance-13-14.pdf>).

Any English learner who is still limited English proficient, (LEP: Levels 1-4 on the annual LAS Links or NP/AP on the LAS Links placement) is required to have an Individual Learning Plan (ILP). If an LEP student does not pass IREAD-3, then the school must convene an ILP committee to determine whether promotion to 4th grade is appropriate for this student. Level 5 students are not eligible for the good cause exemption. The ILP committee may also decide whether the student should participate in the summer retest. However, English learners also qualify for any interventions that are provided to all students, including the summer reading remediation/intervention program designed for students who have not passed IREAD-3.

The ILP Committee is a group of individuals that will be responsible for determining whether an LEP student, who did not pass IREAD-3, should have access to fourth grade reading and literacy instruction. 511 IAC 6.2-3.1-3 (6) (C) (i) indicates that the ILP Committee must consist of:

- the student's parent
- a building level administrator, or designee;
- a classroom teacher of service
- An English learner teacher, if one exists; and
- An English learner district administrator, if one exists

According to a May 1970 memorandum from the Office of Civil Rights, "school districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided

in a language other than English". School districts should provide an interpreter for families who are not proficient in English so that they may meaningful participate in the ILP committee. School districts should not use the English proficiency of the student to determine the English proficiency of the parents and whether an interpreter is needed, as the parents may be more/less proficient than their students.

Additionally, retention of LEP students shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). If the ILP committee, along with corresponding LAS links data, determines that the lack of English proficiency is the determinant factor for the LEP student not passing IREAD-3, then the school district shall not retain the student.

State Testing Accommodations for Limited English Proficient (LEP) Students

The No Child Left Behind Act of 2001 (NCLB) requires that assessments are accessible and provide all students with the opportunity to demonstrate what they know and are able to do. An accommodation is a change in the standardized testing materials or procedures that enables students with a disability or a language deficiency to participate in an assessment in a way that measures abilities. An accommodation does not change the concept being measured. Testing accommodations are designed to “level the playing field” during the testing situation or to achieve “assessment parity” for all students regardless of disability or language deficiency. Students receiving special education services, students with documented acute or chronic disabilities, and students who are Limited English Proficient (LEP) may be entitled to assessment accommodations. These accommodations must be documented in the Individual Learning Plan (ILP). The ILP is a specialized plan that includes accommodations for each Limited English Proficient student who has been identified on the Placement assessment as a Level 1-4.

Approved accommodations are listed below:

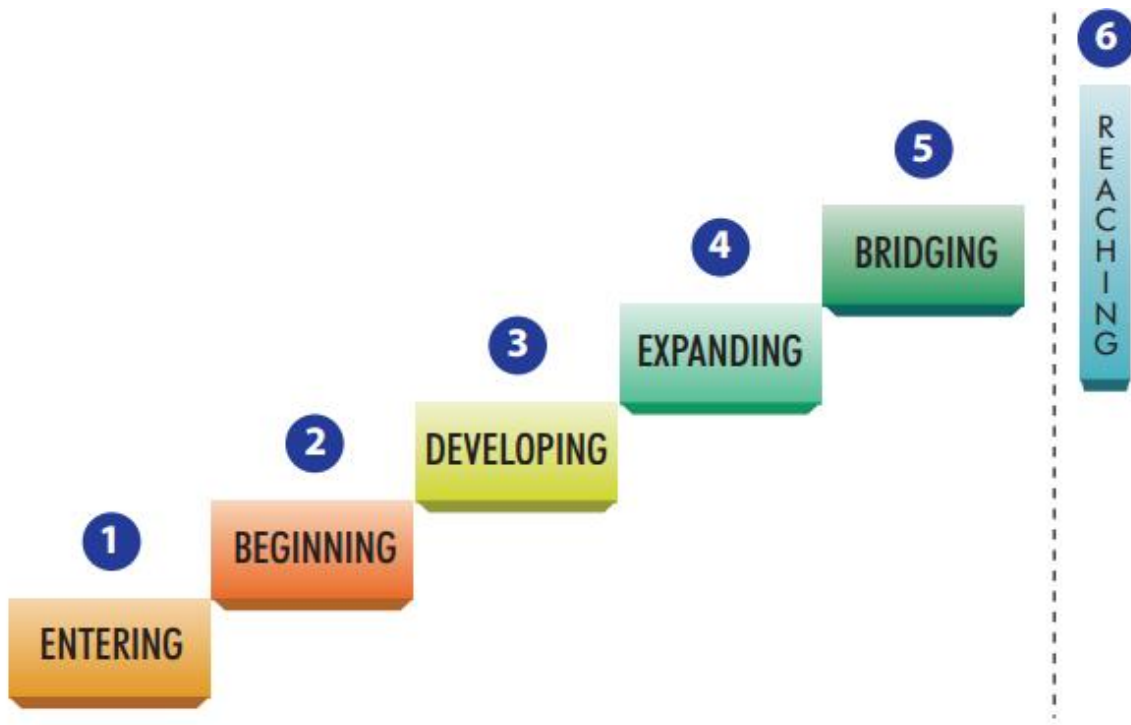
Student provided access to a talking/screen reading device (cannot be used for reading comprehension portion of test)
Test read aloud to the student by test administrator (except items testing reading comprehension)
Student tested individually or in a small group setting by a familiar teacher
Student allowed to use an approved, bilingual word-to word dictionary
Student provided extended testing time for test sessions

ACCESS for ELLs TEST

ACCESS is an English language proficiency assessment given annually to students in kindergarten through grade twelve who have been identified as English language learners (ELLs). The results of this test are used to monitor student progress in acquiring English for the academic environment, to plan support for continuing English language development, and to satisfy legal requirements for assessment and accountability.

ACCESS for ELLs stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. ACCESS provides a snapshot of how well students are using the English language within the school context. The WIDA English Language Proficiency (ELP) Standards for English Language Learners in Pre-Kindergarten through Grade 12 (available at www.wida.us) are the expected student performance at each level of the language development continuum. Educators in the school district use these standards to purposefully focus on teaching the language students need to move them toward higher levels of English language proficiency. ACCESS is based upon these same standards of language proficiency.

The five WIDA ELP Standards and the 6 ELP levels were discussed earlier in this handbook. The six levels, shown in the chart below, describe the spectrum of a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in English-only mainstream classrooms without extra support.



The chart on the next page shows the Model Performance Indicators (MPIs) for the WIDA ELP Standards for Grades 3-5 in the language of Science, across the domains of Listening, Speaking, Reading, and Writing. The MPIs provide a sample of the developmental continuum of language skills necessary for success in English of a particular topic within an academic content area.

Level 6- Reaching						
	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	States of matter	Identify examples of states of matter from oral statements with visual support	Distinguish among examples of states of matter from oral statements and visual support	Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid)	Hypothesize change in states of matter based on oral descriptions and visual support (e.g., "I take ice cubes out of the freezer. I put them in the sun. What will happen?")	Determine relationships between states of matter from oral discourse
SPEAKING	Body or living systems	Answer questions that name basic parts of systems depicted visually and modeled (e.g., "Your arm is a bone. What is another bone?")	Classify or give examples of parts of systems depicted visually (e.g., "Heart and blood go together.")	Describe functions of systems or their parts using visual support	Discuss importance or usefulness of systems or their parts using visual support	Imagine how change affects systems or their parts (e.g., "How might breaking an arm change your daily life?")
READING	Earth materials	Match labeled pictures representing earth materials with vocabulary (e.g., "Which one is a rock?")	Sort descriptive phrases according to pictures of earth materials	Differentiate among earth materials using charts, tables or graphic organizers	Interpret information on earth materials from charts, tables or graphic organizers	Apply information on earth materials to new contexts using grade-level text
WRITING	Solar system	Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., "planets," "stars")	Describe features of astronomical objects from labeled diagrams	Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun)	Discuss relationships between astronomical objects from diagrams or graphs	Evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar power)

More information about the WIDA ELP Standards, Model Performance Indicators (MPIs), and the ACCESS assessment can be found at www.wida.us and/or <http://www.doe.in.gov/elme>.

When the school district receives its EL students' ACCESS scores, the results are sent to the parents.

SCHOOL TOWN OF HIGHLAND

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May 10, 2015

Dear Parent or Guardian,

This past February, English Language Learner (ELL) students in grades kindergarten through twelfth grade participated in the administration of the ACCESS for ELLs® language proficiency test. ACCESS has replaced the previously used LAS Links assessment and provides a standardized measurement of academic language proficiency for ELL students throughout the state of Indiana and in other states. With this information, we will be able to monitor individual ELL student progress on an annual basis.

Enclosed you will find your child's results on ACCESS. The Parent/Guardian Report provides information about your child's English Language Proficiency Level. This information is for you to review and keep.

If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please contact your child's ELL teacher (Jane Sprenne at the elementary, Linda Stofko at the middle school, or Mary Beth Lubarski at the high school) or the school principal.

Your partner in education,

Dr. Sherri L. Mitchell,
Director Curriculum, Instruction &
Student Services







ACCESS for ELLs[®] English Language Proficiency Test

Parent/Guardian Report

District:	Student:	
School:	State ID:	District ID:
Grade:	Birth Date:	

Report Purpose: This report gives information about your child's level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Student's English Language Proficiency Level

<i>Test Section</i>	1 – Entering	2 – Beginning	3 – Developing	4 – Expanding	5 – Bridging	6 – Reaching
Listening 						
Speaking 						
Reading 						
Writing 						
Oral Language^A (Listening and Speaking)						
Literacy^B (Reading and Writing)						
Comprehension^C (Listening and Reading)						
Overall Score^D (Listening, Speaking, Reading and Writing)						

<i>Proficiency Level</i>	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Beginning	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	Test Section Is Blank – If the student was absent for this Section of the test A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension Score = 70% Reading + 30% Listening - will be blank if student was absent for one or both of the Sections D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking - will be blank if student was absent for one or more of the Sections

GLOSSARY OF TERMS AND DEFINITIONS

AMAO – Annual Measurable Achievement Objective	AMAOs are required by the Elementary and Secondary Education Act (ESEA) for Title III-served programs for 1) annual increases in the percentage of children making progress in learning English 2) annual increases in the percentage of children attaining English proficiency and 3) making adequate yearly progress for limited English proficiency children in English/language arts and mathematics.
EL or ELL – English Learner or English Language Learner	EL or ELL refers to any student who may or may not be in the ESL program but those who are continuing to acquire the English language.
English Language Proficiency (ELP) Assessment	Two versions: placement and annual; the placement assessment is used when a language minority student enrolls to determine if he/she is limited English proficient or fluent AND the annual assessment is used for students identified as limited English proficient.
ENL – English as a New Language	ENL is a course for English credit at the high school.
ESL – English as a Second Language	ESL is the most commonly used term to describe language programming.
FEP – Fluent English Proficiency	A student is considered FEP if he/she is able to demonstrate ‘near native’ or ‘native like’ English abilities as determined by a state adopted English language proficiency instrument which measures competence in speaking, reading and writing.
HLS – Home Language Survey	A HLS is filled out ONCE by all families as part of the enrollment process in Indiana to document the language history of the enrolling child.
ILP – Individual Learning Plan	Every year, or when a new EL arrives, the EL teacher will develop and share the ILP with the classroom teachers. The ILP includes the most recent English language proficiency assessment scores and the appropriate accommodations, etc.
ISTEP+	Indiana Statewide Test for Educational Progress Plus is Indiana’s standardized test for grades 3 – 8.
LEP – Limited English Proficient	A student is considered LEP if he/she meets the following criteria: 1. The student’s English abilities are limited (or non-existent), as determined by an English language proficiency assessment in the areas of listening, speaking, reading and writing; 2. The student’s academic performance is typically not at grade level.
LMS – Language Minority Student	LMS is a student for whom at least one of the following statements is true: 1. The student’s acquired (learned) language is other than English, regardless of which is dominant; 2. The language most often spoken by the student is other than English; or 3. The language most often spoken by the student in the home is other than English.

MPI – Model Performance Indicator	Examples of how language is processed or produced within a particular context; examples of the language with which students may engage during instruction and assessment.
W-APT – WIDA ACCESS Placement Test	An English language proficiency screener test given to incoming students who may be designated as English language learners. It helps educators with program placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA’s comprehensive assessment system.
WIDA ACCESS	Assessing Comprehension and Communication in English State-to-State for English Language Learners is a secure large-scale English language proficiency assessment given to kindergarten through 12 th graders who have been identified as English learners (ELs). It is given annually in the spring to monitor students’ progress in acquiring academic English.
WIDA Standards Framework	WIDA’s description of language used in academic contexts; the language that the language learners must acquire and use to participate successfully in school.