Welcome!

- Webinar is being recorded
- PowerPoint and recording will be posted on the ADE English Learners webpage
- Miguel Hernandez is joining us to monitor the Q/A
- Please post Q/A in the Q/A box
- Questions will either be answered during webinar or by email from Tricia Kerr
Agenda

- Identifying Potential ELs
- Initial Identification
- Parental Notification
- Optional Assessments
- eSchool Plus
- Guiding Questions for District Plan
- Examples of District Plans
- Compliance Issues
- Next Steps
Identifying Potential ELs

- Focus is on “potential” English Learners
- Locating “PHLOTE” students—”Primary or Home Language Other Than English”
- Goal is to cast a net of students to screen that is not too large, nor too small

Identifying Potential ELs-Compliance Issues

The Department of Justice and the Office for Civil Rights consider it an issue when school districts:

(1) do not have a process in place to initially identify the primary or home language of all enrolled students;

(2) use a method of identification, such as an inadequate HLS, that fails to identify significant numbers of potential EL students;

(3) do not test the English language proficiency of all PHLOTE students, resulting in the under-identification of EL students;
Identifying Potential ELs-Compliance Issues

The Department of Justice and the Office for Civil Rights consider it an issue when school districts:

(3) delay the assessment of incoming PHLOTE students in a manner that results in a denial of language assistance services; or

(4) do not assess the proficiency of PHLOTE students in all four language domains (e.g., assessing the students in only the listening and speaking domains and as a result missing large numbers of EL students)

Identifying Potential ELs

The DOJ and OCR consider whether school districts have procedures in place for accurately identifying EL students in a **timely, valid, and reliable** manner so that they can be provided the opportunity to **participate meaningfully and equally** in the district’s educational programs.
Identifying Potential ELs - HLS

- Students are typically identified as potential ELs by the use of a Home Language Survey (HLS)
- All districts must administer a HLS to all students upon initial enrollment (including foreign exchange)
- Ask questions that have to do solely with home languages of the individual students
  1. Which languages the child learned to speak first;
  2. Which languages the child currently speaks; or
  3. Which languages are spoken in the home;
Identifying Potential ELs - HLS

- If any response other than English
  - Student qualifies for initial program assessment
  - Language other than English MUST be listed in eSchool as the “Student Language”
- May include questions on the HLS to determine if parents are limited English proficient (LEP)
  - Do you wish to receive communications in a language other than English? If so, please specify __________________
  - May ask about written vs oral communications
  - Language of preferred communication should be recorded in eSchool for each parent/guardian as the “Guardian Language”

HLS Instruments/Procedures

Content of the Home Language Survey
- Is the purpose and use of the HLS clearly communicated to both families and those who administer the survey?
- Does the HLS elicit information about the student’s current English abilities?
- Are the questions clear and understandable to those who administer the HLS?

Translation of the Home Language Survey
- Is the HLS translated into the home languages of students, and parents and guardians, in the school and LEA?
- Are qualified oral interpreters available when needed to help families complete the HLS?
HLS Instruments/Procedures

Procedures for Administering, Interpreting, and Managing Results of the Home Language Survey

- Has a welcoming environment been established where the HLS is disseminated, made available, or administered?
- Are there standard and uniform procedures for administering and interpreting the HLS results?
- Do the procedures describe whose responsibility it is to administer the HLS, how it is to be done, and in what forms it should be administered (i.e., orally, written, in English, or in a home language translation)?
- Are there procedures to document and describe how to train the staff who will administer the HLS and how often refresher training will occur?

HLS Instruments/Procedures

- Do procedures provide specific guidelines for interpreting HLS responses that include but are not limited to the following considerations: (a) Which responses indicate that a student will take an ELP placement test?; (b) How should responses be interpreted as a whole?; and (c) What are the next steps if responses are unclear or contradictory?
- Do procedures include methods to record HLS results in the student’s permanent records and to record the translation and interpretation needs of the EL’s parents in eSchool?
- What is the continuous review process? Is there a process to gather feedback from parents and school personnel? Is there a process to revise the HLS, including piloting a new version as appropriate?
Identifying Potential ELs – Teacher Referral

- HLS may indicate a student is English speaking only
- Occasionally, some students may need to be identified as potentially eligible for ESOL services (e.g., Native American students or in cases where students/parents observed using another language regularly)
- May complete a referral form that highlights and provides evidence (classroom work, work samples scored with appropriate rubric) of the student’s linguistic needs
Identifying Potential ELs – Teacher Referral

- ESOL staff review the referral and may make a determination to have the student assessed for initial placement.
- In these cases, a notation on HLS explaining the reason(s) the student is screened for placement in an ESOL program is good practice and always helpful.

(SAMPLE) English Learner (EL) Referral Form

Identification of Students for EL Screening who have all English on Home Language Survey

ESOL or Classroom Teachers, School Counselors, and other School Personnel who suspect that a student may be an English Learner and in need of language assessment should use this form to identify those students for the building's ESOL Specialist. To refer a student for English Language Proficiency assessment, the school personnel member must have observed a language besides English being used by a member of the student's household (i.e., parent, sibling, student, etc.), either orally or in print.

Please fill out the following information:

Date: ___________________ School: ___________________

Student's Name: ___________________ Grade: __________

Student's ID#: ___________________ Enrollment Date: __________

Person completing this form: ___________________

Position: ___________________

Please indicate the reason(s) this student is being referred for English Language Proficiency assessment:

_______ Staff Observations _________ Parental Contact

Please give a more detailed explanation below (Include date of observation/contact):

__________________________________________
(Signature of person completing form)

__________________________________________
(Signature of building ESOL personnel)

Please attach a copy of the student's Home Language Survey and registration card to this form and send to your district's ESOL staff when complete.
Initial Identification

Timely
- Within 30 days of school beginning, or
- Within 2 weeks if enrolled throughout the school year (including parent notification of results)

Valid
- Use an approved English Language Proficiency Test
- LAS/LAS Links, MACII, TELPA

Reliable
- Trained test administrators
- Administered according to test developers’ guidelines

Districts are required to include their identification criteria in their ESOL Plan
- Clarify which students are identified as ELs, and which students do not qualify based on the identification assessment showing academic English proficiency
- Other data may be used in making initial placement decisions
- Teacher observation, classroom performance, data gathered from interviewing the parents, as well as student input.
Initial Identification

- Students who initially place as Fluent English Proficient (FEP) should be monitored for two years
- Students who transfer into a district and have been identified as Fluent English Proficient
  - Examine school records to see if maintained exit criteria for at least two years
  - If have not maintained exit criteria for at least two years, may be reclassified as an English Learner and/or have ELP updated

(Monitoring FEP students will be covered in Session 5, 4/21/16)

Initial Identification

- Initial Placements are made by a committee of educators responsible for the appropriate education of the EL student (must be trained in this process)
  - Language Placement and Assessment Committee (LPAC)
  - Consists of at least three people from the following list:
    - Building administrator (required);
    - ESOL Certified Staff (required);
    - Counselor;
    - Classroom Teacher;
    - SPED teacher, if appropriate
Parental/Guardian Notification

- Parents/guardians of students who have been identified as an EL and placed in the district’s ESOL program must be notified
  - At the opening of the school year, within 30 days
  - After the school year begins, within two weeks

- Notified in a language or manner they understand regarding the information and decision of the LPAC

Optional to invite the parent/guardian to the actual LPAC meeting

- Invitations to attend the LPAC must be in a language and/or manner that the parent understands
- If a parent does not understand English and requests a school-provided interpreter, the school must provide an interpreter to the extent practicable

Notification letters must be dated and signed by district or school personnel
Parental/Guardian Notification - Required Elements

- **Why child was identified** as an EL and why child needs to be placed in a language instructional educational program that will assist the child to develop and attain English proficiency and meet state standards;
- The child's **level of English proficiency**, how such level was assessed, and the child's academic level;
- The **method of instruction** that will be used to serve the child, including a description of other methods of instruction available and how those methods differ in content, and instructional goals;

- **How the program will meet the specific needs** of the child in attaining English and meeting state standards;
- The program's **exit requirements**, the expected **rate of transition** into a classroom not tailored for EL students, and, in the case of high school students, the **expected rate of graduation**;
- How the instructional program will meet the objectives of an **individualized education program** of a child with a disability; and
Parental/Guardian Notification - Required Elements

- Written guidance on the **rights that parents have to remove their child from a program** upon their request or to **choose another program** or method of instruction, if available, and how parents will be provided assistance in selecting the best program to serve their child.
  (Will be discussed further in Session 4 on 3/31/16.)

Optional Assessments

**Basic Math Assessment:** Students in grades 2 – 12 may be administered a basic math test, the Entry Assessment Mathematics Evaluation (EAME). The language in which the EAME is administered (40 languages are available) is determined by interviewing the student/family regarding language of preference. The EAME assessment is available by request from the ADE ESOL Director, Tricia Kerr, Tricia.Kerr@arkansas.gov
Optional Assessments

Native Language Assessment:
- to determine the Spanish/native language literacy level of a student
- for placement in appropriate Spanish/native literacy courses
- for informing the ESOL instruction of the student

Students who are not literate or limited literate in their first language will have additional learning needs than those who begin English instruction after becoming fully proficient in another language.

Optional Assessments

Native Language Assessment:
- Examples of Spanish Language Proficiency tests are:
  - LAS Links Español A
  - Stanford Spanish Language Proficiency Test (SSLP)
• ESL box checked on Personal screen

• ELL/LEP Entry Date--The date the student entered a U.S. school for the first time, regardless if the entry was in Arkansas or another state. MM/DD/YYYY

• Check the box to the right of the ELL/LEP Entry Date

• If student meets exit criteria upon initial assessment,
  o Enter the assessment date as the ELL/LEP Exit Date-The date the student met criteria for Fluent English Proficient status and was exited from the ESL/LEP program; no longer receives services; is a regular education student. MM/DD/YYYY
  o Uncheck the box to the right of the ELL/LEP Entry Date
  o M1 or M2, if appropriate, should be marked as well
ESOL Plan Development

To be effective, an ESOL plan needs to be comprehensive:

- address each aspect of the district's program for all EL students, at all grade levels, and at all schools in the district
- needs to be viewed by district staff as containing useful information
- should contain enough detail and specificity so that each staff person can understand how the plan is to be implemented
- should contain the procedural guidance and forms they need to use to carry out their responsibilities under the plan.

ESOL Plan Development

Does your plan answer the following questions?

- Who is responsible for the step?
- When is the step expected to be completed?
- What standards and criteria are to be applied to the step?
- How will the district document implementation of the step?
Guiding Questions for District ESOL Plan

See pages 23-24 of ADE ESOL Program Guidance

Does the ESOL plan contain a statement of how the district will maintain documentation of the following: the identification results; determination of the PHLOTE status of students; and referrals of such students for language proficiency assessment?

Does the ESOL plan contain a statement of how the district will maintain documentation of the assessment results and its decision regarding whether students are EL?

Does the plan note where such records are kept and by whom?

Recommend maintaining an ESOL Database and ESOL Files

Example-Identifying/Assessing All Potential ELs

“To expedite appropriate placements of EL students, many school districts have parents complete an HLS and assess PHLOTE students’ English proficiency levels before school starts. Some school districts have parents complete an HLS before classes commence, and then test PHLOTE students within a week of when classes start to minimize the disruption caused by possible changes in EL students’ placements.”
Next Steps

- Thursday, March 10, 2016, 9:00—10:00 am—Educational Approach, Language Assistance Program, Staffing, Meaningful Access to Comprehensive Curriculum
- Thursday, March 31, 2016, 9:00-10:00 am—Avoiding Segregation, Identifying/Serving Special Education ELs, Addressing Opt-Out Students
- Thursday, April 21, 2016, 9:00-10:00 am—Exiting/Monitoring Students, Meaningful Communication with LEP Parents, Program Evaluation

Other Items of Interest

- ELPA21 Contrasting Groups Study—please participate!! Deadline to sign up—Feb. 18th
- 2016 ESL Graduate Academy
- EL Achieve Symposium, June 1-2 in Springdale
  - English Language Development (ELD)
  - Constructing Meaning (CM)
ADE ESOL Team

- Tricia Kerr, ESOL Program Director
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