

The background is a composite image. The top left shows a line of yellow school buses with 'SCHOOL BUS' written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and colorful balloons. A white diagonal line separates the two images.

# English Learner (EL) and Title III Processes and Procedures with KDE

Kentucky Coalition for English Learners  
Summer Learning Series

# Agenda

- EL Program Requirements
- Lau Plan
- Effective Language Instruction Educational Program (LIEP) Plans
- EL Placement and Identification
- EL Student Misidentification
- Data and Reporting
- Title III
- WIDA
- Program Monitoring
- Student Records
- Assessment and Accountability
- ELs with (Potential) Disabilities
- Consortium Process
- Toolkits

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# EL Program Requirements

# EL Program Requirements — 1 of 3

- Identify and assess all potential EL students.
- Provide EL students with an educationally sound language assistance program.
- Provide sufficiently trained staff to support the language assistance program.
- Ensure EL students have equal opportunities to meaningfully participate in curricular and extracurricular activities.

# EL Program Requirements — 2 of 3

- Avoid unnecessary segregation of EL students.
- Ensure that EL students who may have a disability are identified, located and evaluated in a timely manner.
- Ensure that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services.
- Meet the needs of EL students who opt-out of language assistance programs.

# EL Program Requirements — 3 of 3

- Monitor and evaluate EL students in a language instruction program to ensure progress with respect to:
  - Acquiring English proficiency and grade level content knowledge;
  - Exiting EL students from the language instruction program when proficient in English; and
  - Monitoring exited students to ensure they were not prematurely exited and academic deficits that were incurred due to language barriers while in the language assistance program have been remedied.
- Evaluate the effectiveness of a district's language assistance program.
- Ensure meaningful communication with parents and families of EL students.

# What do you think? (1)

- How are EL students identified and supported at the school level and in the classroom, including those with a disability, and those that opt-out?
- How does current professional development ensure staff are prepared to appropriately support EL students?
- How does the district ensure students have access to equal opportunities and how do they avoid unnecessary segregation?
- How is EL student progress monitored and evaluated, including students that have exited the program?
- What does meaningful communication with parents and families look like?



# Lau Plan

# Lau/EL Plan (1)

- Named from a Supreme Court case, Lau vs. Nichols 1974, which examined whether federally-funded schools must offer supplementary EL programs for non-English speaking students.
- **ALL** districts (and consortium members) are required to develop a local plan (can be referred to as your EL plan or Lau plan) designed to detail how the district will meet all EL requirements (*civil rights for EL students*) and EEOA (Equal Educational Opportunities Act).
- District Lau Plans should be seen as a “working document.” Lau Plans should be dated and signed each time they are reviewed.

# Lau/EL Plan (2)

- A committee for your Lau plan should be formed to provide input on the development and revisions. The committee should include all stakeholders\* and the names and titles of the committee members should be included in the Lau Plan.
- District Lau Plans should be uploaded to the Continuous Improvement Platform (CIP [formerly eProve]) by May 1 each year and be posted on your district's webpage.
- Revisions should consider program evaluations and stakeholder feedback.

# The District Lau Plan must include the following:

1. Lau Plan guiding principles
2. Enrollment, identification and placement of ELs in a Language Instruction Education Program (LIEP)
3. Description of LIEP(s)
4. Process to provide meaningful access to all co-curricular and extracurricular programs and activities
5. EL professional development for staff who deliver instruction or support the LIEP for ELs
6. Annual English language proficiency assessment and administration
7. LIEP exit criteria and procedures
8. Monitoring procedures after students exit the LIEP program
9. EL program evaluation

# What do you think? (2)

- Why is it important for school districts to create a Lau Plan?
- Why is it important that this document be considered a "working document"?
- How is a Lau Plan different from an EL plan?
- Name at least one stakeholder that would be beneficial to include on your district's Lau Plan committee.
- Where are the two places the district's Lau Plan should be posted?

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# Effective Language Instruction Educational Program (LIEP) Plans

# Description of an Effective LIEP

- Adopt criteria to ensure that LIEPs are effective in helping ELs achieve English language proficiency, as well as helping them meet the state’s challenging academic standards.
- LIEPs should be outcome-driven; an LIEP should demonstrably result in improved English language proficiency and academic achievement for ELs to be considered “effective” for purposes of the Title III requirements.
- More information regarding LIEPs can be found in the *Non-Regulatory Guidance: English Learners*.

# Examples of Effective LIEPs

- A. English as a Second Language (ESL) or English Language Development (ELD)
  - B. Structured English Immersion (SEI)
  - C. Transitional Bilingual Education (TBE) or Early-Exit Bilingual Education
  - D. Dual Language or Two-Way Immersion
- The first two programs (A and B) are usually taught in English and the latter two (C and D) are taught both in English and in the EL's primary language.
  - For new arrivals and students with interrupted formal instruction (SIFE), districts may establish newcomer programs.

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of the lead bus. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

# EL Placement and Identification

# Home Language Survey (HLS) 1 of 3

- Districts **MUST** use the [HLS template](#) created by the Kentucky Department of Education (KDE).
- KDE's HLS template is available on the [English Learner and Immigrant Resources web page](#) in English and the 10 most prevalent languages in Kentucky.

# Home Language Survey (HLS) - 2 of 3

- KDE's HLS MUST be used to identify potential EL students.
- The HLS must only be administered upon the **initial** enrollment into a Kentucky public school.
- The HLS should not be administered when a student transfers from one district to another.
- The HLS should be completed by the student's parent/guardian. An interpreter should be provided to explain the document if needed.

# Home Language Survey (HLS) 3 of 3

- Districts and schools should reassure parents that the purpose of the HLS is solely to offer appropriate educational services, not to determine legal/immigration status.
- The KDE HLS template provides clarifying language and is free of “chilling” questions which may discourage enrollment or attendance.

# EL Identification Process

## Step 1

- Administer the HLS to all students one time upon **initial** enrollment into a Kentucky public school grades K-12
  - Translations and oral interpreters must be provided to families at no expense.
  - Like the HLS, the district enrollment form must be free of “chilling” questions such as questions about immigration status, date student first entered the U.S. and social security numbers.

# EL Identification Process

## Step 2: Kindergarten

- Check the responses of the HLS. If the answer to any question on an HLS is a language other than English, the student is classified as a “potential” EL and will need to be assessed using the *WIDA Screener for Kindergarten*.
- Regardless of the screener score results, a kindergarten student taking the screener will be identified as an EL, even if parents decline services, until they earn a composite score of 4.5 or higher on the Kindergarten *ACCESS for ELLs* test.

# EL Identification Process

## Step 2: Grades 1-12

- Check the responses of the HLS. If the answer to any question on an HLS is a language other than English, the student is classified as a “potential” EL and will need to be assessed using the *WIDA Screener Online*.
  - Exception: First semester Grade 1 students take the WIDA Screener for kindergarten
- If a student scores a composite score of 4.5 or higher on the screener, they will be identified as Initially Fully English Proficient (IFEP).
- If a student scores below a composite score of 4.5, the student will be identified as an EL.

# EL Identification Process

## Step 3

- Once a student is identified as an EL, the district must create a Program Service Plan (PSP) and include at a minimum information outlined in [KDE's PSP for English Learners Template](#).
- The following are essential elements to include in a PSP:
  - The name and date of the English Language Proficiency (ELP) assessment administered to determine student's EL status
  - Specific and appropriate accommodations needed and how they will be implemented in instruction
  - Instructional goals and how they will be met
  - A list of names of the PSP committee members who reviewed the documentation and made the decisions
  - The signature of the principal of the appropriate school as an indication of approval for the described accommodations

# Parent Notification

- Districts have **30 *calendar* days** from the start of school to notify parents of a student's continued inclusion in the language instruction educational program (LIEP) for the academic year based on the previous year EL assessment scores.
- For students newly enrolled at the start of the school year, districts have **30 *calendar* days** to ensure proper identification of EL status, using Home Language Survey and appropriate EL Screener, and to notify the parent of placement in the LIEP.
- For students identified after the start of the school year, districts have **30 *calendar* days** to ensure proper identification of EL status, using the Home Language Survey and appropriate EL Screener. The district then has an additional **14 *calendar* days** to notify the parent of placement in the LIEP.

Reference ESSA 1112(e)(3)(B).

# Student Exit Criteria

- To exit from an EL Program, a student must score an Overall Composite score of 4.5 or higher on Tier B/C ACCESS for ELLs.
- Students taking the WIDA Alternate ACCESS must score a P2 Overall Composite score to exit EL status.\*
- The *Program Exit Date* must be entered as June 30 of the school year in which attainment was reached.
  - WIDA Alternate ACCESS 2024 scores will not be available to districts until Sept. 11, districts will need to enter the program exit date of June 30 for students exiting using this assessment.
- EL Services and Accommodations must all be end dated as June 30 of the year in which attainment was reached.
- After reaching attainment on appropriate ACCESS, the student must be monitored for four years to ensure continued success.

# What do you think? (4)

1. Can your district create its own HLS?
2. If a student is enrolled after the start of the school year, how many calendar days does the school have to notify parents of placement in an LIEP?

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# EL Student Misidentification

# Misidentification Process- 1 of 3

Please consult KDE's guidance document, [Addressing the Misidentification of Students as English Learners](#), to ensure compliance.

- If the district suspects the HLS was completed incorrectly, they should reach out to the family to verify its accuracy.
- If a parent or guardian believes their student was erroneously identified, it is recommended that districts require the parent/guardian to submit a written request to the district to have the student's EL designation removed.
- KDE recommends that districts consult with the student's teachers, including the EL teacher, when determining whether EL status is appropriate.
- The student's grades, scores on benchmark assessments and any previous EL screener or ACCESS assessments available also should be reviewed.

# Misidentification Process- 2 of 3

- KDE recommends districts assemble a team to make the final determination of whether misidentification has occurred and ensure student data is considered as well.
- The team should develop some guiding questions that can help them make the decision. Examples could include:
  - Is there a language barrier that is affecting this student's success?
  - What do the student's teachers, including the EL teacher, report about the student's progress?
  - If the EL designation is removed, will it be detrimental to the student's education?

# Misidentification Process- 3 of 3

- If the district determines a student has been misidentified as EL, Infinite Campus (IC) must be updated to reflect the student is not EL because of misidentification.
  - Update EL Program Status to 'not EL'
  - Remove Identified Date and Expected Exit Date
  - Enter the **Date Determined Misidentified**
  - Enter relevant Comments
  - End date all EL Services and EL Accommodations
  - Update Primary Home Language to 'English'

# Misidentification Prevention

The first step in preventing the misidentification of students as ELs is ensuring parents/guardians understand the purpose of the HLS.

- KDE's HLS includes language to explain that the HLS is used solely to determine if students may qualify for additional services as well as the next steps for a student with an HLS listing a language other than English.
- KDE also added clarifying language to IC's [Online Registration Tool](#) (OLR) and updated language in the [District Guide for the English Learners Program](#).
- Districts may want to remind parents and guardians again that their responses could qualify their students for EL services.

The background is a composite image. The top-left portion shows several yellow school buses parked in a lot, with the word 'SCHOOL BUS' visible on the front of one. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several desks and chairs arranged in the room.

# Data and Reporting

# English Learner Data Standards

- [English Learner Data Standards](#) provide detail on entry of EL data in IC.
  - Census Detail – Home Primary Language
  - EL Screener and Assessment Detail
  - Program Status Detail
  - EL Services
  - EL Accommodations
  - Student Records Transfer and Enrollment Information
  - Reporting Requirements
  - Reporting Timelines
  - Reports

# Census Detail – Home Primary Language

Section A of the Data Standard

Path: Census | People | Demographics Tab

- Choose from the languages listed on student's HLS.
- The Languages are populated from the [Codes for the Representation of Names of Languages ISO-Code List](#)
- For EL student, selection must be a language other than English and cannot be blank.

Person Information

PersonID: 2858927

\*Last Name:  \*First Name:  Middle Name:  Suffix:

\*Gender:  M: Male Pronouns:

\*Birth Date (Age: 10):

Race/Ethnicity (Edit)

State Race/Ethnicity: 1:Hispanic/Latino

Federal Designation: 1:Hispanic/Latino

Race(s): White

Hispanic/Latino: Y:Yes

Race/Ethnicity Determination: 01:Parent Identified

Birth Country:  2310: United States

Date Entered US School:  Birth Certificate:

Original KY School Entry:

Home Primary Language:  Spanish (1380)

Native American Language:  Select a Value

Nickname:

# EL Screener and Assessment Details

Section B of the Data Standard

Path: Student Information | General | Assessment Tab

- Districts must enter student's EL screener details.
- Districts do not enter ACCESS or Alternate ACCESS scores manually. KDE will populate the scores into Infinite Campus after the verification process.

# Program Status Detail

Section C of the Data Standard

Path: Student Information | Program Participation | English Learners

- Before creating new records for EL students, search student locator to locate any previous state enrollments.
- Select Program Status from drop list
- Enter Identified Date and Expected Exit Date

The screenshot shows a form titled "Active EL Record" with the following fields:

- \*Program Status: A dropdown menu.
- Identified Date: A date input field with a calendar icon.
- Expected Exit Date: A date input field with a calendar icon.
- Date Determined Misidentified: A date input field with a calendar icon.
- Program Exit Date: A date input field.
- Program Exit State: A dropdown menu.
- Parent Notified: A date input field with a calendar icon.
- Parent Declined: A checkbox.
- Parent Declined Date: A date input field with a calendar icon.
- Interrupted Schooling: A checkbox.
- Comments: A text area.

# EL Exited

- If Program Status selection is EL Exited, Program Exit Date will be required, and Program Exit State will populate to Kentucky. Update if student exits EL from another state.
- Program Exit Date must be 6/30 of the year in which student reaches attainment.
- First Year – Fourth Year Monitoring Dates will pre-populate based on the Program Exit Date entry.

# EL Misidentified Date

This is a **new** field added to Program Status Detail

- IF student is determined as misidentified, the EL Program Status must be changed to Not EL and the Date Determined Misidentified should be entered.

Active EL Record	
*Program Status	<input type="text" value="v"/>
Identified Date	<input type="text"/> 
Expected Exit Date	<input type="text"/> 
Date Determined Misidentified	<input type="text"/> 

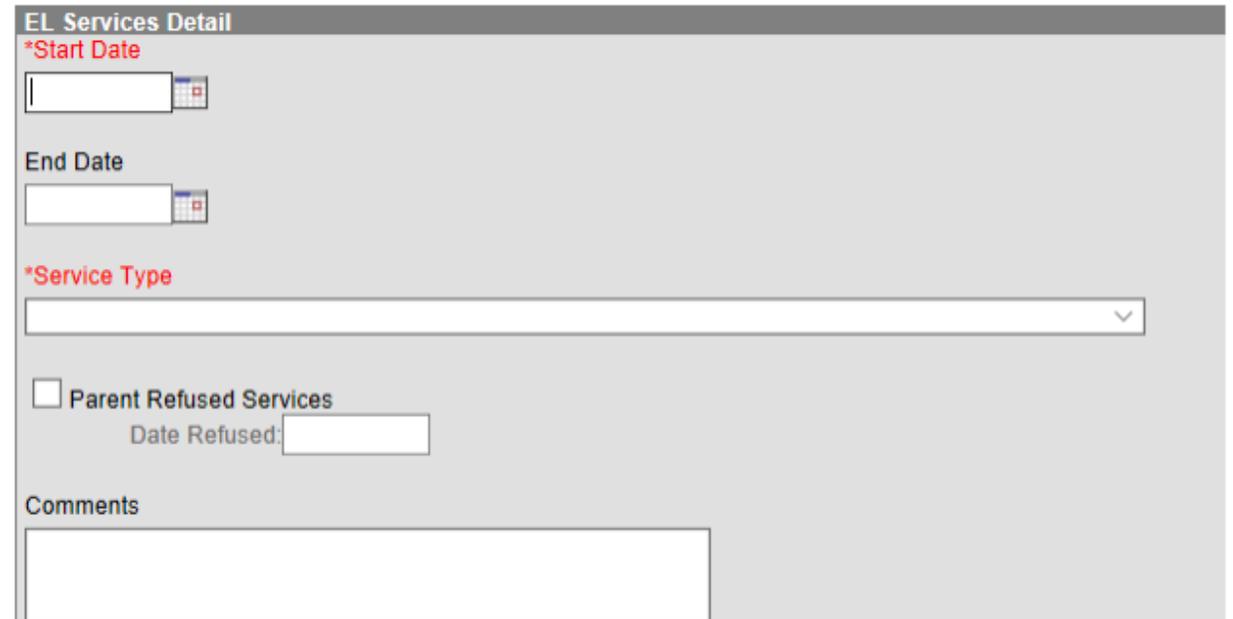
# EL Services

Section D of the Data Standard

Path: Student Information | Program Participation | English Learners | EL Services

- The EL Services tab is used to track EL services a student receives while participating in the EL program
- Students may receive multiple EL services with varying start and end dates

**Student must have at least one active EL Service to be included in EL reporting.**



The screenshot shows a web form titled "EL Services Detail". It contains the following fields and controls:

- \*Start Date**: A date input field with a calendar icon.
- End Date**: A date input field with a calendar icon.
- \*Service Type**: A dropdown menu.
- Parent Refused Services**: A checkbox with a label.
- Date Refused**: A date input field, visible only if the checkbox is checked.
- Comments**: A large text area for entering notes.

# EL Accommodations

Section E of the Data Standard

Path: Student Information | Program Participation | English Learners | EL Accommodations

- The EL Accommodations tab is used to track and manage Instructional, and Assessment Accommodations provided to an English Learner during a school year and throughout a student's school career.

Student must have at least one active EL **Instructional** Accommodation to be included in EL reporting.



The screenshot shows a web form titled "EL Accommodations Detail". It contains three main sections: "Start Date" with a text input field and a calendar icon, "End Date" with a text input field and a calendar icon, and "Accommodation Type" with a dropdown menu.

# Student Records Transfer

Section F of the Data Standard

Path: Process Inbox | Transfer

Release link: Student Information | General | Records Transfer Tab

All Data Imports must be completed to ensure all relevant EL records are Imported.

## Transfer Documents

- Transcript
- Census Contact Summary
- Extended Census Summary
- Enrollment History
- Schedule
- Attendance Period Detail
- Assessment Summary
- Behavior Summary
- EL Document
- Gifted & Talented Documents
- Health Condition Summary
- Health Screening Summary
- Health Immunization Summary
- Homeless Summary
- Report Card-Progress
- IEP
- Special Ed Evaluation
- IEP Documents
- PLP
- PLP Documents
- ILPA
- ILPA Documents
- English Learners (EL)
- EL Services
- EL Accommodations
- Adult Ed
- Early Learning
- Supplemental School Year Program
- Foster Care

## Data imports

- Transcript Import Wizard
- Extended Census Import Wizard
- Enrollment History Import Wizard
- Assessment Import Wizard
- Immunization Import Wizard
- Health Condition Import Wizard
- Health Screening Import Wizard
- IEP Import Wizard
- Special Ed Evaluation Import Wizard
- Special Ed Documents Import Wizard
- PLP Import Wizard
- PLP Documents Import Wizard
- ILPA Import Wizard
- ILPA Documents Import Wizard
- KY State Reporting Import Wizard
- English Learners (EL) Import Wizard

# Enrollment Information

## Section F of the Data Standard

- Districts should accept ELP scores for any EL students who transfer into Kentucky from another state.
- Districts should accept exiting scores from all other states.
  - EL Exited record must be created with Identified Date as date identified in the previous state. Program Exit Date of 6/30 the year student exited from the other state.
- Monitoring Years will populate based on the exit date entered.

# Reporting Requirements

- States and districts are required to report the number and percentage of ELs in the programs and activities who are making progress toward achieving ELP in the aggregate and disaggregated, at a minimum, by English Learners with Disabilities (ELSWD).
- ESSA 3121(a)(5) requires data on former ELs also be disaggregated by ELSWD.

# English Learners Extract

- PATH: KY State Reporting | English Learner Extract
- Districts need to generate the *English Learners* extract in IC on a regular basis to check for critical errors.
- Critical Errors include:
  - EL students without an active service type
  - EL students without an active instructional accommodation
  - EL students with a home language listed as *English*

# QA English Learners Report

- PATH: KY State Reporting | KDE Reports | QA English Learners Report
- Access must be granted by Kentucky Student Information System (KSIS) District Administrator
- Report contains data on current EL students and those in EL Monitoring Status of four years.
- Report also contains other student group inclusion, EL services provided and recent assessment results.

# EL Reporting Timelines

KDE will extract the English Learner data for reporting and funding purposes as follows:

- Oct. 1 for reporting to U.S. Department of Education
- The second Tuesday in March to determine preliminary Title III allocations
- End-of-year data must be complete and accurate by June 30.
- July 1 to determine SEEK and final Title III allocations
- Data reported publicly on School Report Card
- Districts will need to complete the *Intent to Participate* in GMAP in the spring (due date sent annually) to determine the Title III districts and consortiums for the upcoming school year.

# Immigrant Data Standards

- [Immigrant Data Standards](#) provide detail on entry of Immigrant data in IC.
  - Census detail – Date Entered U.S. School; Home Primary Language
  - Enrollment tab – Immigrant checkbox
  - Reporting Timeline

# Identifying an Immigrant Student - Demographics

Section A of the Data Standard

Path: Census | People | Demographics

- Date Entered U.S. School – to be considered immigrant, student has not been attending one or more U.S. schools more than three full academic years.
- Home Primary Language – required for federal reporting of Immigrant students.

The screenshot shows a data entry form with the following fields:

- Birth Country**: A dropdown menu with the text "Select a Value" and a downward arrow.
- Date Entered US School**: A date input field with a calendar icon.
- Home Primary Language**: A dropdown menu with the text "Select a Value" and a downward arrow.
- Native American Language**: A dropdown menu with the text "Select a Value" and a downward arrow.

# Identifying an Immigrant Student - Enrollment Tab

Section B of the Data Standards

Path: Student Information | General | Enrollments | State Reporting Fields

- Indicator must be selected in academic year to be considered for immigrant reporting.

## State Reporting Fields

### State Exclude

 Immigrant Refugee

# Title III Immigrant Report

PATH: KY State Reporting | KDE Reports | Title III Immigrant Report

- Access must be granted by KSIS District Administrator
- Provides list of students identified as Immigrant.
- Highlights data quality issues
  - Date Entered US School > 3 Years
  - Date Entered US School Missing

# Immigrant Reporting Requirements

- The Title III Immigrant report should be generated on a regular basis.
- KDE will extract immigrant data from Infinite Campus on the second Tuesday in October to determine the recipients of Title III Immigrant Subgrant.
- Title III requires states to reserve funds for subgrants to districts that have experienced a “significant increase” in the percentage or number of immigrant children and youth who have enrolled in schools in the district in the current fiscal year compared to the average of the last two fiscal years.

# Reporting Timeline

- **Second Tuesday of October:** Immigrant count extracted to determine allocations
- **May 1** - District immigrant data verification window opens
- **June 30** - District immigrant data verification window closes
- **July 1** - KDE extracts immigrant data to be used for state and federal reporting purposes.



# Title III

# Title III Part A- 1 of 5

- Title III of the Elementary and Secondary Education Act (ESEA) is part of legislation enacted to ensure that ELs, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.

# Title III Part A- 2 of 5

- The purposes of Title III are:
  - To help ensure ELs attain English proficiency and develop high levels of academic achievement in English
  - To assist ELs in achieving high levels in academic subjects so they can meet the same challenging academic standards all children are expected to meet
  - To assist in establishing, implementing, and sustaining effective programs designed to assist in teaching ELs

# Title III Part A- 3 of 5

- To assist in the development and enhancement of the capacity to provide effective instructional programs designed to prepare ELs to enter all-English instructional settings
- To promote parent, family and community engagement in programs and services for ELs

# Title III Part A- 4 of 5

- Title III grants provide states and their districts funds to supplement their English language instructional programs.
- Districts with EL students can apply for a Title III subgrant.
- To qualify as a stand-alone Title III district, a district must have enough EL students to generate \$10,000 in allocations.
- Districts that do not meet the minimum requirement can join or form a consortium with other districts.
  - Districts creating a consortium must qualify for a minimum of \$10,000 in subgrant allocations combined.

# Title III Part A- 5 of 5

- Title III funds are supplemental to local, state and federal funds and therefore **cannot** be used to meet any of the civil rights requirements.

# Title III Required Activities

- ESSA 3115(c) requires recipients of Title III funds use those funds for three required activities:
  - Providing a language instruction educational program (LIEP) to increase ELs' English language proficiency (ELP).
  - Providing effective professional development.
  - Providing and implementing other effective activities and strategies that enhance or supplement LIEPs for ELs, which must include parent, family and community engagement activities, and may include strategies that serve to coordinate and align related programs.

# Title III Required Activities Survey

- KDE collects authorized activities annually via a survey from districts receiving Title III subgrant.
- The data is reported annually in the Consolidated State Performance Report (CSPR).

# What do you think? (5)

1. There is a district in Kentucky that has experienced significant growth in their EL population, and they are eligible to receive the Title III grant next year. As they plan for the upcoming school year, they have decided to use some of their Title III funds to pay for interpretation/translation when needed. Is this an allowable expense?
2. Another district in the state is going to use their Title III funds to partially cover the cost of an EL teacher. Is this an allowable expense?



# WIDA

# WIDA Overview

- The WIDA Consortium is a member-based organization dedicated to the research, design and implementation of a high-quality, standards-based system for ELs in grades K-12.
- As a consortium member state, Kentucky utilizes WIDA's proficiency standards, screeners, proficiency assessment and professional learning opportunities.

# WIDA Trainings for 2024-2025

- [Self-paced eLearning workshops](#) \*
- **Facilitated eLearning workshops**
  - Mathematical Meaning-Making: Collaborating for Equity
    - Early November, more information to come
  - Expanding Reading Instruction with Multilingual Learners (MLs)
    - Late February/early March, more information to come
- **In person workshops**
  - Writing with Multilingual Learners in the Elementary Grades
    - Sept, 25-26, 2024

# English Language Development (ELD) Standards

- Derived from the four domains of speaking, listening, reading and writing.
- [WIDA ELD Standards](#) serve as Kentucky's required ELP standards.
- These standards do not replace, but rather serve as a companion to the [Kentucky Academic Standards \(KAS\)](#).

# English Language Proficiency- Screener

- Kentucky uses the WIDA screeners to determine the ELP of students identified as potential English Learners based on the HLS.
- Kindergarten students and 1st semester, Grade 1 students are screened using the *WIDA Screener for Kindergarten*.
- Students in grades 1-12 are screened using the *WIDA Screener Online*.

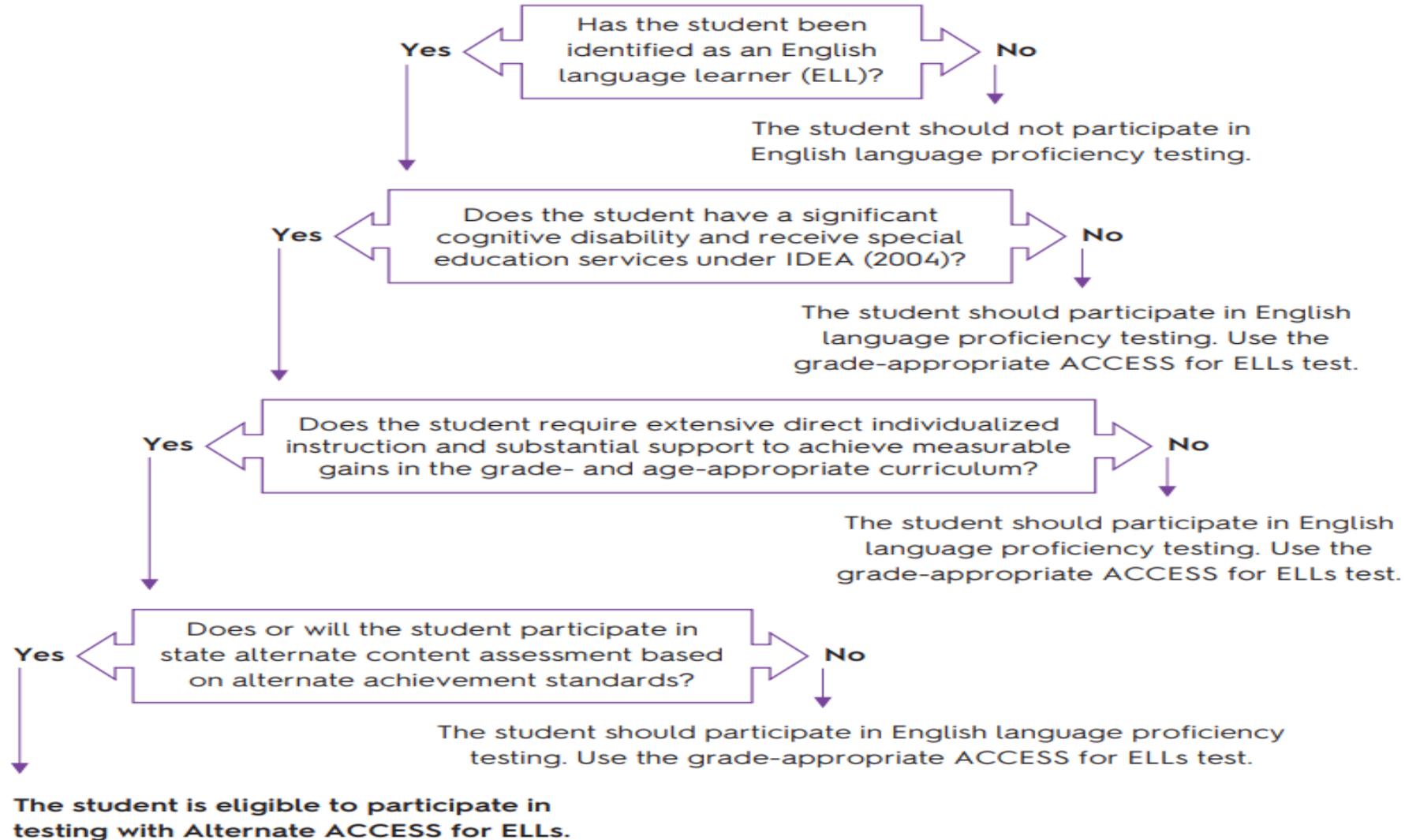
# English Language Proficiency-Annual ELP Assessment

- Districts are required to assess the ELP of all EL students every year.
- Kentucky utilizes WIDA's ACCESS for ELLs to assess ELP during the testing window (usually from the beginning of January to early February).
- Any student identified as an EL, including those **not receiving services**, must take the ACCESS test each year until earning a composite score of 4.5 or higher in kindergarten and on Tier B/C for grades 1-12.\*

# WIDA Alternate ACCESS

- WIDA Alternate ACCESS is a large print, paper-based test administered individually to ELs with severe cognitive disabilities which prevents them from participating in the traditional ACCESS test.
- Each student's Individualized Education Plan (IEP) and 504 teams should determine which assessment students should take as well as whether accommodations are required.
- To exit the EL program, students must score an overall composite of a P2 on the WIDA Alternate ACCESS.\*

# WIDA Alternate ACCESS Decision Tree



The background is a collage of two images. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

# Program Monitoring

# EL Program Monitoring

- The evaluation of the core EL program is guided by the three [Castañeda Principles](#):
  - The program must be based on sound educational theory.
  - The district implementing the program must do so to full effect (i.e., supply sufficient personnel, time and resources for it to work as intended).
  - If the program fails to overcome linguistic barriers for students after “enough time” to be considered a fair trial period, it should be discontinued in favor of another theory.

# Title III Program Monitoring

- Kentucky's Title III programs are monitored as part of the [Statewide Consolidated Monitoring Process](#).
- Districts are selected for monitoring using a risk assessment tool developed in accordance with [Uniform Grant Guidance](#) regulations regarding monitoring.
- Any district receiving Title III funds (whether as a stand-alone district, fiscal agent or consortium member) selected for consolidated monitoring will participate in Title III monitoring.

# Monitoring Exited EL Students 1 of 3

- Designated district staff must formally monitor former EL students who are re-designated fully English proficient (RFEP) and document academic performance in the student's record.
- The students must be monitored for four years after exiting a language instructional program.
- Monitoring helps ensure:
  - Students were not prematurely exited;
  - Any academic deficits they experienced as a result of participating in the EL program have been alleviated; and
  - They are successfully participating in the general education academic program compared to never-EL peers.

# Monitoring Exited EL Students 2 of 3

- If an exited EL is not progressing as expected academically, districts should retest the ELP of the student using the WIDA MODEL interim assessment.
- If it is determined that the student needs to reenter EL services, the district should document the reasons and obtain parent consent.

# Monitoring Exited EL Students 3 of 3

- The district must collect data on Redesignated Fully English Proficient (RFEP) students for four years after exiting the program. The data collected can include:
  - Records of length of time from entry in a U.S. English speaking school to exit from EL programs
  - Performance on standardized achievement tests
  - Grades in content area classes
  - Grade point averages
  - Teacher observations
  - Parent observations and/or feedback
  - Meeting promotion and graduation requirements
  - Graduation rates

The background is a composite image. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of the lead bus. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

# Student Records

# EL Student Folders- 1 of 2

- The district must also maintain a folder for each student containing information relating to the student's status as an EL and details about their individual Program Services Plan (PSP).
- Folders should be updated regularly to ensure the appropriate documentation is maintained.
- IC must also be updated to reflect changes in a student's PSP.

# EL Student Folders- 2 of 2

- Folders should include the following documentation:
  - A copy of the student's HLS
  - Initial ELP assessment scoresheet (WIDA Screener for Kindergarten/WIDA Screener Online)
  - Copy of parent notification letter
  - Level of academic achievement (i.e., report cards)
  - Annual ELP assessment (ACCESS for ELLs)
  - The student's PSP

The background is a composite image. The top-left portion shows a line of yellow school buses, with the word 'SCHOOL BUS' visible on the front of the lead bus. The bottom-left portion shows a classroom with blue walls, several desks and chairs, and colorful balloons. A large white diagonal shape cuts across the image from the top-left to the bottom-right, serving as a background for the title text.

# Assessment and Accountability

# Assessment and Accountability Requirements- 1 of 5

- English Language Proficiency Standards
  - Each state must adopt ELP standards that are derived from the four recognized domains of speaking, listening, reading and writing; address the different proficiency levels of ELs; and are aligned with the challenging state academic standards.
  - As a member of the WIDA consortium, Kentucky adopted the [WIDA English Language Development Standards](#) to meet this requirement.

# Assessment and Accountability Requirements- 2 of 5

- English Language Proficiency Assessment
  - Each state must demonstrate that LEAs will provide an annual assessment of ELP of all ELs, and that the assessment is aligned with the state's ELP standards.
  - As a member of the WIDA consortium, Kentucky uses WIDA's ACCESS for ELLs as the annual ELP assessment.

# Assessment and Accountability Requirements- 3 of 5

- Accountability: English Learner Subgroup
  - EL Monitored Year 1 and 2 students are included in the EL subgroup for accountability purposes.
  - Program requirements for ESSA require four years of EL monitoring after exit.

# Assessment and Accountability Requirements- 4 of 5

- Accountability: Long-Term Goals
  - Each state must establish ambitious, state-designed, long-term goals, which include measures for ELs for proficiency on content assessments and increases in the percentage of ELs making progress in achieving ELP within a state-determined timeline.
  - Districts receiving Title I funds are now held accountable for this measure rather than only districts receiving Title III funds.

# Assessment and Accountability Requirements- 5 of 5

- Accountability: Annual Meaningful Differentiation
  - Accountability determinations known under No Child Left Behind (NCLB) as Adequate Yearly Progress (AYP) are now known as Annual Meaningful Differentiation (AMD). AMD includes separate accountability indicators for ELs and the requirement to include differentiation for underperforming subgroups.
  - A school may be identified for Targeted Support and Improvement (TSI) based on the academic performance of the EL subgroup.

# Questions?

## Assessment and Accountability

Chris Williams, Program Consultant

KDE Office of Assessment and Accountability

502-564-4394 ext. 4750

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# ELs with (Potential) Disabilities

# Frequently Asked Questions about ELs with (potential) Disabilities

# Where can I find resources to guide my thinking on ELs with (potential) Disabilities?

KDE Office of Special Education  
and Early Learning [English Learners with Disabilities webpage](#)



# Where can I go to learn about KY's Special Education Regulations that relate to ELs?

[Kentucky Administrative Regulations for Special Education Programs \(KARs\)](#)



Child Find, [707 KAR 1:300](#), Section 1

Referral System ([707 KAR 1:300, Section 3](#))

Evaluation and Re-evaluation ([707 KAR 1:300, Section 4](#))

Determination of Eligibility ([707 KAR 1:310, Section 1 - 2](#))

Parent Participation ([707 KAR 1:320](#))

Procedural safeguards ([707 KAR 1:340](#))

Individual Education Program ([707 KAR 1:320](#))

## Is there guidance on communicating with families of EL students?



[Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#) (Office for Civil Rights)

- Must my child's school provide information to me in a language I can understand?
- May my child's school ask my child, other students, or untrained school staff to translate or interpret for me?
- What steps must school districts take to provide effective language assistance to LEP parents?

# Questions about EL's with (potential) Disabilities?

Shasta Hensley, EL's with Disabilities Consultant  
KDE Office of Special Education and Early Learning  
502-564-4970 ext. 4103  
[Shasta.Hensley@education.ky.gov](mailto:Shasta.Hensley@education.ky.gov)

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses, with the word 'SCHOOL BUS' visible on the front of the lead bus. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

# Consortium Process

# Consortium Process Document

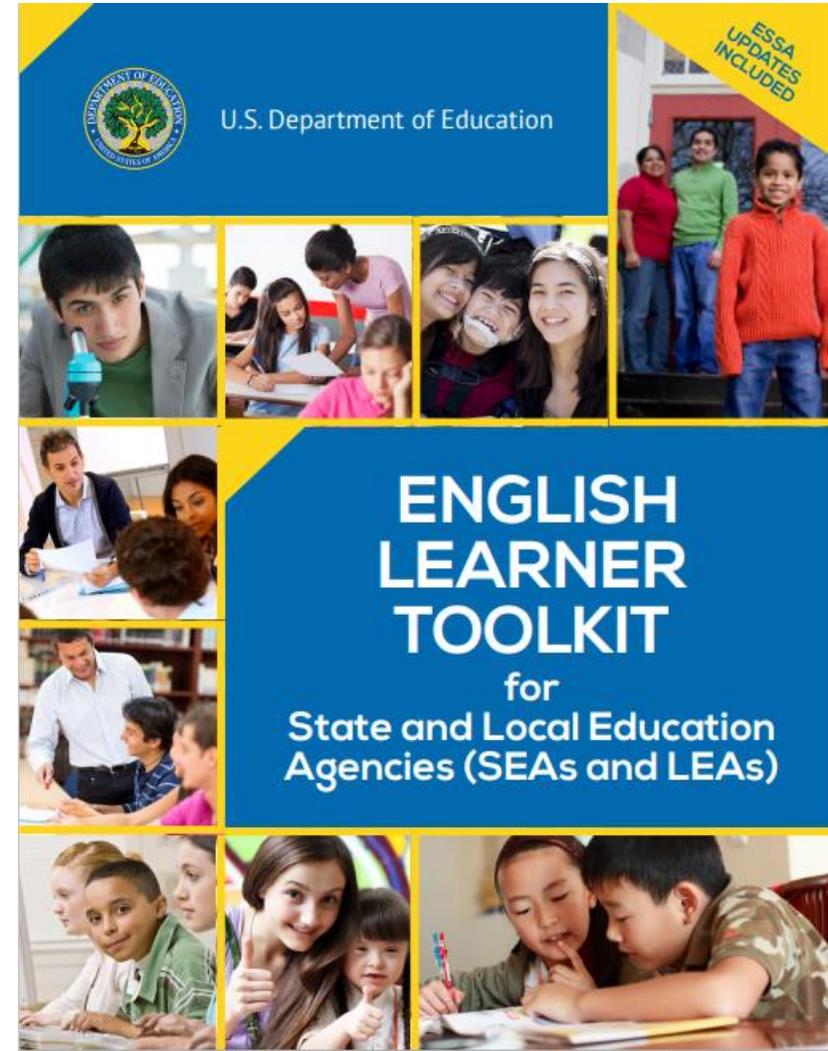
If your district would like more information on how to form or maintain an effective consortium, please reference KDE's [Process for Forming and Maintaining an Effective Consortium](#) for information related to consortium membership.



# Toolkits

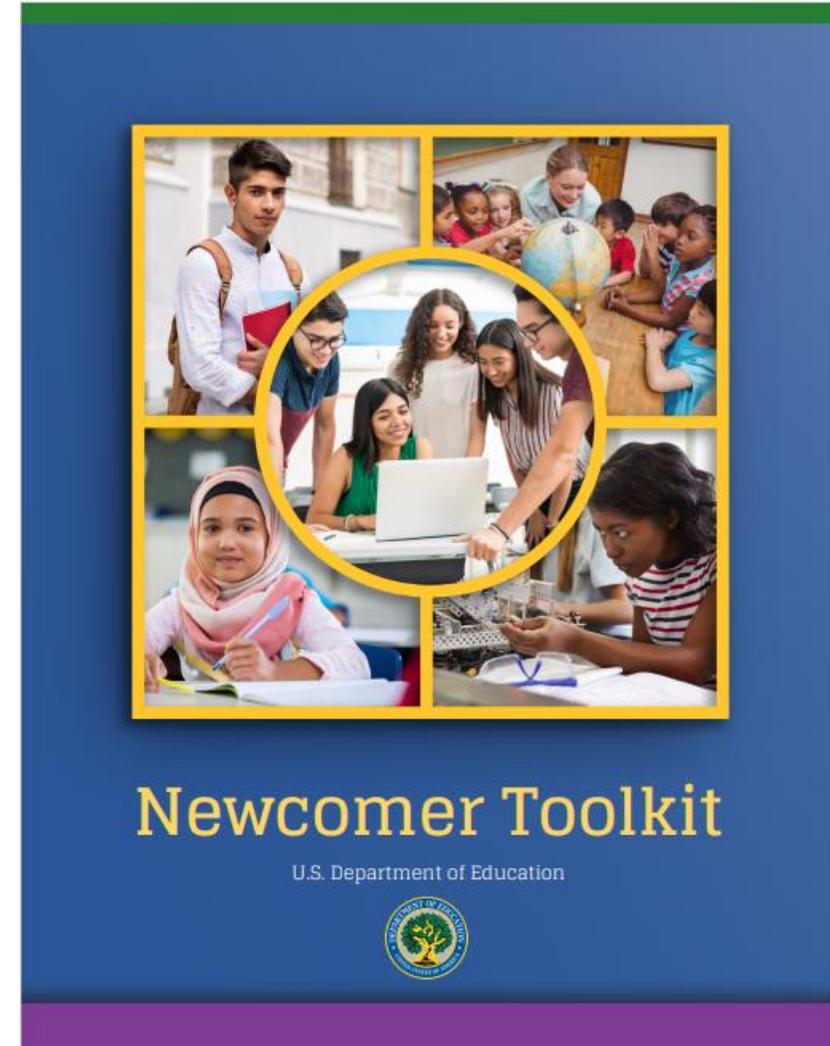
# English Learner Toolkit

- The [\*English Learner Toolkit\*](#) is a companion to the U.S. Department of Education's Office for Civil Rights (OCR) and U.S. Department of Justice (DOJ) *Dear Colleague Letter* (DCL)
- There are 10 chapters and each one responds to the 10 sections of the January 2015 DCL



# Newcomer Toolkit

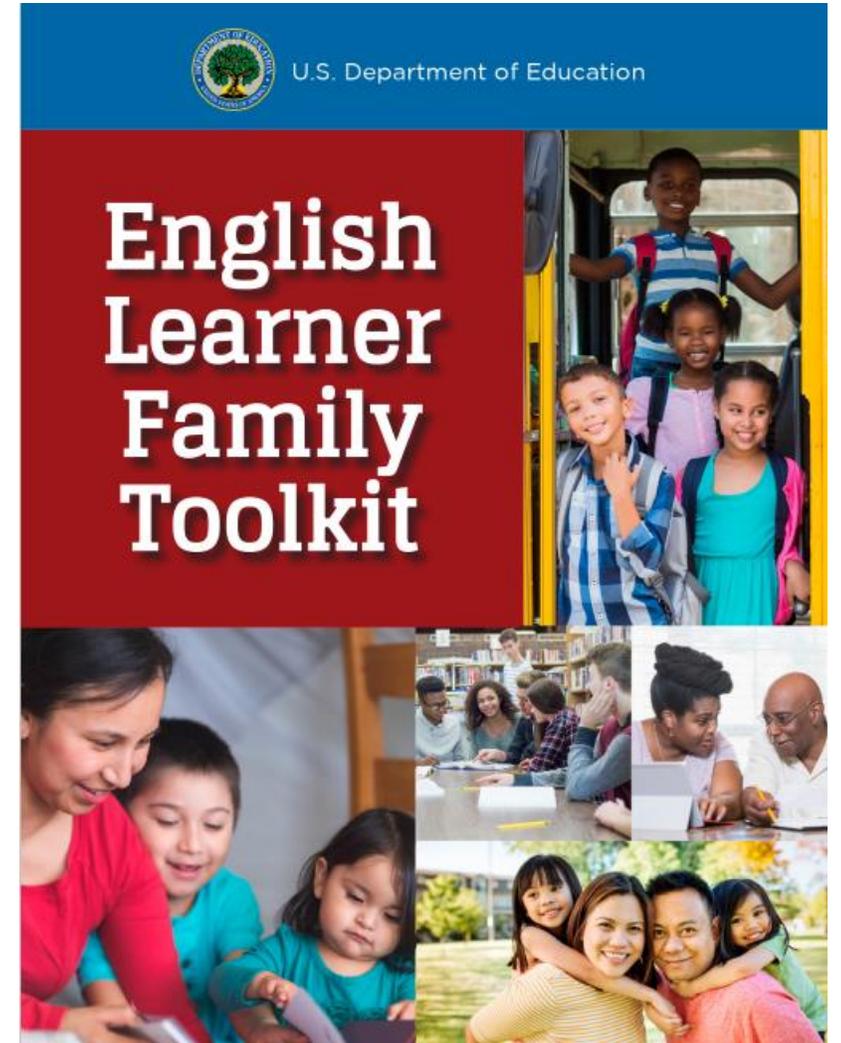
The [\*Newcomer Toolkit\*](#) is designed to help elementary and secondary teachers, principals, and other school staff who work directly with immigrant students—including asylees and refugees—and their families.



# EL Family Toolkit

The [\*English Learner Family Toolkit\*](#) provides information on questions families may have about public schools in the United States. The chapters are:

1. Enrolling Your Child in School
2. Attending School in the United States
3. Additional Educational Programs and Services for your Child
4. Finding Extracurricular Activities for Your Child
5. The Health and Safety of Your Child at School
6. Helping Your Child Be Successful in School



# Resources

- [District Guide for the English Learners Program](#)
- [Home Language Survey \(HLS\)](#)
- [English Learner and Immigrant Resources web page](#)
- [KDE's PSP for English Learners Template](#)
- [Addressing the Misidentification of Students as English Learners](#)
- [English Learners Misidentified Survey](#)
- [Online Registration Tool](#)
- [English Learner Data Standards](#)
- [Codes for the Representation of Names of Languages ISO-Code List](#)
- [Immigrant Data Standards](#)

# Resources, continued

- [Self-paced eLearning workshops](#)
- [WIDA ELD Standards](#)
- [Kentucky Academic Standards \(KAS\)](#)
- [Statewide Consolidated Monitoring Process](#)
- [Uniform Grant Guidance](#)
- [Kentucky's Fast Facts: English Learners with Disabilities](#)
- [English Learners with Disabilities webpage](#)
- [Process for Forming and Maintaining an Effective Consortium](#)

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