

Idaho's State and Title III Program for English Learners & Immigrant Students



State EL Guidance for Idaho Districts

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Updated: September 2016

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Acronyms and Definitions

AMAO	Annual Measurable Achievement Objectives
AYP	Adequate Yearly Progress
CFSGA	Consolidated Federal and State Grant Application
CSPR	Comprehensive State Performance Report
DRC	Data Recognition Corporation – Vendor for ACCESS assessment(s)
EL/ELL	This is a general designation for an English learner/English Language Learner of any status and any proficiency level.
ELD	English Language Development
ELMS	English Learner Management System
ELP	Education Learning Plan
EW	English Language Learner-Waived (Parents have refused ELD services)
ENL	English as a New Language is a K-12 endorsement designed to teach English language to students with limited English proficiency.
FEP	Fluent English Proficient is the designation a student would receive after scoring Advanced on an English Language Placement test
FLEP	Former Limited English Proficient is the designation a student would receive after they are exited out of an EL program and they are no longer on monitoring status.
HLS	Home Language Survey
LE/LEP	Limited English Proficient. An English learner who has been tested and placed in a specific language development program and who must be designated as an EL student.
L1	Limited English Proficient – First Year. A student who qualifies as EL AND is new to a U.S. School within the last <u>12</u> months.
X1/X2	Limited English Proficient – Exited. Exited from the ELD program and on 2-year monitoring status. <ul style="list-style-type: none"> • X1 – first year of exited and monitored status • X2 – second year of exited and monitored status
MPI	Model Performance Indicator
OCR	Office for Civil Rights
PHLOTE	Primary Home Language Other Than English
WIDA	English Language Proficiency Assessment Consortium

Introduction and Purpose

The Idaho State Department of Education supports the efforts of school districts to assist English Learner (EL) students to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.

All Idaho School Districts are required, under the Title VI of the Civil Rights Act of 1964, to provide a comprehensive English language proficiency program for national-origin-minority students who cannot speak, read, or write English well enough to participate meaningfully in educational programs.

In addition, the ISDE adheres to guidance from Office for Civil Rights (OCR), who oversees and enforces the three main policy documents regarding EL children. Those policies are as follows:

- The May 1970 memorandum to school districts entitled "Identification of Discrimination and Denial of Services on the Basis of National Origin." This policy clarifies the responsibility of school districts to provide equal educational opportunity to language minority students.
- The December 3, 1985, guidance document entitled "The Office for Civil Rights' Title VI Language Minority Compliance Procedures" outlines the procedures OCR follows in implementing the May 1970 memorandum and the Lau legal standard on a case-by-case basis.
- The September 27, 1991 memorandum entitled "Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited-English Proficiency (LEP)." It provides additional guidance for implementing the May 1970 and December 1985 memoranda in the context of staffing, transition/exit criteria, and program evaluation, as well as to special education programs, gifted and talented, and other special programs.

In addition to the law noted above, Idaho also implements the requirements under the Title III: Language Instruction for English Learners (ELs) and Immigrant Students program. The primary purpose of this program is to help ensure that children, who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic achievement and meet the same challenging State academic content and achievement standards as all children are expected to meet.

The State Department of Education's EL program also oversees the district funding, programming, monitoring and evaluation in line with federal and state regulations. The State's Assessment department oversees Idaho's English language proficiency assessment (ACCESS 2.0), which annually assesses English Learners' growth and proficiency in the English language.

This manual is designed to be a practical guide that should be downloaded and used in tandem with the State EL/Title III Program timeline, [website](#), and [bi-weekly update emails](#).¹ The manual is divided into sections, so that information can be updated and additional resources can be added periodically. To ensure that you have downloaded the most recent version, check the date on the front cover.

Finally, look for the following symbols throughout the manual for additional resources and assistance.

I C O N K E Y

	Valuable information
	Deadlines
	Links
	Definitions

Part I: Identification of EL Students

An English Learner student in Idaho is classified according to the Federal government definition as described in Public Law 107-110 of NCLB. An EL student is classified as one:

- a. who is aged 3 through 21 who is enrolled or preparing to enroll in an elementary school or secondary school; who is enrolled or preparing to enroll in an elementary school or secondary school;
- b. (i.) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant –**OR-**
(ii.) who is a Native American or Alaska Native, or a native resident of outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; -**OR-**
(iii.) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; -**AND-**
- c. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i.) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii.) the ability to achieve successfully in classrooms where the language of instruction is English; -**OR-**
 - (iii.) the opportunity to participate fully in society.

[P.L. 107-110, Title IX, Part A, Sec. 9101, (25)]

Home Language Survey (HLS)

All districts/schools are required to have a home language survey (HLS) to determine if a student may qualify for an English language instructional program. A sample survey, in English and Spanish, can be found in Appendix A of Idaho’s State EL/Title III Program Manual found at: <http://www.sde.idaho.gov/el-migrant/el/files/guidance/sample-program-forms/Home-Language-Survey.docx>

The Home Language Survey (HLS) must include at least the following questions:

- What is the primary language spoken in the home?
- Is any language other than English spoken in the home?
- Which language does your child most often use?
- What language do you use to speak to your child?
- What language does your child use to speak with others?

If the student's HLS indicates a language other than English; and an environment where a language other than English is dominant, the student must be tested with W-APT placement test (as described in [Part II](#)) within 30 days of the start of the school year. Following the first 30 days of registration, districts must screen students within 2 weeks of their entry into the school.

Please Note: In cases where the HLS is not clear on second language needs, districts may choose to contact the parent/guardian for clarification on the information provided on the HLS. In addition, if further guidance is needed, please contact the Idaho State Department of Education. [See Appendix B for a more detailed flow chart](#)

Purpose of the Home Language Survey

The purpose of the Home Language Survey is the initial step in identifying potential students for a Language Instruction Educational Program (LIEP). On May 06, 2011, the Office for Civil Rights released a Dear Colleague Letter to help districts/schools eliminate any possible chilling effect on enrollment. For example, questions regarding immigration status (e.g., country of origin, date of US entry, years of U.S. schooling, etc...) and questions regarding pre-determining educational services (e.g., Has your child taken ESL courses?, etc...) may cause parents/adults to associate the survey with a determination of citizenship. Office for Civil Rights is clear about removing or revising practices and policies that cause a chilling effect.

Currently, the Idaho State Department of Education is collaborating with Idaho stakeholders and WIDA consortium states to develop questions for a statewide Home Language Survey. Until then, districts/schools can reflect upon the following HLS/enrollment practices:

- a. Establish a clear purpose for the HLS
 - i. Do ALL faculty/staff understand the purpose of the HLS?
 - ii. Does each school in the district use the same HLS? If not, what is the district's plan to ensure each school uses the same HLS?
- b. Examine the HLS in your district for questions that could cause a chilling effect.
 - i. Revise/delete any questions that are not pertinent to the purpose of the HLS.
- c. Evaluate current guidelines for HLS administration
 - i. Is the HLS given to every student? If not, what is the district's plan to ensure that every student receives a HLS?
 - ii. Does your district/school have staff available to assist in the parents' target language?
 - iii. What is the process **after** a HLS is completed?
- d. Examine how each school interprets a HLS.
 - i. Do ALL schools interpret the HLS in the same manner? If not, what is the district's plan to ensure each school is on the same page?
 - ii. Does the district/school follow up with parents for any HLS inconsistencies? (i.e. Siblings have different responses on the HLS, HLS is written in Spanish, but responses indicate English is the primary language).

Identification of Native American Students

All procedures for ELs apply if the Native American student's Home Language Survey indicates that a language other than English is spoken in the home. Native American students can be considered for English language services, but should not be identified solely on the basis of being Native American.

Part II: Assessing English Language Proficiency

Once a student has been identified through a HLS as a **potential** candidate for language services. Districts/schools are required to assess the student with the W-APT for **potential** placement into a language program. Students must be tested within 30 days of registration (start of the school year) or within 2 weeks if in the middle of the year. Districts/schools are not required to obtain permission or inform parents of placement testing.

The W-APT placement test is available online and can be downloaded free of charge to districts with a secure login and password. Please contact WIDA's help desk, or your district's testing coordinator for assistance with obtaining an online account.

Individuals responsible for the assessment coordination should be identified in the Idaho Contact Information (IDCI) in the role of Idaho English Language Proficiency Assessment Coordinator. This individual will have access to District Testing Coordinator permission in both the WIDA site as well as the WIDA Assessment Management System (AMS). Testing coordinators will be responsible for managing accounts and permissions for district personnel who are administering the assessment.

W-APT does require that whoever is administering this assessment has completed W-APT certification via the WIDA secure portal. Printed certifications should be kept in a secure location in the event that the LEA would to present this during an on-site monitoring visit.



W-APT Placement Test Administration

Scoring of the placement test is determined by grade level and time of year when administered. For Kindergarten students enrolling in the fall semester, administer only the listening and speaking portion of the assessment. If a new Kindergarten student enters the district/school in January, they can be assessed in the four language domains.

Second semester Kindergartners and first semester 1st graders are assessed with Kindergarten W-APT in all four components – Listening, Speaking, Reading and Writing.

For all other grade levels, administer all four-language domains. Special note for first semester 3rd graders, 6th graders, and 9th graders administer the W-APT for the grade-level cluster below their current grade. WIDA has made this recommendation based on the fact that students just entering a new grade level cluster have not yet had a chance to be exposed to the language standards and content topics appropriate for the grades in that cluster.

W-APT Placement Test Scoring

For those students who are administered the Kindergarten W-APT:

- First semester Kindergartners are administered only the Listening and Speaking domains. Students who do not screen out are coded as L1 (1st year identified) and will take the Kindergarten ACCESS in the spring of their Kindergarten year to determine whether they meet Idaho exit criteria for exiting the ELD program. Students who meet the below Kindergarten screen out criteria must be coded in ISEE as SO (screened out) for their EL status.
 - If beginning of the year Kindergartners score 29 or higher in their combined listening and speaking score, the district may choose to administer the reading and writing portion(s) to determine whether a student could screen out (SO) of ELD program placement. If a beginning of the year Kindergartner scores a 14 or higher in reading and higher than a 17 in writing, this student does not qualify for EL support services and must be coded in ISEE as SO for their EL status.
- Second semester Kindergartners are administered all four domains. If a K student meets the screen out criteria (see bullet point directly prior to this) the K student must be coded in ISEE as SO for their EL status. If they do not meet the screen out criteria the student must be coded as L1 or LE and enrolled in your district ELD program.
- Please Note: The intensity of language services may vary based on the individual needs of the student as measured by the W-APT. For example, a first semester Kindergarten student at higher levels of language proficiency may be better served with language development supports within the general education classroom.
- First semester 1st graders are administered all four domains. A combined Listening and Speaking score of 29 or higher, AND a Reading score of 14 or higher, AND a Writing score of 17 or higher will meet the screen out criteria for English proficiency. These students do not qualify for EL support services and must be coded in ISEE as SO (screened out) for their EL status.

For those students who are administered the grades 1st Grade (2nd semester) – 12th W-APT:

- If the grade-level adjusted composite score is 5.0 or higher AND all domains are 5.0 or higher, the student meets the screen out criteria for English proficiency. These students do not qualify for EL support services and must be coded in ISEE as SO (screened out) for their EL status.

The W-APT Placement Test answer document and subsequent parental notification letter must be kept in the student's cumulative file. ([For a cumulative file checklist, see Appendix H](#))¹

Program Placement

Schools must provide high-quality language instructional educational programs that are based on scientifically-based research demonstrating effectiveness in increasing English proficiency and student academic achievement in the core academic subjects. Additional information on program models and instructional approaches are discussed further in [Part III](#).¹⁰

Parental Notification

Districts/schools are required to inform parents that their child has qualified for initial or continuing placement into a language development program. If the student does not qualify for services, then the school/district is not required to inform the parents.

If the student's W-APT score qualifies them for participation in the district's language instructional education program, then a letter must go home—in a language understandable to the parents (to the extent practicable) indicating that their child was identified as needing specific English language development services. Parents must be given an opportunity to waive any English language development services but not annual assessment. [See Appendix C for a sample placement letter.](#) □

Parent Notification of Initial or Continuing Placement in Core Language Instruction/Title III Program

– Requirements for Program Placement Notification Letter–

Inform parents annually regarding their child's placement in a language instruction education program within 30 days of the beginning school year, or within two weeks of the child's placement within a program. The letter must include the following components:

- Level of English proficiency and how level was assessed;
- Method of instruction and other available methods of instruction;
- How the program will meet the educational needs of the student;
- Graduation requirements;
- Exit requirements;
- EL students and special education; and
- Parental right to remove student from program or refuse services. [NCLB, Section 3302(a)]

Requirements for Placement Notification Letter 1.1

Option to Waive Services

If parents choose to waive English language development services for their child, it is recommended that the district/school discuss the benefits of English language development instruction and address any misconceptions or questions parents have about the program. If a parent still opts to waive services, the district/school shall place the signed waiver letter and other documentation from the conversation in the student's cumulative file. Although, parents have the right to waive ELD program services, parents may not waive the annual English language proficiency assessment (ACCESS 2.0). The district is still required to assess the student until the student meets Idaho's exiting criteria.

Part III: Instructional Programs, Approaches, and Standards

There are many ways for a district or school to teach English to non-English speakers. It is not the purview of the State to determine which program or curriculum materials/resources would work best for all districts; however, it is a Federal requirement that any program of service or curriculum provided to ELs must be research or evidence-based. In addition, OCR and Title III do not mandate or forbid any specific type of language program, such as bilingual education.

Schools must select one or more methods of instruction that is based on scientific research in teaching English Learners. The statute defines scientifically-based research as research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. ([ESEA section 9101\(37\)](#))¹⁰

The following are several program models that have proven successful. Depending on the district demographics, needs, and resources, one or more program models can be implemented.

- ▶ **in the classroom in a “push-in” setting** - teachers assist English language learners with differentiated instruction within the classroom so that students are able to access the curriculum presented;
- ▶ **in a pull-out setting** - students would be pulled out of the general classroom during non-core instructional time to receive intensive English instruction;
- ▶ **in a bilingual program** - a bilingual program is a general term for a classroom that provides academic and linguistic instruction in two different languages. Mere translation into another language is not considered a bilingual program, rather the two languages must be separated by time, by location, by teacher, or by subject;
- ▶ **dual language program** - one type of bilingual program that focuses on academic and linguistic proficiency in two different languages;
- ▶ **newcomer program** - focuses on serving the students new to English in an intensive setting. Newcomer programs can be located within a school or in a separate location; however a district must ensure that the newcomer program is in compliance with State and OCR regulations.

Instructional Approaches

A program model would not be successful if not coupled with specific instructional approaches to teaching ELs. The following are several effective approaches for teaching ELs:

The Natural Approach (Krashen and Terrell, 1983)

In this approach, students acquire new vocabulary through experiences and associations with the words, as such words are employed in a meaningful context. Extended listening experiences include physical response activities, use of vivid pictures to illustrate concepts, and active involvement of the students through physical contact with the pictures and objects being discussed by means of choice-making, yes-no questions, and game situations.

Cognitive Academic Language Learning Approach (CALLA) (Chamot & O’Malley, 1994) CALLA assists in the transition from a language arts program in which content is made comprehensible through the use of ELL strategies to the “mainstream” language arts curriculum by teaching students how to handle content area material with success. CALLA can help intermediate and advanced students in understanding and retaining content area material while they are increasing their English language skills.

Whole Language Approach (Goodman, Goodman & Hood, 1989)

In a Whole Language Approach, linguistic, cognitive, and early literacy skills are developed in an integrated fashion. Instructional strategies for a Whole Language Approach include the four language skills of listening, speaking, reading, and writing.

Co-Teaching

An instructional delivery approach in which content and language educators share responsibility for planning, delivery, and evaluation of instructional techniques for a group of students and work in a coactive and coordinated fashion in the joint teaching of academically and behaviorally heterogeneous groups of students in integrated settings.

Language Experience Approach (Dixon & Nessel, 1983)

The goal of the Language Experience Approach (LEA) is to have students produce language in response to first-hand, multi-sensorial experiences. The LEA uses the students’ ideas and their language to develop reading and writing skills.

SIOP[®] Model (Sheltered Instruction Observation Protocol)

The SIOP[®] model is a combination of content-based ESL/Structured Immersion, and instruction to make content comprehensible. The SIOP[®] model is useful for professional development; as a lesson planner for sheltered content lessons; as a training resource for faculty; and as an observation measure for site-based administrators, supervisors of student teachers, and researchers who evaluate teachers. There are eight components to the SIOP[®] model:

Component 1: Lesson Preparation	Component 5: Interaction
Component 2: Building Background	Component 6: Practice/Application
Component 3: Comprehensible Input	Component 7: Lesson Delivery
Component 4: Strategies	Component 8: Review and Assessment

More information on the SIOP[®] model can be found at: <http://www.sioppearson.com> 

Project GLAD (Guided Language Acquisition Design)

This curricular model of professional development focuses on building academic language and literacy for all students, especially English learners, to increase students’ access to quality instruction and high-levels of success. By enhancing teachers’ design and delivery of standards-based instruction through an integrated approach, students have access to the core language arts, social studies, science, and mathematics curricula through classrooms promoting an environment that respects and honors each child’s voice, life experiences, beliefs and values, and culture.

Please note that a language program, instructional approach, and curriculum are not the same thing. However, the manner in which instruction is provided and the curriculum that is purchased and implemented go hand-in-hand to successfully serve ELs.

WIDA English Language Development Standards

In January 2013, Idaho adopted the WIDA English Language Development (ELD) standards that are aligned to the Idaho State Standards. The five distinct standards represent the social instructional and academic language needed for students to interact with peers, teachers, and content areas. The WIDA ELD standards contain a framework for instruction that represents the English language development standards through language functions, content and scaffolding.

<http://www.wida.us/standards/eld.aspx>

Curriculum Adoption

Idaho reviews English language development materials and resources every three years. The well organized, 2-3 day event is open to teachers with an Idaho teaching certification in Bilingual K-12 and/or ENL K-12. Teachers use rubrics aligned to the WIDA ELD framework and score textbooks/materials accordingly. Most of the work takes place on your own schedule, with a culminating 2-3 day event in the summer to compare results. As an added benefit, teachers who participate are able to keep the materials.

Click the link for the most current list of teacher-approved core curriculum; however, some are adopted on the lists specifically as resource materials:

<http://www.sde.idaho.gov/academic/curricular/materials.html>

Educational Learning Plan (ELP) [Idaho Law: IDAPA 08.02.03 - 111.04]

An ELP is for any student who requires an accommodation on a statewide or district-wide assessment. Assessment accommodations must also be used during regular classroom instruction and testing. The intent is that every ELP team evaluates the individual needs of each English Learner and that accommodations are used throughout the school year, not just on statewide assessments. A student may not receive accommodations on any assessment if that specific accommodation is not documented in the ELP. Most importantly do not assign accommodations to students who have not had time to become familiar with them.

The ELP also provides teachers with valuable information regarding how to serve their English Learners. A school can create an ELP for ELs, even if they do not require accommodations in the classroom or annual assessment. [Sample ELPs in English and Spanish are found in Appendix D](#)

Part IV: Staffing and Professional Development

All districts that have one or more English Learners are required to provide professional development to teachers and administrators regarding research-based programming on how to serve ELs. It is the district’s responsibility to ensure that all teachers are implementing strategies to serve ELs successfully. In addition, a recipient may not in effect relegate English Learners to second-class status by indefinitely allowing teachers without formal qualifications to teach them while requiring teachers of non-English Learners to meet formal qualifications. See 34 C.F.R. §100.3(b)(ii).

Idaho Teacher Certification

The following table describes the State’s requirements for teaching assignments specific to instruction for ELs in Idaho. For example, English Language Development (ELD) at the elementary, a teacher with an All Subjects K/8 certification can provide elementary ELD instruction for ELs in their school/district. Please note that although the state does not require an English as a New Language (ENL) certification at the elementary level to provide ELD instruction, best practices suggest that a teacher with experience and training in second language acquisition will be more effective. With a teacher-shortage in Bilingual Education and ENL certified teachers, a district will need to provide ALL language and content teachers with professional development to meet the needs of ELs.

More information can be found in Idaho’s ISEE Assignment Manual here:
<http://www.sde.idaho.gov/tech-services/shared/2016-2017-SDE-Assignment-Credential-Manual.pdf>

Assignment Codes	State Requirements	Federal HQT
<p>00013 English as a New Language (ENL) – Elementary (Gr. K-6) Instruction designed to teach the English language to students with limited English proficiency (ENL). Programs in which students whose primary language is not English are placed in regular immersion instruction for most of the school day but receive extra instruction in English for part of the day. This special help is based on a special curriculum designed to teach English as a new language. The non-English home language may or may not be used in conjunction with ENL instruction.</p>	7009 All Subjects K/3 7010 All Subjects K/8 7011 All Subjects 1/8 7021 Early Childhood PreK/3 (through 3 rd grade only) 7028 Gifted & Talented K/12 7029 Generalist K/12 7030 Hearing Impaired K/12 7035 Visually Impaired K/12 7038 Bilingual Ed K/12	N/A
<p>51008 English as a New Language (ENL) (Gr. 6-8) 01008 English as a New Language (ENL) (Gr. 9-12) Courses designed for the rapid mastery of the English language, focusing on reading, writing, speaking, language, and listening skills. ENL courses usually begin with extensive, listening and speaking practice, building on auditory, speaking, and listening skills, and then move to reading and writing. Basic structures of the English language are explained, and student's progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles, enabling the student to advance to "regular" English courses. An orientation to the customs and culture of people in the United States may be included in ENL classes.</p>	7010 All Subjects K/8 - 51008 7011 All Subjects 1/8 - 51008 7029 Generalist K/12 - 51008 7030 Hearing Impaired K/12 - 51008 7035 Visually Impaired K/12 - 51008 7038 Bilingual Ed K/12 7039 Sec Bilingual Ed 6/12 7125 ENL 6/12 7126 ENL K/12	N/A

Assignment Codes	State Requirements	Federal HQT
<p>51019 Bilingual (Gr. 6-8) 01019 Bilingual (Gr. 9-12) Instruction provided to students whose primary language is something other than English, but lessons are presented in both English and the student’s primary language. Designed to help students meet the same rigorous standards that all other students must meet within the same time constraints. Programs of language development that go beyond the teaching of basic vocabulary and grammar skills, and are designed to parallel English language instruction and native speakers in content and approach. In such programs, English vocabulary and mechanics are often embedded in engaging content and/or literature. Transitional Bilingual Education (TBE) Programs in which reading is initially taught in both the students’ non-English home language and their second language (English) until their English is proficient enough for them to participate successfully in a regular classroom. Use of the non-English language is phased out as English language is gradually phased in.</p>	<p>7038 Bilingual Ed K/12 7039 Sec Bilingual Ed 6/12</p>	<p>Minimum HQT requirement: Elementary Core Content or Secondary Content Area</p>

Idaho Assignment Codes 4.2

Roles and Responsibilities of District/School Educators

All staff in a district/school play a vital role in the success of ELs. From the secretary to the building administrators, everyone must be trained in how to work with ELs and everyone in the building should be held accountable for serving ELs appropriately. It is not the sole responsibility of the ELL teacher or paraprofessional to ensure ELs are served properly and successfully.

The educators listed below perform a variety of roles within the language program. Collectively, they are responsible for identifying ELs, coordinating and providing services based on needs, and insuring students’ civil rights to education are not compromised.

District Title III Administrator/Coordinator: As the district level person responsible for the district’s language program, this role coordinates with other district level staff (Federal Programs, Special Education, Curriculum & Instruction, Assessment), Technology and Finance departments, school principals and staff and the Idaho Department of Education to:

- provide a district vision and goals for the linguistic and academic success of ELs;
- implement a district program that aligns with state and federal regulations;
- develop and administer a budget to support the program;
- recruit, interview, and hire qualified EL teachers; “Districts have an obligation to provide the staff necessary to implement their chosen program properly within a reasonable period of time.” See *Castaneda*, 648 F. 2d at 1013
- communicate and disseminate information about the language program to principals, staff, teachers, families of ELs, and other interested community members;
- serve as a resource of professional information and support for principals, teachers and staff;
- facilitate the development of the State EL & Title III plan, under the direction of the Superintendent and school board, for submission to the Idaho State Department of Education; and
- annually evaluate the district’s language program.

Principal: The principal serves as a leader and a source of support for parents, students, and teachers. As the instructional leader of a school, the principal plays a key role by ensuring that:

- the school has a vision and goals for the linguistic and academic success of ELs;
- ELs are enrolled with highly qualified teachers/staff;
- the Home Language Survey (HLS) is completed during the registration process and assigns the responsibilities related to the language program to school personnel;
- a full range of appropriate services are provided to identified ELs: language services, accommodated core classroom instruction, specialty or elective instruction, and special services (e.g., Title I, Gifted and Talented, and/or Special Education) when appropriate;
- teachers who are working with ELs are evaluated for teacher effectiveness;
- students participate in the statewide assessments: ACCESS 2.0, ISAT, IRI, and other state/districtwide testing;
- EL teachers are included in all decision-making meetings involving the education of ELs;
- the records related to the language program are completed and maintained; and
- annually evaluate the effectiveness of the school's ELD/EL program.

Registrar/School Secretary: Typically the school registrar/secretary is the first line of contact for students and families. Their role is equally critical to the success of ELs. The registrar/secretary

- ensures that **all** new students complete a Home Language Survey upon initial registration (Only for students new to the district, only once, not every year);
- ensures that the registration process is understandable to parents by accessing forms translated in parents' native language. If needed, requesting the assistance of bilingual staff;
- implements a process for collecting Home Language Surveys and referring potential students to the district/school ELL Contact to continue identification procedures; and
- understands the law regarding immigration status. [See Plyer vs Doe for more information.](#) 

Data Entry Clerk: Data accuracy and verification is critical to identifying the needs of ELs at the local, state, and national level. The Data Entry Clerk ensures the following:

- all data is entered into the District's Student Information System (SIS) for ISEE reporting;
- all data to identify an individual student's EL status is entered timely and verified;
- collaboration between District/School EL contacts for accuracy and verification; and
- provides training as needed to staff on proper data collection, entry and other processes.

School Counselor: As a professional within the school, the guidance counselor performs that role, keeping in mind the unique characteristics of ELs that may require a counselor to

- interact with ELs in a way that supports their cultural, social, and emotional adjustments;
- confer with the EL teacher when planning a student's middle or high school schedule;
- assist in monitoring EL's academic progress; and
- collaborate with the EL teacher to help parents and students understand Idaho's Core Standards, the participation of ELs in all Statewide Assessments, and the requirements for graduation.

Content/Classroom Teacher: As the educator who teaches ELs in a general classroom, the teacher's role is to support student inclusion as participating members within the classroom by

- communicating and collaborating with the ELL teacher in order to understand ELs' level of English proficiency, the reasonable expectations of student performance based on their proficiency level, the WIDA Can-Do Descriptors and instructional objectives that develop language and support academic achievement;
- making accommodations to classroom instruction and materials in order to engage students in course work and to support their academic growth, providing equal access to curriculum through linguistic and culturally sensitive differentiation;
- creating situations to help ELs interact with other students, observing their social and emotional behaviors, and conferring with the EL teacher or school counselor when it seems that a student is experiencing difficulty adjusting to the new setting or coping with interpersonal experiences.
- using flexible grouping, effective instructional strategies and supplemental instructional materials to meet the needs of ELs; and
- encouraging students to continue speaking and developing their native languages and if possible, encouraging native language support when learning English and academic content.

EL Teacher: As the educator with specialized training regarding English language acquisition and the social, emotional, and academic needs of ELs, the EL teacher's role is to serve as

- **a placement coordinator** who
 - evaluates the student's level of proficiency using the W-APT placement screener
 - identifies the model of delivery for language services;
 - enters ELL status/data into the school's record keeping system;
 - collects data for student ELPs, which may include contacting prior school's for records;
 - maintains an ELL folder of student assessment data, parent communications and other compliance documents in the cumulative folder;
 - monitors each English Learners linguistic and academic progress; and
 - notifies appropriate school personnel when a student's proficiency meets the requirements for exiting the ELD/ELL program and conducts 2-year monitoring.
- **a teacher** responsible for
 - English language development and instruction based on WIDA's ELD standards framework;
 - ongoing consulting with content teachers to monitor grade level performance by reviewing language proficiency of ELs, classroom grades, assessments, and other benchmark scores;
 - supports and coaches teachers with learning objectives, instructional strategies, differentiation techniques and helps teachers understand the unique challenges faced by ELs;
 - supervision of paraprofessionals/volunteers who assist with instruction;
 - assisting ELs and their families in understanding the school culture and participating in the school community; and
 - evaluating the effectiveness of the ELD/EL program throughout the year and annually.
- **a school-based testing coordinator** who
 - chairs committees to determine classroom and testing accommodations for the development of students' Educational Learning Plan (ELP);
 - coordinates the placement and annual ACCESS 2.0 testing with the district office, school principal, and classroom teachers, and
 - attends and provides trainings for administrating Idaho's English language assessments.

Instructional Paraprofessional: The paraprofessional’s role is to support the linguistic and academic success of ELs by

- working in close proximity and under the direct supervision of a highly qualified teacher;
- conferring with supervising teacher to discuss instructional planning, student progress and other needs;
- carrying out instructional activities and monitoring student progress;
- providing instructional support in small groups or one-on-one;
- attending professional development activities/opportunities;
- communicating with parents/families of ELs.

Paraprofessionals hold a critical and supportive role in the education of English Learners, yet often they are given tremendous responsibilities in the ELL program without teacher and principal support. In fact, studies have found that paraprofessionals have reported being “responsible” for the instructional program of a student when that is the responsibility of the teacher (Giangreco, Edelman, Luiselli, & MacFarland, 1997; Marks, Schrader, & Leving, 1999; Wallace, Stahl, & MacMillan, 2000).

To the extent that the language program requires native language support through bilingual aides, the district/school should be able to demonstrate that the bilingual aides have the appropriate level of skill in speaking, reading, and writing both languages.

Professional Development

Section 3115(c)(2) to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is —

- designed to improve the instruction and assessment of English learner students;
- designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for English learner children;
- based on scientifically based research demonstrating the effectiveness of the professional development in increasing students’ English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.

Part V: EL Program Exit and Monitoring Status

This guidance is for 2016-2017 and will be changing for school year 2017-2018 with ESSA implementation.

Idaho's Exit Requirements for the 2016-2017 School Year

Score at or above on ACCESS for ELLs 2.0 Level 5 (Bridging) on the overall Grade Adjusted Composite Proficiency AND Level 5 (Bridging) on each domain (Listening, Speaking, Reading, Writing)

AND

Criteria from one of the following:

Receive an Idaho Reading Indicator (IRI) score of at least a 3; (Grades K-3)

Receive an Idaho Standards Achievement Test (ISAT) score that meets the Level 2 (Grades 3-12)

OR

Demonstrate access to core content with a student portfolio using work samples from at least two (2) core content areas that demonstrate a Level 5 (Bridging) as defined by the WIDA English Language Development (ELD) Standards – Features of Academic Language and Performance Definitions.

Once a student meets Idaho's exiting criteria as noted above, they must be exited from the ELL program and monitored for 2 years.

Monitoring Exited Students

Students on monitoring status will be coded either LEPX1 or LEPX2. Districts must complete an exit form each year of monitoring status. [See Appendix F](#). Monitored students do not count for State and Federal funding purposes.

An exited student must be monitored for 2 years. (Monitored students are coded in ISEE as LEPX1 for the first year and LEPX2 for the second year of monitoring status). After those 2 years, a student is considered as Former Limited English Proficient (FLEP).

EL student monitoring should include frequent reviews of grades, test scores, progress reports, in-classroom student observations, student work, and if appropriate one-on-one meetings with the student to determine whether the student may need to be reclassified back into the district EL program. LEPX students have proven English language proficiency and therefore should not be tested on the ACCESS 2.0 in the spring. If a LEA opts to test their LEP X1 and LEPX2 students, these LEAs will be invoiced for this expense.

Re-classification of Monitored ELL Students

In extenuating circumstances, an exited student still may need more language support services. An example scenario could happen when a student meets Idaho's exit requirements (see chart above) in the 8th grade and is coded LEPX1. The student then moves on to 9th grade and struggles with the academic language in the content classes. In this case, or in similar scenarios, the district/school should determine whether the student should be placed back in the district's language instructional education program.

If sufficient evidence deems that a particular student needs to be placed back into an ELD program, he/she will again be coded as LE for language support services and for testing purposes. The school must ensure all documentation used to justify reclassification is placed in the student's cumulative file.

A reclassification form for the student file should include, but is not limited to the following:

Student First/Last Name:	Unique Student ID:	Date	School/District
Original Entry/Exit Date into EL Program:	Original Criteria for Exiting:	Program Placement Decision	
Years in EL Program Prior to Exiting:			
Reason for Reclassification:			
School Team Members: Names/Positions	Signature	Date	
EL Staff/Coordinator:			
Classroom Teacher:			
School principal:			

Student Reclassification Form 5.3

Parental notification that the school is reclassifying the student back into a language instructional education program **is required**. The parent must be given the option to waive ELL program services if they so desire. If a parent waives the services, then that documentation must be placed in the student’s cumulative file.

Part VI: Parental Notification and Involvement

Office for Civil Rights and NCLB requires that parents are allowed access to their child's education and are given opportunities for involvement. The following is a list of federal requirements for schools to inform parents:

Notification of Placement and Parental Rights

Each district/school serving English learners shall inform parents that their student(s) has been placed in an instructional English language development program, **no later than 30 days after the start of the school year**. If the student is identified after the beginning of the school year, the district/school shall notify parents **within the first two weeks** of the child being placed in a program for ELs. [\[NCLB Sec. 3102\(6\); Sec. 33029a-f\]](#).¹⁰ The following information shall be included in the placement notification:

- ▶ The reasons for identification, which include the student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement. Include the name of the test and the date the test was administered.
- ▶ Methods of instruction used in the program, methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language of instruction. How the program will meet the educational strengths and needs of the student. How the program will specifically help their child learn English and meet age- appropriate academic achievement standards for grade promotion and graduation.
- ▶ The exit requirements including the expected rate of transition from such program and the expected rate of graduation.
- ▶ How the program meets the individualized education program goals of a child with a disability.
- ▶ Information pertaining to parental rights that includes guidance on the options to decline to enroll their child, to choose another program or method of instruction, if available; the assistance available to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district or school.

Notification of Parental Rights and Participation

Districts/schools must provide information in an effective manner and applicable language, inclusive of letters, brochures, parent meetings, etc. on how:

- ▶ Parents can be involved in the education of their children.
- ▶ Parents can be active participants in assisting their children to learn English and achieve the State's high standards in core academic subjects.
- ▶ Parents can participate in meetings to formulate and respond to concerns or recommendations from parents of English language learners.
- ▶ Parents have the right to waive services at any time but that waiving services does not exempt their child from federally required annual English language proficiency assessment.

Part VII: Statewide Assessments

Annual Idaho English language proficiency - ACCESS 2.0 Assessment

The annual ACCESS 2.0 determines students' English language proficiency. All identified ELL students, grades K-12, **must take** the ACCESS 2.0 annually, regardless of time in a U.S. school. The assessment allows the State and districts to accurately and comprehensively track ELs' linguistic growth, to ensure that all ELs are making progress and mastering the English language. ACCESS 2.0 also highlights the language development needs of students individually and in cohorts in the areas of listening, speaking, reading, and writing.

ACCESS 2.0 is administered online, each spring during a six-week window. The annual test is only for students who qualify for the language program and for students whose parent's waived language services. Parents can waive services but not the annual assessment.

More information regarding the ACCESS 2.0 Assessment, Kindergarten ACCESS 2.0, and the Alternate ACCESS can be found on the WIDA website www.wida.us

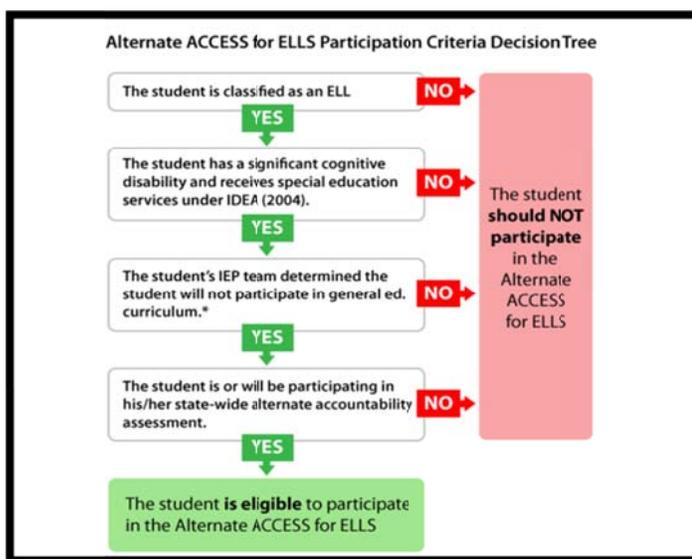
All WIDA assessments require that proctors/administrators have completed and passed certification requirements in order to administer each of these assessments (refer to WIDA secure portal). If you are unclear as to the certification(s) you need please refer to the WIDA Assessments role flow charts under Program Guidance at <http://www.sde.idaho.gov/el-migrant/el/index.html>.

The ACCESS 2.0 (online) is administered in grade level clusters as shown in the image below:



Alternate ACCESS

Alternate ACCESS is reserved for the 1% of and LEA district population with severe cognitive disabilities. Please see the below chart to determine whether a student meets the criteria for participating in the Alternate ACCESS 2.0.



Idaho Statewide Academic Assessments

EL students must take the ISAT, ACCESS 2.0, and IRI tests. However, there are some exceptions, which are described below. All tests should be given in English; however, the Spanish IRI may be given to determine fluency in the native language and to assist with student educational learning plans. A person who scores a Level 3-4 on the Spanish Woodcock-Muñoz is able to administer the Spanish IRI to a student.

Idaho Standards Achievement Test (ISAT)

All EL students must take the ISAT. However, if students are coded L1, which means that they are new to a U.S. school within the past 12 months before testing, they are exempt from the English Language Arts ISAT. L1 students still must take the Math ISAT and the Science ISAT for grades 5th and 7th. They are only counted for participation purposes, and will not be counted for accountability purposes. LEPX1/LEPX2 students who have met Idaho’s exit criteria and who are in their 2 years of monitoring will be counted in the EL subgroup for accountability purposes if the EL subgroup is at least 25.

**This guidance is for the 2016-2017 school year, and will be changing based on stakeholder feedback with ESSA implementation.

Idaho Reading Indicator (IRI)

The Idaho Reading Indicator (IRI) is intended to ensure that all students master the skills they need to become successful readers. The IRI is given to students in grades K through 3, three times per school year. All EL students, including L1 (new to a U.S. school within the last 12 months), must take the IRI. More information on these tests can be found at the State Department of Education: <http://sde.idaho.gov/assessment/index.html> 

ISAT Supports for ELL Students

Districts can access guidance on allowable ELL supports for the ISAT at the following link: <http://www.smarterbalanced.org/assessments/accessibility-and-accommodations/> 
Please contact the ISDE assessment staff with any questions regarding ISAT testing.

Part VIII: Funding for State EL & Title III Programs

All districts are required to file a State EL Plan with the Idaho State Department of Education (Idaho Code: Section 33-1617 and NCLB Title III, Section 3116). Plans are written and uploaded annually by June 30th in the Consolidated Federal and State Grant Application (CFSGA). The SDE reviews district plans for approval. In order to access funding, a district must have an approved plan.

State EL Allocation

The State EL program appropriation is determined annually by the Idaho State Legislature. The budget is finalized by the end of the Legislative session and funds are appropriated into the SDE budget, which is overseen by the State/Title III Department.

The number of EL students tested during the annual ACCESS 2.0 assessment determines district allocations. WIDA reports the EL student count by district annually to the SDE in May. LEPX1 and LEPX2 students are not included in the calculations for funding.

Districts are notified of their **preliminary** allocation in April and final allocations in early June. Districts do not need to request State EL funds specifically, as funds are distributed by October 15th to each district with an approved State EL plan.

Title III Federal Allocations

Federal Title III funds are distributed annually by July 1 to the State Board of Education directly in a non-competitive format by the U.S. Dept. of Education. State Education Agencies (SEAs) are allocated funds according to a formula described in the NCLB Statute 3111 <http://www.ed.gov/policy/elsec/leg/esea02/pg39.html>. The ISBE then sends funding to the SDE to allocate to eligible districts.

Districts are notified of their preliminary Title III allocations in April and final allocations in early June. Funds are allocated based on number of EL students tested during the annual ACCESS 2.0 assessment. Districts that do not have an approved State EL Plan and Federal Title III plan on file, or do not have enough students to meet the minimum of a \$10,000 allocation, are not eligible for Title III funds.

Districts receiving Federal Title III funds will draw down the funds through the Grant Reimbursement Application (GRA). Please be sure that requests for reimbursement are submitted within three (3) months of the expenditure start date. Requests outside of the three (3) month timeframe will require documentation to support them and could delay the release of funding.

District Title III Administrators and business manager must be familiar with the Federal regulations found in the Education Department General Administrative Requirements (EDGAR) pertaining to appropriately obligating funds. Funds that are not properly obligated within the specified timeframe will revert to the USDE and the district will lose the ability to seek reimbursement for expenses.

Title III Immigrant Funds

The SDE currently reserves up to 5% of Title III funds for Immigrant funding. Funds are calculated for each district according to the following formula: a significant increase of immigrants reported, over the average increase of immigrants in the district in the past 2 years. Immigrant numbers are determined from the May ISEE upload. The SDE will contact districts that qualify for Immigrant

funds. These districts will be eligible to submit an application describing how the district will use the Immigrant funds to specifically serve the immigrant population for the competitive grant process. Districts that are eligible for funding must be prepared to participate in a webinar on appropriate and allowable uses of these funds and most effective ways to serve this population. Finally, districts that receive funding must be prepared to submit separate budgets and collect annual data pertaining to these funds.



Immigrants are defined as new to the U.S. and to a U.S. school within the past 36 months. The new student does NOT necessarily need to qualify for language development services; however, most new immigrants will. For example, a district could receive an immigrant student from India who already is fluent in English, but can still be counted for Immigrant funds.

Title III Statewide Consortia

In 2014 the SDE implemented a statewide consortium for districts who otherwise would not qualify for Title III funding. The merger of low incidence districts across the state will allow the Title III department to provide technical assistance, program monitoring, and much needed professional development to those districts.

Reallocation Process for Title III Funds

Federal funds may be allocated up to 27 months after the grant year (i.e., FY13 funds may be used through October 2016). Funds must be obligated no later than September 30, 2016 and drawn down from the GRA by December 15, 2016. In the event a LEA has an excess of Title III funds, they will be notified and given an opportunity to justify unused expenditure of funds or they may voluntarily return unused funds for the reallocation process. The SEA shall adhere to following timeline:



No later than October 15th of each year, the SDE shall send the Intent to Use Excess Carryover form to each LEA that has excess carryover funds to determine if they will expend the excess funds prior to the end of the grant period. No later than October 31, 2016, the LEA shall submit to the SEA the intent form for SDE approval. No exceptions for this deadline. If the LEA chooses not to submit the form, or if the LEA fails to respond by the deadline, the funds will be reallocated.



Any eligible LEA interested in receiving reallocation funds shall adhere to the following timeline: No later than November 8th of each year, the SDE shall send an Application for Reallocated Federal Title III Funds to eligible LEAs. No later than December 6th of each year, the LEA shall submit an application for reallocated funds. No later than January 10, 2017, the SEA shall reallocate all unused funds to LEAs with an approved CFSGA and reallocation application. A District returning funds for reallocation shall be eligible to receive a reallocation grant. LEAs eligible for reallocation must have an approved application on file with the SDE.



The definition of excess carryover is defined as a fund balance more than 40% of the original allocation. For example, an LEA received an original allocation of \$100,000 for SY14-15 and has a remaining balance of \$40,000 or more on October 15, 2016.

Program Monitoring and Technical Assistance

The SDE monitors on a 6-year cycle and uses the following factors to determine district priority:

- Coordination with other Federal Programs
- District requests for program evaluation
- New Title III Coordinator and/or New Superintendent
- District improvement status for Annual Measurable Achievement Objectives (AMAOs) (AMAO's are on hold for the 2016-2017 school year)
- Sudden and/or significant increase in number of English Learners
- Formal compliance complaint filed with the Idaho State Department of Education, Idaho State Board of Education and/or U.S. Department of Education - Office for Civil Rights

More information regarding Program monitoring visits and the protocol used can be found at the following website: <http://www.sde.idaho.gov/federal-programs/program-monitoring/> 

Data Collection

The State EL Program collects data from districts serving English Learners via ISEE uploads. New data elements may be added periodically, a complete list of required data elements is available at: <http://sde.idaho.gov/tech-services/isee/index.html> 

Data for English Learners is used for, but not limited to, the following:

- An annual legislative report due to the State Board of Education (SBOE)
- A biennial report due every other year to the USDE
- An annual Consolidated State Performance Report (CSPR) submitted to USDE
- Ongoing reports requested by the ISDE, the Governor's office, and the general public.

Student Information System Coding

Data verification and accuracy are critical for the ELL program. Districts shall make every effort to maintain accurate records and check periodically for data accuracy. Strong communication between the district's ISEE contact and ELL contact is essential for protecting and maintaining accurate records. Refer to the following definition and various scenarios for assistance with coding students:



The code **L1** (First year identified. A student who qualifies as EL **AND** is new to a U.S. School within the last 12 months) applies to **ALL** grades K-12. Most, if not all kindergarten students will be coded as L1 if they qualify as EL. Of course, there are a few exceptions for kindergarten students:

- N – not EL (a student who is not eligible for an EL program)
- EW – for parents who waive services for their child
- LE – for a student who is retained in Kindergarten
- X1 – for a student who is retained in Kindergarten **AND** has met the exiting criteria



The code **LE** (Continuing EL student) applies to students who are continuing in an EL program and are past the 12-month mark in a U.S. school.



The code **SO** (screened out) applies to students who have taken the W-APT and met the screen out criteria. These students do not qualify for a district EL program, do not receive any EL services, and helps ensure that this student isn't re-tested for ELP in a new district.

Timeline for Coding



Within 30 days of the beginning school year or as soon as ACCESS, IRI, & ISAT results are finalized by the ISDE, determine students who are eligible to exit the EL program based on the exiting criteria. Data for EW students must also be reviewed to determine if the student is eligible to exit the program. The changes are as follows:

- LE moved to X1
- X1 moved to X2
- X2 moved to FL
- EW moved to X1

Moving EW students to X1 allows the school to monitor students whose parents have waived language services. As a reminder, Exited/Monitored students are not required to take the ACCESS 2.0.

Moving from L1 to LE occurs as soon as the student has reached the 12-month mark in a U.S. school.

Part IX: Program Evaluation

Office for Civil Rights – In determining whether a recipient's program for EL students complies with Title VI of the Civil Rights Act of 1964, OCR has used the standard set forth in *Castaneda v. Pickard*, 648 F. 2d 989 (5th Cir. 1981). Under this standard, a program for EL students is acceptable if:

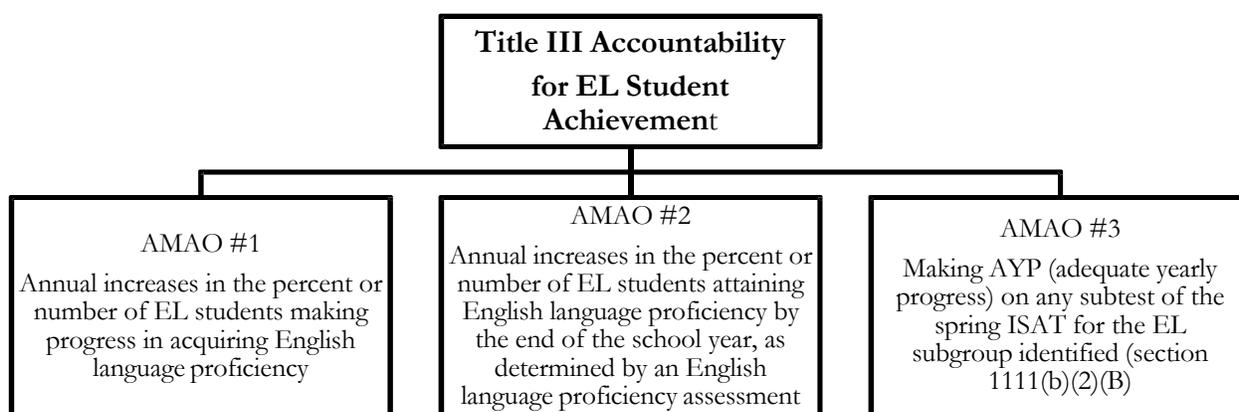
1. The school system is pursuing a program informed by an educational theory recognized as sound by some experts in the field or, at least, deemed a legitimate experimental strategy [A Sound Approach]
2. The programs and practices actually used by [the] school system are reasonably calculated to implement effectively the educational theory adopted by the school [Reasonable Implementation]
3. The school's program succeeds, after a legitimate trial, in producing results indicating that the language barriers confronting students are actually being overcome [Evaluate for Outcomes]. *Id.* at 1009-10

State of Idaho – Idaho Statute 33-1617 states that each school district must “formulate a plan in sufficient detail that measurable objectives can be identified and addressed which will accomplish English language acquisition and improved academic performance. Funds distributed to school districts based upon the population of EL students and distributed to school districts to support programs for students with non-English or limited-English proficiency shall be utilized in support of the district plan.” See <http://legislature.idaho.gov/idstat/Title33>

Annual Measurable Achievement Objectives (AMAOs)

AMAOs are on hold for the 2016-2017 school year.

Title III of the No Child Left Behind (NCLB) Act of 2001, establishes sanctions or consequences for school districts, which do not meet Title III Annual Measurable Achievement Objectives (AMAOs). All Districts serving English Learner (EL) students are held accountable to demonstrating annual progress and proficiency in English language acquisition (**NCLB, Title III, section 3122(b)**).



AMAO Accountability Structure 8.4

More detailed information about AMAOs can be found in Idaho's Title III Accountability Plan.

Indicators of Quality Language Instruction Educational Programs

The following statements are indicators of high quality language instructional program and a starting point for evaluating the district/school program.

Quality School

- Administration provides leadership and supports the program
- Clear goals are established
- Staff set high expectations and support the academic and language needs of the students
- EL students are well-known by school personal and staff
- Staff understand the educational, linguistic, and cultural backgrounds of the students
- Parent and community involvement is promoted

Quality Instruction & Curricula

- English is promoted and developed for social interaction and academic use
- Native languages are appreciated, accepted, and when possible, used to promote literacy and content-area learning
- Teachers implement both language and academic objectives into lessons
- Special strategies are used when teaching EL students in the content classroom and when teaching students with interrupted formal education
- Students play an active role in learning and optimal strategies are used for grouping students
- Instruction is engaging, challenging, and supportive
- Curriculum incorporates the teaching of American culture and provides the students with the needed background knowledge
- Curriculum makes use of students' cultures to promote learning
- EL students participate in a comprehensive curriculum that benefits from current educational innovations
- Resources and Materials are of high quality and are varied.
- Assessments have a purpose of improved teaching and learning

Adapted from Brisk, M.E. (2006). Bilingual Education: From compensatory to quality schooling. Second Edition. Mahwah, N.J.: Lawrence Erlbaum Associates.

Resources for EL Program Evaluation –

OCR Resource Materials - For Planning and Self-Assessments of Programs for English learners.

<http://www.ed.gov/about/offices/list/ocr/ell/programeval.html>

Making Sure your Program for ELs Passes the Civil Rights Test – District Self-Assessment

<http://www.sde.idaho.gov/el-migrant/el/files/guidance/federal-regulations/OCR-Evaluation-Tool.PDF>

Claiming Opportunities Handbook – A Handbook for Improving Education for English Language Learners through Comprehensive School Reform published by the Education Alliance at Brown University. <http://www.brown.edu/academics/education>

[Appendix G](#) contains a list of questions to ensure districts are following OCR requirements.

Data Driven Decisions for EL Programs –

Data and test scores for each student is one way to evaluate if a program is effective. The following is a list of factors that a district may choose to disaggregate for a more comprehensive program evaluation.

Below is information that schools should consider when disaggregating data:

- ▶ District Level, School Level, Grade Level
- ▶ Race/ethnicity/gender
- ▶ Migrant, Homeless, Immigrant, or Refugee status
- ▶ The number of EL student enrolled in Special education, Gifted, Alternative Education, Advanced Placement and Dual Credit Courses
- ▶ Type of EL program instruction
- ▶ Student on two year monitoring status (LEPX1 or LEPX2)
- ▶ English proficiency assessment data (ACCESS 2.0)
- ▶ Academic achievement data, Grades, ISAT, IRI, other State/district-wide assessments
- ▶ Attendance rates and Discipline referrals
- ▶ Graduation Rates for ELs

Addressing the needs of EL students is a challenge. EL students are held accountable for language acquisition **and** knowledge of academic content area, how do we help students meet the language and academic requirements at the same time? As each school begins to assess its programming for EL students, it is important to remember three main points:

- ▶ It takes the whole school, including administrators, to address the needs of EL students. Students are within the school and school system, not just in a “program”.
- ▶ It takes teachers willing and able to give differentiated instruction to meet the needs of EL students. EL students are required to have content area instruction and are in regular classrooms in most districts.
- ▶ All students will succeed if held to high expectations. EL students are not necessarily limited in education.

Part X: Private School Participation in Title III Programs

The following applies only to LEAs that have private schools accepting Title III services. The requirements are taken from the No Child Left Behind Act of 2001, Title IX, Part E, Secs.9501-9506 Education Department General Administrative Regulations (EDGAR), Part 76, Secs. 76.650-76.662

After timely and meaningful consultation with appropriate private school officials, local education agencies (LEAs) receiving Title III funds must provide educational services to EL students and educational personnel in private schools that are located in the geographic area served by the LEA.

To ensure timely and meaningful consultation, the LEA must consult with appropriate private school officials during the design and development of the Title III program on issues such as:

- How the EL student's needs will be identified
- The size and scope of the services to be provided to the private school children and educational personnel and how, where, and by whom the services will be offered
- The amount of funds available for those services
- How and when the LEA will make decisions about the delivery of services, while considering the views of the private school officials on the provision of contract services through potential third-party providers
- How the services will be evaluated and how the evaluation results will improve services

Title III services provided to students and educational personnel in private schools must be equitable and timely and address their educational needs. Title III services provided to private school students and educational personnel must be secular, neutral, and non-ideological.

LEAs may serve private school EL students and educational personnel either directly or through contracts with public and private agencies, organizations and institutions. Services for private school students and educational personnel must be provided by employees of the LEA or through a contract made by the LEA with a third party. Providers of services must be independent of the private school and of any religious organization, and the providers' employment or contract must be under the control and supervision of the LEA.

Funds provided for educational services for private school students and educational personnel must be equal, taking into account the number and educational needs of those students, to the funds provided for participating public school children. The control of funds used to provide services and the title to materials and equipment purchased with those funds must be retained by the LEA. Funds used to provide services to private school students and educational personnel must not be commingled with non-Federal funds.

Appendices

Appendix A Sample Home Language Survey*

Name of Student Gender: M F

Date of Entry into School Birthdate

School Grade

To ensure that all students receive the best instruction and that language needs are met, the Office for Civil Rights and the Idaho State Department of Education require that school districts assess and determine a student's home language. If a student speaks a language other than English, a language assessment will be administered. If the student qualifies for additional English language development services, you will be notified prior to program placement. The first step in this process is the Home Language Survey. Please check all that apply.

Home Language Survey	English	Spanish	Other: Specify
1. What is the primary language spoken in the home?			
2. Is any language other than English spoken in the home?			
3. Which language does your child most often use?			
4. What language do you use to speak with your child?			
5. What language does your child use to speak with others?			

Parent/Guardian Signature

Date

Ejemplo-Encuesta Sobre el Idioma del Hogar y la Movilidad de la Familia

Nombre del estudiante	<table border="1"> <tr> <td>Apellido</td> <td>Primer Nombre</td> <td>Segundo</td> </tr> </table>			Apellido	Primer Nombre	Segundo
Apellido	Primer Nombre	Segundo				
Fecha de entrada a la escuela	<input type="text"/>	Género: F/M				
Fecha de nacimiento	<input type="text"/>					
Escuela	<input type="text"/>	Grado	<input type="text"/>			

Para asegurar que todos los estudiantes reciban la mejor instrucción y que las necesidades del idioma sean cumplidas, la Oficina de los Derechos Civiles y el Departamento de Educación del Estado de Idaho requieren que los distritos escolares evalúen y determinen la proficiencia del idioma de cada estudiante. Si un estudiante habla un idioma además del inglés, una evaluación del idioma será administrada. Si se demuestra que el estudiante necesita ayuda adicional para el desarrollo del inglés, le notificaremos antes de colocar a su hijo/a en las clases de inglés como segundo idioma. El primer paso en este proceso es la encuesta sobre el idioma del hogar. Por favor conteste todos que apliquen.

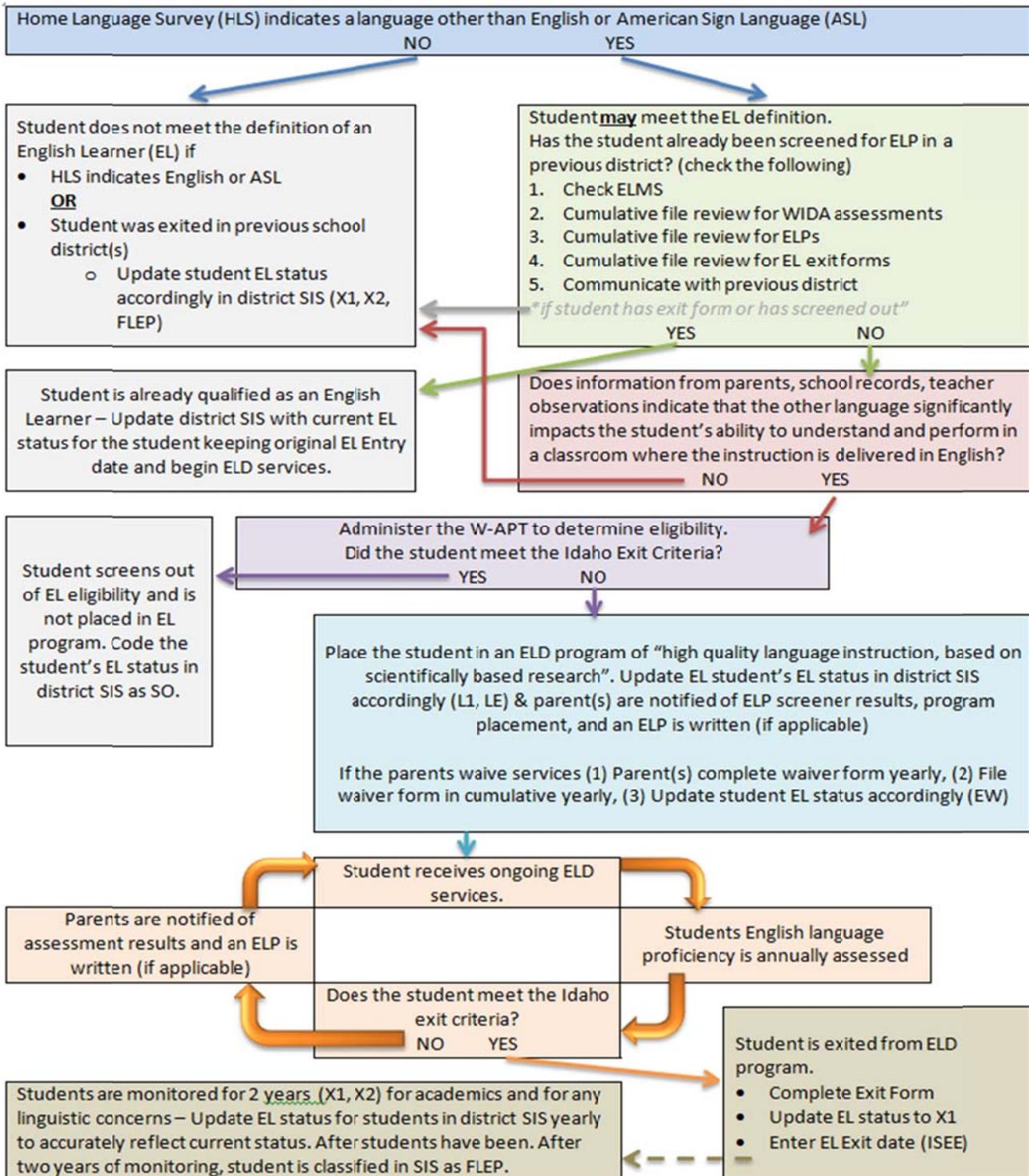
Encuesta Sobre el Idioma del Hogar	Inglés	Español	Otro ¿Cuál
1. ¿Cuál es el primer idioma hablado en el hogar?			
2. ¿Hay otro idioma además del Inglés hablado en el hogar?			
3. ¿Qué idioma(s) habla su hijo/a con más frecuencia?			
4. ¿En qué idioma habla usted con su hijo/a?			
5. ¿En qué idioma habla su hijo/a con los demás?			

Firma del Padre o Guardián

Fecha

Appendix B EL Program Flowchart

Student Identification, Assessment, Placement, Exiting, Monitoring, and Reclassification for EL Program Flowchart



Appendix C Sample Parent Notification Letter(s)

For Enter Student's Name
English Language Proficiency
Initial & Continuing Identification

Upon enrollment, a language other than English was noted on your child's *Home Language Survey*. As required by Office for Civil Rights and Title III, Part A, the school division must assess the English language proficiency of your child.

Once a student qualifies and enters the English Language Development (ELD) program, an annual assessment determines a students' English language development and proficiency.

English Language Proficiency Assessment Results

Your child has been administered
Idaho's English Language Proficiency (ELP) placement assessment (W-APT)

OR

Idaho's ELP annual assessment (ACCESS for ELLs 2.0):

Based on his/her W-APT **OR** ACCESS overall ELP composite level of [*Insert Grade Adjusted Composite Proficiency Level*], he/she has been identified at the following level:

Level 1: Entering Level 2: Emerging Level 3: Developing
 Level 4: Expanding Level 5: Bridging

Program Description and Goals for English Language Learners

The goal of the program for English language learners is to provide instruction so that all students can become fully proficient in English and meet the same challenging state academic content and standards as all other children are expected to meet

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, your child shall receive instruction in our district's [*Insert name & description of Language Instruction Educational Program*].

Our district will use the assessment results to tailor instruction to meet the linguistic and academic strengths and needs of your child.

Idaho's Exit Requirements for the 2016-2017 School Year

This guidance will change in the 17-18 school year with ESSA Implementation

Score at or above on ACCESS for ELLs 2.0 Level 5 (Bridging) on the overall Grade Adjusted Composite Proficiency **AND** Level 5 (Bridging) on each domain (Listening, Speaking, Reading, Writing)

AND

Criteria from one of the following:

Receive an Idaho Reading Indicator (IRI) score of at least a 3; (Grades K-3)

Receive an Idaho Standards Achievement Test (ISAT) score that meets the Level 2 (Grades 3-12)

OR

Demonstrate access to core content with a student portfolio using work samples from at least two (2) core content areas that demonstrate a Level 5 (Bridging) as defined by the WIDA English Language Development (ELD) Standards – Features of Academic Language and Performance Definitions.

ELL Students with Disabilities

If your child is a student with a disability which requires an Individualized Education Plan (IEP) or a 504 Plan, the language instruction education program will be utilized in coordination with your child's existing plan.

Expected Rate of Graduation

The State Department of Education Graduation goal is 90%

Questions or Concerns

If you have any concerns about the plan or the services provided for your child, please do not hesitate to contact **[Insert District and/or School Contact Person]**.

Parental Rights

Parents and guardians have the right to: 1) decline to enroll their child in the ELL program, (2) remove him/her from the ELL program, and (3) choose other program options for their child

If you wish for your child not to be enrolled in the ELL program, a waiver of services must be completed and signed. Please contact *[Insert District and/or School Contact Person]* at *[Insert Contact Information]*.

For further information, you may visit <http://www.sde.idaho.gov/el-migrant/el/index.html>

Inglés como segunda lengua (EL) Padre/Escuela Carta de Notificación

Para Introduzca el nombre del estudiante

Conocimiento del Idioma Inglés

Identificación Inicial & Continuación

Al momento de inscribirse, se observó en *la encuesta sobre idiomas* que su hijo tiene un idioma distinto del inglés. Como es requerido por la Oficina para los Derechos Civiles y Title III, Parte A, la división escolar debe evaluar el conocimiento del idioma Inglés de su hijo.

Una vez que un estudiante califica y entra en el programa de Desarrollo del Idioma Inglés (ELD), una evaluación anual determinara el desarrollo del lenguaje Inglés del estudiante y su conocimiento.

Resultado de la Evaluación en el Conocimiento de Ingles

Se ha administrado a su hijo

Competencia del Idioma Ingles en Idaho (ELP) Evaluación de Posición (W-APT)

0

Evaluación Anual de Idaho (ACCESS para ELLs 2.0):

Basado en su W-APT 0 ACCESS en general de su nivel combinado ELP de [***Insertar Nivel de Grado Ajustado de Conocimiento Combinado***], él/ella se ha identificado en el siguiente nivel:

Nivel 1: Iniciando Nivel 2: Emergiendo Nivel 3: Desarrollando
 Nivel 4: Ampliando Nivel 5: Superando

Descripción del Programa y Objetivos para Estudiantes del Idioma Inglés

El objetivo del programa para Estudiantes del Idioma Inglés es proporcionar instrucción para que todos los estudiantes puedan llegar a ser plenamente competentes en inglés y cumplir con el mismo contenido académico estatal necesario y normas tal como se espera que cumplan todos los demás niños

Basado en las Calificaciones de pruebas de dominio del idioma inglés de su hijo, nivel de logro académico, y la recomendación del maestro, su hijo recibirá instrucción en nuestro distrito de [***Insertar el nombre y descripción del Programa Educativo de Enseñanza del idioma***].

Nuestro distrito utilizará los resultados de la evaluación con una instrucción a medida para satisfacer las fortalezas y necesidades lingüísticas y académicas de su hijo.

Requisitos de Separación para el Año Escolar 2016-2017 de Idaho

Esta guía puede cambiar al conocer mejor el rendimiento de nuestros estudiantes

Puntuación igual o mayor de ACCESS para ELL 2.0 Nivel 5 (Superando) en la calificación general de dominio compuesto ajustado Y Nivel 5 (Superando) en cada esfera (Escuchar, Hablar, Leer, Escribir)

Y

Criterio de uno de los siguientes:

Recibir puntuación de al menos 3 en el Indicador de Lectura (IRI) de Idaho; (Grados K-3)

Recibir puntuación que cumpla con el Nivel 2 (Grados 3-12) en la Prueba de Desempeño de las Normativas de Idaho (ISAT)

O

Demostrar el acceso al contenido básico con un archivo del estudiante usando las muestras de trabajo de al menos dos áreas de contenido básico que demuestren un nivel 5 (Superando) como está definido por normativas WIDA Evolución del idioma Inglés (ELD) – Características del Lenguaje Académico y Definiciones de Desempeño.

Estudiantes ELL con Discapacidades

Si su hijo es un estudiante con una discapacidad que requiere un Plan Individualizado de Educación (IEP) o un Plan 504, el programa educativo para enseñanza del idioma se utilizará en coordinación con el plan existente de su hijo.

Tasa esperada de graduación

La meta de graduación del Departamento de Educación del Estado es 90%

Preguntas o Preocupaciones

Si usted tiene alguna duda sobre el plan o los servicios proporcionados a su hijo, por favor no dude en ponerse en contacto con **[Insertar Persona de Contacto del Distrito/Escuela]**.

Derechos de los Padres

Los padres y tutores tienen el derecho a: 1) negarse a inscribir a su hijo en el programa ELL, (2) eliminar a él/ella del programa de ELL, y (3) elegir otro programa como opción para su hijo

Si usted desea que su hijo no esté inscrito en el programa de ELL, una retirada de los servicios debe ser completada y firmada. Por favor contactar **[Insertar Persona de Contacto del Distrito/Escuela] en **[Insertar Información de contacto]**.**

Para más información, puede visitar http://www.sde.idaho.gov/site/lep/state_federal.htm

Appendix D Educational Learning Plan

**Educational Learning Plan (ELP) & Supports for English Learners
for ISAT ELA/MATH (by Smarter Balanced) & ISAT Science**

Idaho Law: IDAPA 08.02.03 - 111.04

A. District and School Information

School Year:

Date:

District Name:	
School Name:	
ELP Team Contact Names:	<input type="checkbox"/> District staff name here <input type="checkbox"/> School staff name here

B. Student information

Student Name		Gender	
State Student ID Number		Country of Origin	
Grade		Native Language	

C. EL Qualifiers & Academic Progress

<p><u>Home Language Survey</u> <input type="checkbox"/> Home Language Survey on file*</p> <p><u>W-APT</u> <input type="checkbox"/> W-APT Language Screener Composite Proficiency Level (CPL)</p> <p>* Required Qualifiers</p>	<p><u>Statewide Assessments – Score</u> * Include most recent scores</p> <p>ACCESS 2.0 _____ Fall IRI _____ Spring IRI _____ ISAT/ELA _____ ISAT/Math _____ ISAT/Science _____ Other _____</p>	<p><u>Classroom Grades</u> * Include most recent grades</p> <p>Language Arts/Reading _____ Math _____ Science _____ Social Studies _____ Other _____</p>
---	---	---

D. Participation in Assessments

<p>State & Classroom Testing Supports (Must review allowed supports annually in Test Coordinator’s Manual on SDE Website)</p>	<input type="checkbox"/> Text-to-Speech (Embedded) (Math/ELA) <input type="checkbox"/> Translated Test Directions (Embedded) (Math) <input type="checkbox"/> Bilingual Dictionary (Non-embedded) (ELA) <input type="checkbox"/> Translation-Glossary (Non-embedded) (Math) <input type="checkbox"/> Translations-Glossary (Embedded) (Math) <input type="checkbox"/> Translations-Stacked (Embedded) (Math) <input type="checkbox"/> Separate Setting (Non-embedded) (Math/ELA) <input type="checkbox"/> Audio (ISAT Science – 5 th & 7 th Grades) <input type="checkbox"/> Braille (ISAT Science – 5 th & 7 th Grades) <input type="checkbox"/> Large Print (ISAT Science – 5 th & 7 th Grades)	<p><u>EL Status</u></p> <input type="checkbox"/> LE <input type="checkbox"/> L1 <input type="checkbox"/> X1 <input type="checkbox"/> X2 <input type="checkbox"/> EW (Must be tested) <p>Date of Entry into EL Program ____/____/____</p>
<p>State Testing Exemptions</p>	<input type="checkbox"/> Alternate Graduation Route _____ _____	<p><u>Exemption Category</u></p> <input type="checkbox"/> L1 <input type="checkbox"/> Other _____

E. Instructional Program (Please indicate the program of service the school provides for the student)

<p>Program Model Frequency of Instruction: _____ days/week _____ hours/day</p>	<input type="checkbox"/> Specific English Language Classes (pull-out ELD, etc.) (Accommodations in the classroom <u>and</u> tutoring <u>and/or</u> ESL) <input type="checkbox"/> Sheltered English Instruction in Academic classes (Sheltered designated class delivered by a teacher trained in the SIOP® model) <input type="checkbox"/> Classroom Accommodations and/or Adaptations Only (Accommodations by the classroom teacher only) <input type="checkbox"/> Other _____	<p>_____ hours/ week</p> <p>_____ hours/ week</p> <p>_____ hours/ week</p> <p>_____ hours/ week</p>
<p>Classroom Strategies and/or Accommodations (Include at least 3-5 classroom strategies to ensure equitable access to core curriculum by the classroom teacher.)</p>	<input type="checkbox"/> Use Sensory Supports <input type="checkbox"/> Examples: Realia, Manipulatives, Illustrations, Videos, Models & Figures <input type="checkbox"/> Use Graphic Supports <input type="checkbox"/> Examples: Charts, Tables, Timelines, Number lines <input type="checkbox"/> Use Interactive Support <input type="checkbox"/> Examples: Cooperative Groups, Internet/Software, Native Language (L1)	

F. Language Goals and Benchmarks

W-APT Fall 201_/Spring 201_		ACCESS 2.0 Year End Goal Spring 201_	
Kinder BOY – Oral Raw Score: _____/30		CPL _____	
MOY Kinder & BOY 1 st Grade Raw Scores: Oral _____/30 Reading _____/15 Writing _____/18		CPL _____	
Language Domain	MOY 1 st – 12 Grades Composite Proficiency Level (Level 1- Level 6)	Language Domain	(Level 1- Level 6)
Speaking		Speaking	
Listening		Listening	
Reading		Reading	
Writing		Writing	
Adjusted CPL		CPL	

	ACCESS 2.0 Baseline Score Spring 201_		ACCESS 2.0 Year End Goal Spring 201_	
Language Domain	Scale Score (100-600)	Proficiency Level (1-6)	Scale Score (100-600)	Proficiency Level (1-6)
Speaking				
Listening				
Reading				
Writing				
Adjusted CPL				

Language Domain		Two Can Do Descriptors for Each Domain	Date to be Completed
Receptive	Listening		
	Reading		
Expressive	Speaking		
	Writing		

G. Criteria for Exiting the EL program: This guidance is for 2016-2017 and will change when we transition to new ESSA

Idaho’s Exit Requirements for the 2016-2017 School Year

Score at or above on ACCESS for ELLs 2.0 Level 5 (Bridging) on the overall Grade Adjusted Composite Proficiency AND Level 5 (Bridging) on each domain (Listening, Speaking, Reading, Writing)

AND

Criteria from one of the following:

- Receive an Idaho Reading Indicator (IRI) score of at least a 3; (Grades K-3)
- Receive an Idaho Standards Achievement Test (ISAT) score that meets the Level 2 (Grades 3-12)

OR

Demonstrate access to core content with a student portfolio using work samples from at least two (2) core content areas that demonstrate a Level 5 (Bridging) as defined by the WIDA English Language Development (ELD) Standards – Features of Academic Language and Performance Definitions.

H. Other Considerations

Please include any other considerations/determinations necessary for the EL student’s success.

I. Documentation of student ELP meetings and team members (Name and Position)

Parent/Guardian, Teacher(s), Principal or Vice-Principal, District ELL Consultant		
Date	Name/Position	Signature

An ELP is required for any student who has a designed support and/or accommodation on a statewide or district-wide assessment. Any assessment support/accommodation given must be support/accommodation that a student receives during regular classroom instruction and regular classroom testing. A student may not receive supports/accommodations on any assessment if that specific support/accommodation is not documented in the ELP and provided in the classroom. The intention is that every school evaluates the specific individual needs of each student and is helping the student daily, rather than just on assessments. The ELP also helps to provide every teacher with valuable information regarding how to serve each of their EL students. An English Learner may have an ELP on file, even if that particular student does not require supports/accommodations in the classroom or assessment.

Description of Information – How to fill out ELP Plan

A. District Information

Please fill out all district information specific to the district that the English Learner attends.

B. Student Information

Please fill out all information specific to the English Learner.

C. EL Qualifier

Any student identified as an English Learner **MUST** (1) have a home language other than English, and (2) meet the eligibility criteria. (Refer to Part II of the EL manual for criteria).

If a student does qualify for the ELL program, notification **must** be given to the parents, in the home language to the extent practicable, giving the parents the information regarding the program of service, in addition to the right to waive services for their child, if desired.

D. Participation in Assessments

Please fill this section out indicating how this student will participate in assessments. These are the supports that a student will have within the regular classroom, which will transfer to the assessments. A student who is not given a certain support in the classroom may **not** be given that support on any assessment.

An LEPX student is an EL student who has been exited from the EL program and is on monitoring status. A student may only be coded as LEPX for 2 years. After those 2 years, any EL designation for those students must be removed. EW is the coding for students whose parents have waived language services. These students will still be served according to their needs and annually tested on ACCESS 2.0.

E. Instructional program

Please indicate in this section what program of service this student will receive. This will ensure that everyone who provides services to the student is aware of the program of service that he/she receives. Please also indicate how much time per day and how many days per week that student will be receiving those services. A program of service should be tailored to meet the needs of the student and a student may need several types of instruction.

F. Language Goals and Benchmarks

The goals for each student must be measurable and related to the needs described in the present level of educational performance. The goals must describe what a student is reasonably expected to accomplish within the period of the ELP, which would most likely be one year; however, it could include the student's remaining time in the ELL program. Realistic goals for English learners can be to gain one level of language proficiency per year. However, at the intermediate level, the EL may need more time, as this is a point in language acquisition where it generally takes longer to master language skills. Goals and benchmarks should contain the 4 domains of language: listening, reading, speaking and writing and can be pulled from the WIDA Can Do Descriptors for the grade level of the student.

Progress towards goals: Regular assessments, teacher consultations and meetings will determine how an English Learner is progressing towards goals. Such progress should be documented as well and placed in the student's file.

G. Criteria for Exiting the ELL program

The criteria mentioned here is State guidance for exiting a student from the ELL Program. The criteria suggest documentation of two different measures to determine whether a student is ready to exit the ELL Program. The first criteria is: Score at or above on ACCESS for ELLs 2.0 Level 5 (Bridging) on the overall Grade Adjusted Composite Proficiency AND Level 5 (Bridging) on each domain (Listening, Speaking, Reading, Writing).

Once a student has met the first criteria for exiting and one other criterion (ISAT/IRI/Portfolio), then they should be exited. Students should not remain in a language development program if they no longer need specific English assistance nor should they necessarily be kept in an ELL program if proficient in English, but not yet at the "Proficient" level on the ISAT. These are two different measures of achievement. If a student is proficient in English, but is not meeting proficiency on the ISAT, the school should look further into why that student is not achieving. If it is in fact a language issue, then that student does need more intensive English language instruction. If it is not a language issue, then that student may need other supplemental services.

H. Other Considerations

Please include any other considerations or determinations necessary for the English Learner's success. The ELP team may want to include information regarding the present levels of educational performance in the areas of need and how the student's language ability affects his/her involvement and progress in the classroom and education curriculum.

I. Documentation of student ELP meetings and team members

Please document the members of the team present and attendance for subsequent meetings. Parents should be invited to any meetings. It is required that parents are informed of the decisions made in the ELP. The student and parents must be given the option to either consent or decline the special services determined for the student. All notifications to parents of English Learners must be given in a home language – to the extent practicable.

Plan Educacional de Aprendizaje (ELP) y

Smarter-Balanced Acomodación de Exámenes Para Estudiantes con Inglés Limitado (EL)

Ley de Idaho: IDAPA 08.02.03 - 111.04

A. Información del Distrito y la Escuela

Año Escolar:

Fecha:

Nombre del Distrito:	
Nombre de la Escuela:	
Contacto del Equipo ELP:	<input type="checkbox"/> Personal del distrito aquí <input type="checkbox"/> Personal escolar aquí

B. Información del Estudiante

Nombre del Estudiante		Género	
Estado Único ID #		País de Origen	
Grado		Lenguaje Nativo	

C. EL Calificación y Progreso Académico

<u>Cuestionario sobre el Lenguaje en el hogar</u>	<u>Exámenes Estatales - Puntuación</u>	<u>Puntuación en Clase</u>
<input type="checkbox"/> Cuestionario sobre el Lenguaje conservado en archivo*	ACCESS 2.0 _____ IRI de Otoño _____ IRI de Verano _____	Lenguaje/Lectura _____ Matemáticas _____ Ciencias _____ Estudios Sociales _____ Otro _____
<u>W-APT</u> <input type="checkbox"/> W-APT Language Screener Composite Proficiency Level (CPL) _____ * Calificación Requerida	ISAT/Lectura/Lenguaje _____ ISAT Matemáticas _____ ISAT Ciencias _____ Otro _____	

D. Participación en Exámenes

Soportes de Examen Estatal y en Clase (*Debe revisar los soportes permitidas anualmente en el Manual del Coordinador de Exámenes en la página de Web del SDE)	<input type="checkbox"/> Texto-a-Oración (Incrustado) (Matemáticas y ELA) <input type="checkbox"/> Instrucciones Traducidas (Incrustado) (Matemáticas) <input type="checkbox"/> Diccionario Bilingüe (No-incrustado) (ELA) <input type="checkbox"/> Traducción-Glosario (No-incrustado) (Matemáticas) <input type="checkbox"/> Traducciones-Glosarios (Incrustado) (Matemáticas) <input type="checkbox"/> Traducciones-Apilados (Incrustado) (Matemáticas) <input type="checkbox"/> Asiento Separado (No-incrustado) (Matemáticas y ELA) <input type="checkbox"/> Audio (ISAT Ciencia – 5 th & 7 th Grados) <input type="checkbox"/> Braille (ISAT Ciencia – 5 th & 7 th Grados) <input type="checkbox"/> Large Print (ISAT Ciencia – 5 th & 7 th Grados)	<u>Categorías EL</u> <input type="checkbox"/> EL <input type="checkbox"/> L1 <input type="checkbox"/> X1 <input type="checkbox"/> X2 <input type="checkbox"/> EW (es mandatorio de examinarlos) Fecha de Entrada en el Programa EL ____/____/____
	Examen Estatal Exenciones <input type="checkbox"/> Ruta Alternativa de Graduación _____ _____	<u>Categoría de Exención</u> <input type="checkbox"/> L1 <input type="checkbox"/> Otro _____

E. Programa de Instrucción

Modelo del Programa Frecuencia de Instrucción: ____ días/semana ____ horas/día	<input type="checkbox"/> Clases Específicas del Lenguaje (apartado ESL, etc.) (Adaptaciones en la clase y/tutoría y/o ESL)	____ horas/ ____ semana
	<input type="checkbox"/> Instrucción/Refugio de Inglés en Clases Académicas (Refugio clase designada y presentada por un maestro entrenado en el modelo SIOP®)	____ horas/ ____ semana
	<input type="checkbox"/> Adaptaciones en Clase y/o Modificaciones Únicamente (Adaptación del maestro únicamente)	____ horas/ ____ semana
	<input type="checkbox"/> Otro _____	____ horas/ ____ semana
Estrategias de Clase y/o Acomodaciones (Incluye al menos 3-5 estrategias de clase lo cual asegurara acceso equitativo a los sujetos del currículo por el maestro de clase).		

F. Metas Lenguaje y “Benchmarks”

W-APT Otoño 201_ / Primavera 201_		ACCESS 2.0 Meta final de año Primavera 201_	
Kinder BOY – Oral Raw Score: _____ /30		CPL _____	
MOY Kinder & BOY 1 st Grade Raw Scores: Oral _____ /30 Reading _____ /15 Writing _____ /18		CPL _____	
Dominio del Lenguaje	MOY 1 st – 12 Grades Composite Proficiency Level (Level 1- Level 6)	Dominio del Lenguaje	(Level 1- Level 6)
Hablar		Hablar	
Escuchar		Escuchar	
Leer		Leer	
Escribir		Escribir	
Adjusted CPL		CPL	

Dominio del Lenguaje	ACCESS 2.0 Baseline Score Primavera 201_		ACCESS 2.0 Meta final de año Primavera 201_	
	Scale Score (100-600)	Proficiency Level (1-6)	Scale Score (100-600)	Proficiency Level (1-6)
Hablar				
Escuchar				
Leer				
Escribir				
Composite				

Dominio del Lenguaje		Dos Descripciones de Habilidades (Can Do Descriptors) por Cada Dominio	Fecha para Completar
Expresivo	Hablar		
	Escribir		
Receptivo	Escuchar		
	Leer		

G. Criterio para retirarse del programa EL

Puntuación igual o mayor de ACCESS para ELL 2.0 Nivel 5 (Superando) en la calificación general de conocimiento compuesto Y Nivel 5 (Superando) en cada esfera (Escuchar, Hablar, Leer, Escribir)

Y

Criterio desde uno de lo siguiente:

Recibir calificación del Indicador de Lectura de Idaho (IRI) de al menos 3; (Grados K-3)

Recibir puntuación de (ISAT) Pruebas Normativas de Idaho que cumpla con nivel 2 (Grados 3-12)

O

Mostrar acceso al contenido básico con un expediente del estudiante usando los ejemplos de trabajo desde al menos dos (2) zonas de contenido básico que demuestren un nivel 5 (Superando) como se define en WIDA Desarrollo del Idioma Inglés (ELD) Normativas – Características del Lenguaje Académico y Definiciones de Rendimiento.

H. Otras Consideraciones

Por favor incluya cualquier consideración/determinación necesaria para el éxito del estudiante EL.

I. Documentación del estudiante ELP reunión y miembros de equipo (Nombre y Posición)

Debe incluir: Padre/Guardián, Maestro(s), Principal o Vice-Principal, Distrito ELL Consultante		
Fecha	Nombre/Posición	

Appendix E Student (Quarterly/Semester) Monitoring Status Review

Date	Classroom Grades Language Arts _____ Reading _____ Math _____ Science _____ Social Studies _____ Other _____	Review Notes
Date	Classroom Grades Language Arts _____ Reading _____ Math _____ Science _____ Social Studies _____ Other _____	Review Notes
Date	Classroom Grades Language Arts _____ Reading _____ Math _____ Science _____ Social Studies _____ Other _____	Review Notes

Linguistic Goals for Students

Language Domain		Two Can Do Descriptors for Each Domain	Date to be Completed
Expressive	Listening		
	Speaking		
Receptive	Reading		
	Writing		

Other Considerations

Please include any other considerations/determinations necessary for student's success.

Monitoring Team Members (Name and Position)

Must include: Parent/Guardian, Teacher(s), Principal or Vice-Principal, District ELL Consultant		
Date	Name/Position	Signature

Appendix F Exiting Form

Idaho's Exit Requirements for English Language Learners

This guidance is for 2016-2017 and will change in the school year 2017-2018 with the Every Students Succeeds Act (ESSA) Implementation.

This form is used for exiting a student from the district's English Language Development (ELD) program. The criterion includes documentation of two different measures to determine whether a student meets the criteria to exit the program. Place a copy of this document in the student's cumulative record.

Idaho's Exit Requirements for the 2016-2017 School Year

Score at or above on ACCESS for ELLs 2.0 Level 5 (Bridging) on the overall Grade Adjusted Composite Proficiency AND Level 5 (Bridging) on each domain (Listening, Speaking, Reading, Writing)

AND

Criteria from one of the following:

Receive an Idaho Reading Indicator (IRI) score of at least a 3; (Grades K-3)

Receive an Idaho Standards Achievement Test (ISAT) score that meets the Level 2 (Grades 3-12)

OR

Demonstrate access to core content with a student portfolio using work samples from at least two (2) core content t areas that demonstrate a Level 5 (Bridging) as defined by the WIDA English Language Development (ELD) Standards – Features of Academic Language and Performance Definitions.

District Name: _____

Student Name: _____ Student ID: _____

Exit Date: _____ Exit Year 1 **OR** Exit Year 2

An exited student must be monitored for 2 years. (Monitored students are coded as LEPX1 for the first year and LEPX2 for the second year of monitoring status). After 2 years, the student is considered fully exited from the EL program.

Signature of ELD/ELL teacher/coordinator

Date

Signature of School Principal

Date

Signature of Parent

Date

Requisitos en Idaho en la Separación de Alumnos del Idioma Inglés

Esta guía es para 2016-2017 y puede cambiar al conocer mejor el rendimiento de nuestros estudiantes.

Este formulario se utiliza para separar a un estudiante del programa del distrito Desarrollo del Idioma Inglés (ELD). El criterio incluye la documentación de dos medidas diferentes para determinar si un estudiante cumple con los criterios para salir del programa. Coloque una copia de este documento en el expediente acumulativo del estudiante.

Requisitos de separación de Idaho para el Año Escolar 2016-2017

Puntuación igual o mayor de ACCESS para ELL 2.0 Nivel 5 (Superando) en la calificación general de conocimiento compuesto Y Nivel 5 (Superando) en cada esfera (Escuchar, Hablar, Leer, Escribir)

Y

Criterio desde uno de lo siguiente:

Recibir calificación del Indicador de Lectura de Idaho (IRI) de al menos 3; (Grados K-3)

Recibir puntuación de (ISAT) Pruebas Normativas de Idaho que cumpla con nivel 2 (Grados 3-12)

Demostrar acceso al contenido básico con un expediente del estudiante usando los ejemplos de trabajo desde al menos dos (2) zonas de contenido básico que demuestren un nivel 5 (Superando) como se define en WIDA Desarrollo del Idioma Inglés (ELD) Normativas – Características del Lenguaje Académico y Definiciones de Rendimiento.

Nombre del Distrito _____

Nombre del Estudiante: _____ ID: _____

Fecha de Salida: _____ Año de Salida 1 Año de Salida 2

Un estudiante que ha salido debe ser supervisado durante 2 años. (Estudiantes supervisados están identificados como LEPX1 durante el primer año y LEPX2 por el segundo año de la situación de la supervisión). Después de 2 años, el estudiante es considerado plenamente fuera del programa EL.

Firma del maestro/coordinador ELD/ELL

Fecha

Firma del Director Escolar

Fecha

Firma del Padre

Fecha

Appendix G Sample District Evaluation

School/District _____ Date _____

Initial Questions to consider to assist EL students succeed			
IDENTIFICATION and ASSESSMENT		Yes	No
Is the school aware of the District’s EL Plan? Has the school been in contact with the EL District contact person? Is the EL Plan being implemented within the school?			
Is the school administration aware of the legal requirements pertaining to identifying and placing EL students? Does every EL student have a Home Language Survey (HLS) on file?			
Are all EL students being assessed using the W-APT Placement Test and the annual ACCESS 2.0: (1) W-APT Placement Test for new students and (2) ACCESS 2.0 spring to determine growth?			
Is the school administration aware of the requirement to address the individual needs of each EL			
Do EL students have an Educational Learning Plan (ELP), inclusive of language goals and benchmarks, if they are given accommodations or adaptations within the classroom and subsequently on assessments?			
Is the school using ISAT and ACCESS 2.0 data to guide instruction for individual students?			
PROGRAMMING and EDUCATIONAL APPROACHES		Yes	No
Is the program addressing the needs of EL students within content areas as well as language			
Is the entire faculty and administration aware of the EL students and their needs within the school?			
Are all teachers utilizing the ELD WIDA Standards as a tool and entry point in teaching EL students?			
Are the EL students placed in pull-out ESL classrooms?			
If EL students are taught within the classroom, are they receiving additional assistance with language instruction? Are EL students being served within the regular classroom?			
Are EL students learning content knowledge and skills, as well as making progress in learning the English language?			
Is the curriculum for EL students challenging and academic based?			
Is your school/district providing before/after or summer school programs for EL students?			
Do the district and school make it a priority to allocate district funding to serve EL students?			
STAFFING and PROFESSIONAL DEVELOPMENT		Yes	No
Do teachers have the resources, skills, and knowledge to address the needs of EL students in their classroom?			
Are content teachers trained in specific methodologies to target EL students?			
If ESL teachers are teaching content area, do they have certification in the specific content area, as well as their ESL certification?			
Does the school/district administration encourage all teachers to implement best practices to help EL students?			
Does the school have mainly paraprofessionals serving the EL students?			
Is the main service for EL students just translating of content area materials?			
PARENTAL INVOLVEMENT		Yes	No
Are parents of EL students given notifications in their home language?			
Are parents of EL students included in decisions within the school?			
Are parents informed and given education regarding the school system and helping their children at			
PROGRAM EVALUATION and REVIEW		Yes	No
Is the school keeping complete data for each student in order to calculate growth in language proficiency from year to year?			
Is the school evaluating the programs and services annually?			
Who is responsible for monitoring services, determining if they are effective and making changes, if necessary?			

Appendix H Cumulative File Checklist

<u>Idaho School District</u> <u>School Name</u>	✂	<u>Idaho School District</u> <u>School Name</u>
Cumulative File Checklist Student: _____		Cumulative File Checklist Student: _____
<input type="checkbox"/> Home Language Survey <ul style="list-style-type: none">○ In File○ Needed in File		<input type="checkbox"/> Home Language Survey <ul style="list-style-type: none">○ In File○ Needed in File
<input type="checkbox"/> Original W-APT Placement Test <ul style="list-style-type: none">○ In File○ Needed in File		<input type="checkbox"/> Original W-APT Placement Test <ul style="list-style-type: none">○ In File○ Needed in File
<input type="checkbox"/> Current ACCESS 2.0 & Previous IELA Reports <ul style="list-style-type: none">○ In File○ Needed in File		<input type="checkbox"/> Current ACCESS 2.0 & Previous IELA Reports <ul style="list-style-type: none">○ In File○ Needed in File
<input type="checkbox"/> Copies of Current & Previous Program Notification Forms <ul style="list-style-type: none">○ In File○ Needed in File○ N/A		<input type="checkbox"/> Copies of Current & Previous Program Notification Forms <ul style="list-style-type: none">○ In File○ Needed in File○ N/A
<input type="checkbox"/> Educational Learning Plan(s) <ul style="list-style-type: none">○ In File○ Needed in File○ N/A		<input type="checkbox"/> Educational Learning Plan(s) <ul style="list-style-type: none">○ In File○ Needed in File○ N/A
<input type="checkbox"/> LEPX1/X2 Exit Form <ul style="list-style-type: none">○ In File○ Needed in File○ N/A		<input type="checkbox"/> LEPX1/X2 Exit Form <ul style="list-style-type: none">○ In File○ Needed in File○ N/A
<input type="checkbox"/> Parent ELL Program Waiver Form <ul style="list-style-type: none">○ In File○ Needed in File○ N/A		<input type="checkbox"/> Parent ELL Program Waiver Form <ul style="list-style-type: none">○ In File○ Needed in File○ N/A