2020-21 Language Minority Student/English Learner Data Entry

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Arkansas Department of Education
Division of Elementary and Secondary Education

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Goal/Purpose

• Goal: to inform districts regarding DESE expectations regarding data reporting related to Language Minority Students/English Learners for 2020-2021

• Promoting efficiency of data collection consistent with Act 1181 of 2015, as codified in Ark. Code Ann. § 6-10-129
ESOL Coordinator Contact Information

• ALL Districts must enter ESOL Coordinator contact information in eFinance
  • Name
  • Email
  • Phone Number
  • Fax Number
  • Cell Number

• Title III Districts must enter Title III Federal Grant Coordinator contact information in eFinance

• See “contact persons” on pages 33-35 of 2020-2021 SIS Manual

PLEASE UPDATE THIS ANYTIME THERE IS A CHANGE
## Cycle Reports Containing EL Info

<table>
<thead>
<tr>
<th>Report ID</th>
<th>Report Name</th>
<th>Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rpt044</td>
<td>Contact Persons (District)</td>
<td>1,2,3,4,5,6,7,8,9</td>
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<tr>
<td>Rpt117</td>
<td>Federal Programs – Private Schools</td>
<td>6</td>
</tr>
<tr>
<td>Rpt330</td>
<td>District Student ELL Information</td>
<td>2, 3, 4, 5, 6, 7</td>
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<td>Rpt332</td>
<td>District Home Language</td>
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<tr>
<td>Rpt430</td>
<td>School Student EL Information</td>
<td>2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Rpt432</td>
<td>School Home Language Report</td>
<td>2</td>
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</tbody>
</table>

Data from other Cycle Reports concerning dropouts, retentions, school aged students, etc. will be accessed as needed for federal reporting requirements regarding English Learners.
Foreign Exchange Students

• Treat these students as you would any other student concerning screening, identifying, and serving for EL services
• Must complete a Home Language Usage Survey and screen if anything other than English. Place in ESOL services if qualified.
• Parents/Guardians have right to decline services as do all other parents.
• Serving Foreign Exchange Students
• COM-19-110
Arkansas English Learner Entrance and Exit Procedures—ESSA Required

Arkansas English Learner Entrance and Exit Procedures

Arkansas English Learner Entrance and Exit Procedures Entry/Exit Manual

› Commissioner’s Memo LS-- Arkansas English Learner Entrance and Exit Procedures Manual (Coming Soon)
› ADE Webinar on Arkansas English Learner Entrance and Exit Procedures Manual—September 4, 2018 (PDF) (Video)

Arkansas Professional Judgment Rubric-Exit Criteria Guidance (PDF)

› Commissioner’s Memo LS-18-093 - Arkansas Professional Judgment Rubric/Exit Criteria Guidance
› ADE Webinar on Professional Judgment Rubric - Exit Criteria (PDF) (Video)

Arkansas Home Language Usage Survey-Required for ALL new students
(Commissioner’s Memo LS-18-083 - Required Home Language Usage Survey, Entry/Exit Procedures, ELPA21 Screener, Summer Training)
Arkansas English Learner Entrance and Exit Procedures—ESSA Required

Required Forms

Arkansas Home Language Usage Survey (See Commissioner’s Memo LS-18-083)

- English (DOCX) (PDF)
- Arabic (DOCX) (PDF)
- Chinese (DOCX) (PDF)
- Hmong (DOCX) (PDF)
- Karen (DOCX) (PDF)
- Laotian (DOCX) (PDF)
- Marshallese (DOCX) (PDF)
- Spanish (DOCX) (PDF)
- Tamil (DOCX) (PDF)
- Telugu (DOCX) (PDF)
- Vietnamese (DOCX) (PDF)

Arkansas HLUS Verification Form

- English (DOCX) (PDF)

ADE Language Minority Student Exit-Monitoring Form

- English (DOCX) (PDF)
## Arkansas English Learner Entrance and Exit Procedures—ESSA Required

### Sample Forms

<table>
<thead>
<tr>
<th>Form</th>
<th>English</th>
<th>Arabic</th>
<th>Lao</th>
<th>Marshallese</th>
<th>Spanish</th>
<th>Vietnamese</th>
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<tbody>
<tr>
<td>Sample Initial or Annual LPAC Placement Form</td>
<td>DOCX</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Sample Parent Notification Letter—Initial or Annual Identification with ELPA21</td>
<td>DOCX</td>
<td>DOCX</td>
<td>DOCX</td>
<td>DOCX</td>
<td>DOCX</td>
<td>DOCX</td>
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<tr>
<td>Sample Parent Waiver Letter</td>
<td>DOCX</td>
<td>DOCX</td>
<td>DOCX</td>
<td>DOCX</td>
<td>DOCX</td>
<td>DOCX</td>
</tr>
<tr>
<td>Sample Parent Notification of Exit Letter</td>
<td>DOCX</td>
<td>DOCX</td>
<td>DOCX</td>
<td>DOCX</td>
<td>DOCX</td>
<td>DOCX</td>
</tr>
</tbody>
</table>

| Sample Monitoring Continued Parent Letter       | DOCX    | DOCX   | DOCX | DOCX        | DOCX    | DOCX       |
| Sample Monitoring Completed Parent Letter       | DOCX    | DOCX   | DOCX | DOCX        | DOCX    | DOCX       |
| Sample Parent Notification of Return to English Learner Status | DOCX    | DOCX   | DOCX | DOCX        | DOCX    | DOCX       |
| Sample LMS transfer data/records request form   | DOCX    | N/A    | N/A  | N/A         | N/A     | N/A        |

Districts must have a form for these purposes—samples are provided.
Arkansas Entrance/Exit Procedures for LMS/EL Students

• Entrance Procedures
  • **Timeline:** All Arkansas students who may be English Learners will be assessed, placed, and parents notified of the placement within the first 30 days of enrollment at the beginning of the school year or within two weeks of enrollment thereafter.

• Exit Procedures
  • **Timeline:** LEAs will annually review every identified English Learner’s progress in acquiring English.
    • This review will be conducted by a site based Language Proficiency and Assessment Committee.
    • Annual reviews will include a committee analysis of ELPA 21 summative assessment scores and other available student performance data.
    • Exit decisions must be made by and documented in eSchool no later than September 30th of each school year.

See Entrance/Exit Procedure Manual with Accompanying Webinar Posted on English Learners’ Webpage
Identifying LMS/ELs

All districts must have a process for identifying potential LMS (Language Minority Students).

1. Administer a **Home Language Usage Survey** to all students upon initial enrollment.
2. Screen those who answer anything other than English on the HLUS/HLUS Verification Form with **ELPA21 screener** or **summative test**
How To Process a Student’s HLUS

1. Notify ESOL Coordinator of any student with an answer other than English.
2. File a copy in the student’s cumulative folder for all students.
3. If any language other than English is indicated, enter that language in the eSchool “Home Language” field on the student summary page under registration. Otherwise, enter “English” in the eSchool “Home Language” field.
4. If a guardian indicates preference for communication in a language other than English, enter the chosen language in eSchool guardian contact information under the general information tab.
Caveats to Consider for LMS Determination

• Conduct parent interview to verify language if truly being a Language Minority Student is in question

• **False Positives--If NOT truly a Language Minority Student:**
  • File completed HLUS Verification Form indicating why other language indicated on HLUS with the student’s HLUS,
  • Enter “EN” for English as “Home Language” in eSchool

• **False Negatives—If all English on HLUS + Evidence of a language other than English used by student and/or family**
  • File completed HLUS Verification Form indicating evidence of a language other than English present to a significant extent and specific language with the student’s HLUS,
  • Enter the other language as “Home Language” in eSchool
Caveats to Consider for LMS Determination

• “Dora the Explorer” reason for putting Spanish on HLUS (NOT a Language Minority Student=False Positive)

• HLUS indicates French spoken in home. Upon visiting with child and family, it is discovered that French was listed because family is learning French in order to visit France in the future (NOT a Language Minority Student=False Positive)
Caveats to Consider for LMS Determination

• 5th grade student was in English only home until two years ago when dad remarried and step-mom speaks Spanish fluently (NOT a Language Minority Student=False Positive)

• Child grew up in a Marshallese speaking home until age 4 and was then adopted by English only family. (YES—is a Language Minority Student)
Caveats to Consider for LMS Determination

• Kindergarten student comes from home where Spanish spoken by parents. Student is very limited in any language due to a possible disability and hard to test for any language proficiency. (YES—is a Language Minority Student)
Caveats to Consider for LMS Determination

• HLUS is all English and family needs an interpreter. Upon visiting with family, it is determined student has lived with them since birth. **(YES—is a Language Minority Student=False Negative)**

• HLUS is all English. Parent and student converse in a language other than English. Upon visiting with parent/student, it is determined they have known this other language for years. **(YES—is a Language Minority Student=False Negative)**

• Current HLUS is all English. Paperwork from prior district indicates a language other than English on their Home Language Usage Survey and/or student was identified as an English Learner. Upon visiting with family, it is determined they now prefer English, but did use other language more in the past. **(YES—is a Language Minority Student=False Negative)**
Identifying Language Minority Students in eSchool

HLUS Completed

ALL English

ANY Answer Other than English (verify if needed)

Language Minority Student (LMS)

eSchool: Enter Other Language as “Home Language”

eSchool: Check “ESL” box on Educational Factors Screen
1) **Home Language**: ANY language other than English on student’s HLUS/HLUS Verification Form must be listed, otherwise default is to “EN”
2) **Language of Correspondence**: ask family; indicate preferred language; check box “Use Language for Mailing” if not “EN”
Once Contact language is entered into eSchool a report can be generated in Cognos. The name of the report is *APSCN ESL Class Rosters With Language of Correspondence*. It can be found by following the path below: *Student Management System > SMS Staff-Built Reports > Joe Rapert*.
ESL—Checked as “yes” if the student’s HLUS or HLUS Verification Form has ANY language other than English indicated.

All students with “ESL” checked are considered “Language Minority Students” for state and federal reporting purposes.
Approved Screener/Placement Test

ELPA21 Screener available August 4, 2020

2020-2021 ELPA21 LiveBinder

Re-Entry to On-Site Summer Programs and Activities

District should use current ELPA21 Summative scores, if available, on transfer students.
ELL Entry/Exit—Links to the ELL Program Screen

*Not assigned* = student is not a current English Learner (Never was EL or has an Entry and Exit date on ELL Program Screen and is a former EL)

*Yes* = student is a current English Learner (Only has an Entry Date AND Value box checked on ELL Program Screen)
Enter a check (✓) as the value if student is identified as an English Learner.

The “Start Date” is the date the student entered a U.S. school for the first time, (K-12), regardless if the entry was in Arkansas or another state or DC.

Do NOT count Puerto Rico schools as entry into a US school

The “End Date” is AFTER the student meets state criteria for Former English Learner status and is no longer eligible to participate in the ESL/ESOL program/services.
Note: ELL Program is not closed out unless the student has met the state exit criteria and tested out of the program. This applies even when withdrawing the student.

Do NOT put an “End Date” when student withdraws from the school! Leave all EL data as is at point of withdrawal from school.
NON-EXAMPLE

Notice—the “Value” box is NOT checked. This student would NOT show up as an English Learner!!!
**Language Instruction Education Program (LIEP)-ELD Program Type** - Indicates the primary type of English Language Development (ELD) service being provided to an English Learner.

PI-ELD Push-in  
PO-ELD Pull-out  
EM-ELD Embedded  
CP-ELD Class Period  
NP-Newcomer Program  
DS-Declined ELD services

**Language Instruction Educational Program (LIEP) Data Codes Detailed**
Language Instruction Education Program (LIEP)-Core Content Access- Indicates the primary method by which the school provides meaningful access to the full curriculum to an English Learner.

SI- Sheltered Instruction
CC-Content Classes with Integrated Support
NP- Newcomer Program
DS- Declined Access to Core Content Services

**Language Instruction Educational Program (LIEP) Data Codes Detailed**

Other evidence-based, researched services models can be used as determined effective at district discretion; however, one of the codes in the lists provided must be used in the EL data collection.
Recently Arrived English Learner (RAEL)

This is to identify recently arrived English learner students.

Determine the cumulative number of months the student has attended a US school as of May 3, 2021, and indicate the correct RAEL status. (ONLY Count 50 US States and DC)

1 - RAEL1 = A Recently Arrived English Learner within their first 12 cumulative months of school attendance in the US.

2 - RAEL2 = A Recently Arrived English Learner within their second 12 cumulative months of school attendance in the US.

3 - RAEL3 = A Recently Arrived English Learner within their third 12 cumulative months of school attendance in the US.

NA = Not Applicable
ESL/ELL Waived Date – The EL student’s parent signed the form waiving ESL/ESOL services for the student.

English Learners have four possible service combinations:
1) In full ESOL program (both ELD and Core Content Access)
2) Only in ELD program/Declined Core Content Access
3) Only in Core Content Access/Declined ELD
4) Declined ELD and Core Content Access

NOTE: ELs in all four service combinations must still participate in Spring ELPA21 Summative until the student meets exit criteria.
ESL/ELL Monitored – A student who met state exit criteria and no longer eligible for ESL/ESOL services and whose academic progress is being monitored for FOUR years in the regular educational classroom as required by Federal law. (This includes LM students initially placed as exited from ESL/ESOL services and never EL.)

- M1-Monitored Year 1
- M2-Monitored Year 2
- M3-Monitored Year 3
- M4-Monitored Year 4
- MC- Monitoring Complete

Remove all “ELD Program Type” and “Core Content Access” for monitored students.

**Arkansas Testing/Assessment ID field.**
Exit Criteria Guidance

• ELPA21 proficiency profile score of “Proficient”

• Professional Judgement Rubric score of “Proficient”
  • See Commissioner’s Memo LS-18-093
  • See webinar on DESE English Learner’s webpage

• May 13, 2020--ESOL Coordinator Meeting on Exit Criteria
  • Video
  • Presentation PDF
Data Entry for Title III Participation/Eligibility

If district is a Title III district and student is a Language Minority Student, mark “Y” (check) in the Title III field on the SIS/Misc Items page.

MARK THIS FOR CURRENT EL/LMS AND MONITORED FORMER EL!!
Immigrant Definition

• A student who is:

1. Between the ages of 3 and 21 and
2. Who was not born in any state (50 US States, DC, Puerto Rico) and
3. Has not attended one or more schools in any one or more states for more than 3 full academic years (K-12) (50 US States, DC, Puerto Rico).

Value = Y/N

(Note: Not all EL are Immigrant; Not all Immigrant are EL)

Definition provided by USDOE
<table>
<thead>
<tr>
<th>Order</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W - White</td>
</tr>
</tbody>
</table>

- **Federal Code**: 6 - White
- **ELL Years**: Not used by state
- **Migrant**: 
- **Migrant ID**: 
- **Immigrant**: 

**Immigrant** - Checked if the student meets federal qualifications for an immigrant.
Immigrant Status is not EL/ELL Status

- Immigrant Status is not dependent on EL/ELL status
  - A recent immigrant may be an EL/ELL student
  - A recent immigrant may be FEL (Former English Learner)
    - A recent immigrant may be an English only student
- ESOL program staff will not be the only staff maintaining this data entry. Building staff responsible for eSchool data entry will have to maintain this data for English only students. (Districts need to determine exactly who will maintain this data based on district parameters.)
The Arkansas Seal of Biliteracy recognizes Arkansas high school students who have attained proficiency in two or more languages. DESE annually reports on the number of Arkansas students who have obtained the Seal of Biliteracy to the National Seal of Biliteracy report. The data reported here is to indicate which students have obtained the Seal of Biliteracy including the additional language(s) and date achieved. Data is entered once the seal is granted. The seal is granted by the Arkansas Seal of Biliteracy Committee via an application process.

Districts are to enter the language(s), in addition to English, that the student is deemed proficient along with the date the seal was granted.

Additional Information on the Arkansas Seal of Biliteracy is on the DESE Website
Determining ELL Funds 2020-21

• Based on the number of English Learners (ELs) identified by each school district
• Determination will be made utilizing Cycle 2 data retrieved from eSchool
• DESE will pull the APSCN Language Minority Student (LMS) Error Report data on the first Saturday in October for all districts. If this is not “clear” for a district, the district may be required to correct data and submit separate data reports to DESE.

New • $352 per EL student, K-12

Run your eSchool/COGNOS LMS Error Report daily/weekly to ensure it is clear of errors!!
English Language Learner Funds Calculation

Based on Cycle 2

When the value box is checked next to the “ELL Entry/Exit Start Date” AND there is an English Learner Start Date, that is registered as “ELL=Y” and the student is counted as an English Learner for ELL Categorical Fund purposes and federal data reporting purposes

COGNOS Report—”Language Minority Student Error Report”

Critical to run this regularly!!

Must be clean on first Saturday in October when DESE pulls statewide report
ELL Funding Approved Expenditures

5.05 ELL funding shall be expended for eligible activities including, but not limited to, the following:

5.05.1 Salaries for ELL-skilled instructional services (not supplanting district financial obligations for providing teachers for ELL students).

5.05.2 Funds for teacher training, consultants, workshops, and ELL course work, including DESE-sponsored training programs.

5.05.3 Released-time for ELL program development.
ELL Funding Approved Expenditures

5.05.4 Selection and purchase of language-appropriate instructional and supplemental (enrichment) materials for ELL students, including computer-assisted technology and library materials.

5.05.5 Language and cultural skills training for school-based health service providers, counseling service providers, and community liaison staff as needed to serve ELL students.

5.05.6 Assessment activities, which include test administration, identification, placement, and review of ELL student academic progress, as well as valuation activities to determine the effectiveness of the district’s ELL program.

5.05.7 Funds for the implementation of supplemental instructional services for ELL students.
ESOL Tools

• Updated ESOL Program Guide on DESE’s English Learners’ Website available by August 30, 2020

DESE English Learner Data Entry Presentation Materials

2020-21 Language Minority Student/English Learner Data Entry (Webinar PDF) / (Webinar Recording) Coming Soon

2020-21 Back to School Checklist for LMS/EL Data Entry (PDF)

COGNOS Reports Information (PDF)

EL Data Entry Flowchart 2020-21 (PDF)
The DESE English Learners Listserv is designed for educators working with English Learners in the state of Arkansas in Grades K-12. The purpose is to communicate information regarding technical assistance, professional development, and opportunities for schools with English Learners.

To enroll, go to:

http://lists.state.ar.us/mailman/listinfo/ade_english_learners

You will need to respond to the confirmation email to finalize enrollment!
Once a member, you may submit a message to;
ade_english_learners@lists.state.ar.us

You may unsubscribe at any time.

List Administrator:
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DESE ESOL Team

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Keep Calm
We're Here to Serve

Leadership Support Service
Meet your Arkansas English Learner Team

Division of Elementary and Secondary Education

State ESOL Program Director

Location: NWAESC

Lisa Coats

Abbey Ebarb

CENTRAL

Tricia Kerr

Paula Vasquez

NORTHEAST

Jana Catlett

SOUTHWEST

Tracy Leone

SOUTHEAST

Abbey Ebarb