English Learner (EL) Handbook: Identifying, Serving, and Reporting, and Title III

2023-2024

Niobrara County School District No.1 (NCSD1)
Wyoming Virtual Academy (a program of NCSD1)

The Niobrara County School District No.1 has adopted this handbook with verbiage almost wholly borrowed verbatim from the Wyoming Department of Education English Learner (EL) Identifying, Serving and Reporting, and Title III Guidebook 2022-2023. Several appendices have been added to specifically identify NCSD1 and Wyoming Virtual Academy practices.

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Introduction

The purpose of this guidebook is to set the conditions and methods for identifying, serving, and reporting to the Wyoming Department of Education (WDE) a student who is an Active English Learner (EL) or a student in Monitor Status Year 1, 2, 3, or 4. This reporting is used to determine eligibility for the Wyoming Funding Model and Title III – EL Federal funding. Only Active ELs (those currently identified as Active ELs based on this guidebook) are eligible for Title III – EL funding as supplemental to a district's core EL program. Students that are Active ELs and those that are in the federally mandated first two years of monitor status are eligible for state funding through the Wyoming Funding Model.

Authority

Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, requires that States make allocations to districts based on the population of Active ELs in each district with the exception that no allocation shall be below $10,000 (ESEA 3114(a) and 3114(b) ESEA). The authority to define students who are identified as Active ELs is given to the Wyoming Department of Education under Wyoming Statute W.S. 21-13-309(m)(v)(A).

State and Federal Requirements

- All Districts, even those not receiving Title III funds, must follow the WDE guidelines set forth in this guidebook, unless it is noted that it specifically applies to Title III funded districts, as outlined on page 2.
- EL funding determinations for the State Funding Model are made based on the appropriate identification of ELs as outlined in this guidebook.
- Future audits of the State Funding Model will use this guidebook to determine if students were appropriately reported as ELs and were eligible for funding.
- Title III requires that ALL Active ELs be assessed annually with the ACCESS for ELLs or Alternate ACCESS for ELLs Assessment. If students are not eligible for exit, they must continue to be identified as an EL and must receive appropriate EL program services. All districts are required by civil rights guidance to identify, place, and serve Active EL students.

Services

Civil rights legislation requires that all districts provide the appropriate supports and services to English Learners. The Office for Civil Rights at the U.S. Department of Education (USED) and the Civil Rights Division of the Department of Justice have provided joint guidance on the USED website. The following procedures should be used by school districts to ensure their programs are serving EL students effectively. Districts should:

- Identify students as potential ELs;
- Implement a language instruction educational program (LIEP) that, in the view of experts in the field, has a reasonable chance for success;
- Ensure necessary staff, curricular materials, and facilities are in place and used properly;
- Develop appropriate evaluation standards and program exit criteria;
- Measure the progress and success of students in achieving English proficiency criteria; and
- Evaluate the success of the program and modify the program where needed.

The Office for Civil Rights and the State of Wyoming allows school districts broad discretion concerning how to ensure EL students have a reasonable chance for success. Factors that may affect local EL program decisions include:

- A district with a large number of monolingual newcomers will require more support (EL teachers, paraprofessionals, tutors, etc.);
- The number of certified EL instructors available;
- The variety of languages spoken; and
- The overall measurable success of the program. Even if a district does not receive Title III funding,

they are still required to have a district EL plan and serve EL students in the district according to civil rights requirements.

Identifying English Learners

Active EL (English Learner) Identification Process

The identification of a student as an Active English Learner in NCSD1 is a three-step process. Federal statute requires that students are accurately identified, so they may receive English Language services. (Some exceptions occur and are addressed in the Special Cases section.)

Step 1: Home Language Survey

The first step of the Identification Process is identifying a student as a "*Potential EL*" through the Home Language Survey (HLS), a questionnaire used to help determine if the student might be in need of EL services. When any student enrolls in a Wyoming school district for the first time, parents are mandated to complete an HLS, which is created by districts with state guidance. All students must have an HLS on file (questions and answers), regardless of a student's or family's perceived language proficiency, ethnicity, race, or linguistic background. Home Language Survey forms must be a standard part of the enrollment process for every student who is new to a district. While the HLS remains a standard part of the enrollment process for every Wyoming student, families **do not** need to complete an HLS annually as long as the student remains in the same district.

For monitoring and auditing purposes, NCSD1 uses a standard HLS form. A sample HLS template, both in English and Spanish, can be found in Appendix A. For more examples and information, refer to the **Chapter 1 Tools and Resources** from the USED.

In NCSD1, a student is not identified as an Active EL based on the HLS alone. The HLS will include the following three questions, written verbatim, which are designed to collect three key pieces of information. The HLS may also include additional fact-finding questions but, minimally, the following three key pieces of information must be collected:

- What language did your child learn when he/she first began communicating?
- What language does your child most frequently use at home?
- What language is used by you and your family most frequently at home?

Information from the HLS ca inform placement into a language assistance program (e.g., a bilingual and/or English as a Second Language [ESL] program). To obtain accurate information, NCSD1 schools will reassure parents that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes.

When parents/guardians answer English to all HLS questions, but educators notice evidence of a primary or home language other than English, NCSD1 will take steps to gather additional information/evidence through observations, interviewing parents, etc. to have a reasonable cause to use the screener without identification of a flagged question in the HLS. The information should be documented and attached to the HLS. NCSD1 will follow a review and interview process in place that is utilized to determine the validity of the HLS responses.

Note: Parents do not have to sign a permission form for their student to be screened.

Step 2: Follow-Up Family Interview

To ensure the HLS is accurately identifying English Learners in need of language-support services, NCSD1 will conduct a follow-up family interview with the EL Director completing the HLS for any student identified as a "Potential EL," based on any questions answered with a language other than English. The interview process allows NCSD1 the opportunity to gather information on each child's circumstance which is helpful in correctly identifying potential ELs. This step provides NCSD1 the opportunity to ensure the validity of the data from the HLS through the parent or legal guardian interview. A sample family interview has been provided in Appendix B to provide an overview of the process followed in NCSD1.

The family interview process provides an opportunity to obtain clarification from the parents that ensures the HLS answers are accurate. Incorrectly answered HLS questions can lead to unjustified screening of a non- English Learner. If the interview proves a question(s) was answered incorrectly, NCSD1 will not change the HLS, but add an attachment with the results/specific information of the interview. Examples may include, but are not limited to:

- Family misunderstanding or misinterpretation of HLS questions.
- HLS was completed by non-family members who do not have accurate knowledge of the student's language background.
- Parents lack of language skills to complete the HLS.
- Questions on the HLS that may have been misleading.
- Infrequent visits from family members/friends that speak another language.

The EL Director will use the interview process as an additional opportunity to inquire about whether a parent or guardian requires oral and/or written communication in a language other than English. LEAs and schools should translate the HLS into languages that are common in the school and surrounding community. NCSD1 will take parents at their word about their communication needs if they request language assistance. NCSD1 will also understand that parents may not be proficient in English, even if their child is. LEAs must develop and implement a review process for determining: (1) if parents and guardians have limited English proficiency;
(2) ***what their*** primary language is; and (3) what their language needs are. Interview questions are not limited to, but will include the following:

- What was the student's first language learned?
- Has the student had any exposure to other languages in his/her life? If so, explain:
- Was your child exposed to other languages by extended family/friends? If so, explain:
- Did you speak another other language to your child when he/she was younger? If so, please explain:
- In general, what has been your child's exposure to other languages including living in another country? Do you feel this exposure has affected his/her learning of English? Please explain:
- Do you feel your child would benefit from ELL services?

Step 3: English Language Proficiency Screener
If the HLS and/or follow-up interview indicate that a language other than English is the student's primary language, then an English Language Proficiency (ELP) Screening Assessment is administered. If the student scores below proficient on the ELP screening assessment, the student is eligible for EL services and is included in the count of Active ELs.

- An ELP screening assessment is a test used in the initial EL identification process and for placement in appropriate EL services. A student who participates in an ELP screening assessment receives an ELP score indicating the student's level of English proficiency. The score on the ELP screening assessment is what determines if a student is initially identified as an Active EL. The state's annual ELP assessment, ACCESS for ELLs, is not an ELP screener and is never used for initial identification and placement.
- NCSD1 only uses approved ELP screening assessments from WIDA. For Kindergarten, the WIDA Screener for Kindergarten is used. For grades 1-12, NCSD1 uses the WIDA Screener. Certification

and knowledge of the appropriate screener for students is required for all EL Test Administrators.
- Online and paper versions of the WIDA Screener are allowable for screening purposes.
- Both versions use proficiency levels aligned to the state's ELP Standards and to the state's ELP assessment, ACCESS for ELLs.
- A student that tests English proficient on an approved WIDA ELP screener is not an Active EL and is now considered to be in a monitor status in NCSD1. The student is also not eligible for EL services. This student should be placed in mainstream services, with attention being paid to the student's academic progress. If it is observed that the student may later be struggling with English proficiency, the student may be rescreened. More details on this process are outlined in the "Rescreening ELs" section.

Parent Notification

The ESEA requires that parents of students identified as Active ELs be notified of the student's identification and placement in EL services within 30 days of the beginning of the school year, or within 14 days if the student enrolls after the first 30 days of the school year. [**ESSA Title I Part A, Section 1112 (d)(3)(A)**]

NCSD1 will communicate information about any program, service, or activity to parents with limited English proficiency in a language/method the parents can understand. A fact sheet is available on the **USED website**.

The following information will be included in the initial and annual parent notification letter distributed by the EL Director of NCSD1:

- Reasons for the identification of their child as an English learner and for the need of placement in a language instruction educational program;
- Child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- Methods of instruction used in the program in which their child is, or will be, participating and the 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 in instruction;
- How the program will meet the educational needs of their child;
- How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- Specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- In the case of a child with a disability, how such program meets the objectives of the individualized education program (IEP) of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- Information pertaining to parental rights. Parental rights include:
  - The right to refuse services or have their child immediately removed from such program upon their request; and
  - The right to decline to enroll their child in such a program or to choose another program or method of instruction, if available.
    - Parents can seek assistance in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

Foreign Exchange Students and EL Status

A Home Language Survey (HLS) is a requirement for all students, including foreign exchange students. English proficiency levels may vary, requiring some Foreign Language Students to need English Language support and services.

If the HLS indicates a language other than English is the student's primary language, a follow-up interview process will be conducted by the EL Director with the host family. A screener for English proficiency is the third step of the identification process. If the student scores below proficient on the screener, the student is reported as an Active EL and provided EL services in NCSD1.

Foreign exchange students fit the federal educational definition of an immigrant student and are included in the count of immigrant students the district reports on the WDE684 collection. Districts will also report any foreign exchange students that qualify as Active EL on the WDE684 collection. More information regarding immigrant students can be found in the "Immigrant Student" section of this Guidebook.

Wyoming follows Guidance from The Office of Civil Rights, which does not exempt foreign exchange students from the protections established under Title VI of the Civil Rights Act of 1964. Under the Elementary and Secondary Education Act (ESEA), a foreign exchange student is not exempt from any Title I or Title III required assessment, specifically the English language proficiency assessment, and will be included in the state's accountability district. Foreign exchange students must also participate on any of the statewide assessments (i.e., WY-TOPP, ACT).

Active EL Identification Process – Special Cases

In-State Transfers – If a student in a Wyoming school district transfers to another Wyoming school district and the HLS indicates a language other than English is the student's primary language:

- Identification and parent notification is to be completed within 30 calendar days at the beginning of the school year, or within 14 days of enrollment if the student enrolls after the first 30 days of the school year.
- An attempt should be made to obtain documentation from the sending district regarding the student's EL status, and a records request form must be completed.
- If documentation confirms the student is an Active EL, or is on monitor status, the student is to be identified and reported as such by the receiving district. In this case, there is no need to administer an ELP screening assessment.
- If the district is unable to obtain proper documentation of the student's Active EL or current monitor status, then the district should use the **EL Status Manager** to search for Wyoming ACCESS historical testing data.
- If the district is unable to obtain proper documentation of the student's Active EL or monitoring status, then the district must follow the EL identification process outlined in this guidebook. **Note:** Documentation must be obtained within the mandatory time frame for parent notification of identification and placement in EL services.

Out-of-State Transfers – If a student from another state, which is a member of the WIDA Consortium (see **https://wida.wisc.edu** more than 41 states, territories and federal agencies), transfers to a Wyoming school district and the HLS indicates that a language other than English is the student's primary language:

- Identification and parent notification is to be completed within 30 calendar days at the beginning of the school year, or within 14 days of enrollment if the student enrolls after the first 30 days of the school year.
- An attempt should be made to obtain documentation from the sending district regarding the student's EL status, and a records request form must be completed.
- If the district is unable to obtain proper documentation of the student's Active EL or Monitoring Status, then the district must follow the EL identification process outlined in this guidebook.
  - **Note:** Documentation must be obtained within the mandatory time frame for parent notification of identification and placement in EL services.
- If documentation confirms the student is an Active EL, or is on monitor status, the student is to be identified and reported as such by the receiving district. In this case, there is no need to administer an ELP screening assessment.
- If monitoring documentation does not exist from a sending state, Wyoming will not go back previous years to establish or back date monitoring.
  - If EL records are not obtained in a reasonable time, the district will follow the identification process outlined in this guidebook.
- In the case whereby the student's WIDA results from the **most recent school year** (from another state) were sufficient to meet or exceed the Wyoming exit criteria, or that of the sending state, the student may be exited from the Active EL Status and be placed in monitoring year 1 status. The district must evaluate the student and use additional evidence beyond the test results when determining whether to exit a student. The district must also provide a copy of the student's

Individual Student Report (ISR) as evidence to WDE. This information should be documented and considered as part of monitoring to ensure the student is no longer in need of English language instruction.

- Wyoming does not accept the results of any other non-WIDA ELP assessment as sufficient evidence of Active EL Status (this includes ELP assessments that are required for foreign exchange students participating in an exchange program in a Wyoming school).

Screening Students

As part of step three of the identification process, all potential EL students in NCSD1 must be screened for English Language Proficiency (ELP) within 30 days of the beginning of the school year, or within 14 days of enrollment if the student registered after the first 30 days. While many districts have a practice of screening students during the enrollment period for school, this does meet the deadline requirements. The WDE recommends that districts wait to screen students for ELP until the beginning of the school year. Since there is significant opportunity for student language and cognition development to occur between the enrollment period and the beginning of the school year, waiting until the beginning of the school year to screen students for ELP may reduce the number of over-identified English Learner students.

Early Childhood Screening

A district can choose to screen students as early as May, rather than after the school year begins; however, if a student does not meet the ELP standards during the early screener, the district must re-screen the student after the school year begins to see if the student has reached ELP in the months between enrollment and the beginning of school.

WIDA Screener for Kindergarten

NCSD1 uses the WIDA Screener for Kindergarten scores to determine if a student qualifies as an Active EL. This is a paper-pencil test that will be administered face-to-face adaptive assessment for determining a student's English Language Proficiency.

Wyoming allows the following students to participate in the WIDA Screener for Kindergarten:

- Students in Kindergarten (often those with no/limited school experience).
- Students in first grade, 1st semester take the WIDA Screener for Kindergarten
- Students in first grade, 2nd semester will take the WIDA Screener for Kindergarten

All other grade levels must be screened on the WIDA Screener tool.

The test assesses the four language domains of Listening, Speaking, Reading, and Writing. Only Listening and Speaking domains are required in the fall. All four domains should be screened in the spring. Students who take the WIDA Screener for Kindergarten and score below 5.5, are qualified to be included in the count of Active ELs and are eligible for EL services. Those students who receive a score of 5.5 or greater for the composite oral accountability proficiency level are considered English proficient and are NOT included in the count of Active ELs.

WIDA Screener (English Proficiency Score Determination)

The WIDA Screener is an English language proficiency assessment given to incoming students in Grades 1-12 to assist educators with the identification of students as ELs.

- Online and paper versions are available.
- WIDA Screener Paper and WIDA Screener Online assess the four language domains of Listening, Speaking, Reading, and Writing.
- The purpose is to help educators make decisions about whether a student is a candidate for English language support services.
- The WIDA Screener is separated into five different grade-level clusters: Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12.
- If a student's overall ***composite proficiency level on the WIDA Screener is 4.5 or higher***, the student is NOT identified or reported to the WDE as an Active EL nor as Year 1, 2, 3, or 4 monitor status.
- A student must demonstrate an overall composite proficiency level below 4.5 to be identified and reported to the WDE as an Active EL.
- Students who are in the first semester of a grade cluster should take the test for the previous grade. For example, a student in the first semester of fourth grade should take the Grades 2-3 cluster test.

This procedure is done because these students have not had much exposure to material from their current grade cluster.

- Here is a chart that helps break this down:

Students in the first semester of 1st Grade should take the Kindergarten W-APT or the WIDA Screener for Kindergarten.

GRADE	1		2		3		4		5		6		7		8		9		10		11		12	
SEMESTER	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
GRADE-CLUSTER FORM		Grade 1 Test		Grades 2-3 Test			Grades 4-5 Test				Grades 6-8 Test						Grades 9-12 Test							

WIDA Screener Online

- The online version of the WIDA Screener looks similar to the online version of ACCESS for ELLs. For example, it facilitates the simultaneous screening of multiple students, similar to how the online version of ACCESS for ELLs allows for multiple students to test in all domains.
- All Speaking and Writing scoring for the WIDA Screener Online is done locally after testing has been completed. Scoring for multiple choice is automatically calculated by the software.
- While the WDE recommends the use of the online version of the screener for most students, it is recognized that the paper version may be a better fit for some students (e.g., those with disabilities or with little technology experience). Documentation is not required for such cases.

WIDA Screener Paper

- The WIDA Screener Paper begins with an individually-administered Entry Task, containing a speaking and writing component.
- Based on the student's performance on the Entry Task, students will continue to Path A or be routed to Path B.
- Information regarding how to determine whether a student should proceed to Path A or Path B is provided in the ***WIDA Screener Paper Test Administration Manual*** and in the ***Test Administrator's Script***, available for download in the training course.

Refused Services

If a parent refuses EL services, ACCESS to a meaningful education will still be provided in NCSD1. When a parent refuses EL services, the parent's refusal of EL services will be documented by the EL DIrector, but it does not release the district from its responsibility for providing ACCESS to a meaningful education to the English Learner. The district must support the academic learning of the English Learner. The Civil Rights Act of 1964 remains the foundation of the legal rights of an English Learner.

A parent may decline EL services, but cannot decline the English Learner designation or the requirement that the EL participates in the annual ELP assessment.

Rescreening ELs

After students have exited an EL program in NCSD1, LEAs will monitor their academic progress. Former ELs (during their four-year monitoring period and afterward), as well as students who initially were screened and found to be proficient, can be rescreened at a later date if it is found that they are academically struggling, and it is suspected that this is due to linguistic reasons. This could be based on a number of data points and information collected during monitoring of a student.

If an EL in monitoring status is not progressing academically as expected and monitoring suggests persistent language need, The EL Director should rescreen the student's English Language Proficiency (ELP) to see if the student must be offered additional language assistance services.

In no case should rescreening of an exited student's ELP be prohibited. If the student is reentered into EL services, however, the EL Director should document the reasons why and the parent's consent to reentry. If it is apparent through observation and academic progress that the student is struggling academically, and if NCSD1 believes it may be because of a lack of English proficiency:

- NCSD1 may refer the student for evaluation to determine if the student may be in need of EL services. This process must be documented and evidence maintained in the student's cumulative file. This is typically done through a referral process such as a Building Intervention Team (BIT) or Multi-Tiered System of Supports (MTSS) review. The student's Individual English Learner Plan (IELP) could serve as the proper means for documenting this process.
- If the ELP screening assessment results indicate the student is below English proficient, then the student is reclassified and identified as an Active EL and should be reported to the WDE and be placed back in the appropriate EL services. The reclassification of a student's status back into the Active EL Status will require an override in the **EL Status Manager**.
- If the ELP screening assessment results indicate the student is English proficient, the student should not be reported as an Active EL and should not be placed in EL services. The BIT/MTSS, or similar evaluation team, should determine appropriate interventions for this student.

Serving English Learners

Monitoring

Exited EL students must be monitored for four years. Years one and two are formal and require documentation on a monitoring form. Years three and four monitoring are for accountability and reporting purposes; however, they require a degree of oversight to ensure the exited EL student is meeting challenging state academic standards. This may be done through report cards, assessments, teacher observations, etc. Monitoring of years three and four must be documented. All documentation regarding the student's monitor years must be kept in the student's cumulative file.

NCSD1 monitors ELL students for Year 1 and Year 2 (see Appendix). The monitoring form is completed quarterly by each classroom teacher. It includes current grade, attendance, and student performance for each subject area. The original and copies are filed at the end of each school year and/or when an ELL transfers schools. Monitoring for Year 3 and Year 4 are for accountability and reporting purposes, to ensure the student is meeting challenging grade level standards. This is measured using report cards, state assessments, and teacher observation. Again, this monitoring process is conducted quarterly by the ELL Director. If a student is struggling, a team will review all information and determine if the student needs to be rescreened. Students who are enrolled for a partial year will be monitored using data received from previous schools and district measures.

The ELL Director will notify all parents when a student has exited active EL status and transitioned to monitor status for four years. Once a child is on monitor, the EL Director will quarterly communicate to parents the progress of the student who is being monitored.

English Learner (EL) Educator Requirements

Educators who provide the Active English Learner (EL) services in a language instruction educational program

(LIEP) are required to have an ESL endorsement in Wyoming. Wyoming has the following endorsements: ESL K-6, ESL 5-8, ESL 6-12, and ESL K-12.

Exit Proficiency Level Criteria for Active EL Status

A student continues to be reported as an Active EL as long as the student tests below English proficient on the state's annual ELP assessment, ACCESS for ELLs or ALT-ACCESS for ELLs.

- A student is English proficient when the overall composite performance level (CPL) is at least 4.6 AND the Literacy Performance Level (LPL) is at least 4.3.
- A student taking the alternate assessment is proficient when the overall composite performance level (CPL) is a score of P1 or higher.

Assessing English Learners

ACCESS for ELLs

WIDA is a consortium of states working together to meet the requirements of the Every Student Succeeds Act (ESSA) for ELs with standards and assessments. More information on the WIDA ELP Standards can be found at the **WIDA website**.

ACCESS for ELLs is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as ELs. It is given annually to monitor students' progress in acquiring academic English.

- The Kindergarten and Alternate ACCESS for ELLs assessments is still only available in a paper-based form.
- WDE encourages districts to test online, except in situations in which individual students would be best served by paper testing, as outlined in an IEP or 504 plan.
- The ACCESS for ELLs summative assessment will continue to be available as a paper test and districts have a choice to use paper-testing.
- ACCESS for ELLs is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Practice tests are encouraged so that students receive ample guided opportunities to try out practice tests as well as view the Test Demo tutorial provided at the bottom of the **DRC AMS login page** under the heading "Public Test Resources." These resources can also be helpful for newcomers who may need extra test practice, especially if they have not had much exposure to technology.

Alternate ACCESS for ELLs

The WIDA consortium developed an assessment called the Alternate ACCESS for ELLs that can be administered to Active EL students who qualify to take Wyoming's alternate summative assessment, WY-ALT. Active EL students who qualify for special education services who take the state's summative assessment, WY-TOPP, must take the ACCESS for ELLs.

Alternate ACCESS for ELLs was developed to augment WIDA's existing English language proficiency standards, and allow ELs with significant cognitive disabilities to demonstrate language growth. The paper-based assessment is given annually to monitor students' progress in acquiring academic English. Alternate ACCESS for ELLs assesses each of the four language domains of Listening, Speaking, Reading and Writing. Alternate ACCESS for ELLs is based on WIDA's Alternate MODEL Performance Indicators (AMPI)s.

- During a student's IEP meeting, it is recommended that the team includes the Alternate ACCESS test in their discussion of placement of a student as an Alternate Tester Status.
- More information about the Alternate ACCESS for ELLs, Alternate Model Performance Indicators and Alternate Assessment Activities is available on the **WIDA website**.
- For detailed questions and answers regarding inclusion of English learners with disabilities in English language proficiency assessments, read the following **guidance from USED**.

Requirements for Test Administrators in Wyoming

Certification

Test administrators (TA) and screener administrators must be a certified teacher and have completed the required certification requirements for the assessments being given in NCSD1.

- Wyoming requires **annual** certification to administer an **English Language Proficiency Screener**. Certification includes completion of training courses and the appropriate quizzes.
- Wyoming requires **biannual** certification for TA's to administer the **ACCESS for ELLs** or **ALT ACCESS for ELLs** English Language Proficiency Assessment (ELPA). Certification includes completion of training courses and the appropriate quizzes. It is highly recommended to review the information each year that recertification is not required.

Training

- An individual WIDA Secure Portal account is required to ACCESS the training courses on the WIDA website.
- A certified teacher or certified staff member must complete the assigned WIDA training module(s) and obtain a quiz score of **80%** or higher on the modules assigned by the EL/Title III District Coordinator.
- For the screener, all components and quizzes must be completed and passed annually.
- All District Test Coordinators, Building Coordinators, TAs, Proctors, Custodians, Secretaries, Behavior Specialists, and other staff who are directly or indirectly involved in state assessment or have ACCESS to secure assessment materials must be trained in test security and must sign a **WDE Test Security Agreement**.
- The **Assessment Security Guide** must be reviewed by Districts during an annual training.
- The WIDA Non-Disclosure User Agreement (NDUA) is signed digitally upon the creation of a WIDA Secure Portal account and annually after the automatic update. Districts will need a physical/scanned copy of the NDUA signed and on file, as well.
- Test administrators and screener administrators should have knowledge of the proficiency levels of WIDA and Wyoming English Language Proficiency Standards and have experience teaching English language learners.
- A licensed teacher from another state cannot administer the ACCESS for ELLs or the WIDA Screener on behalf of a Wyoming district. The teacher should be licensed in Wyoming to qualify to administer a test in Wyoming.

EL District Test Coordinators are responsible for maintaining evidence of annual and biannual certification for all Test Administrators (TA). WDE Security Agreements for all staff and WIDA NDUA for all testing personnel must be kept on file for 2 years. Evidence of certification and test security agreements should be easily accessible during onsite monitoring visits with WDE staff. WIDA training certificates are available to print on the **My Account and Secure Portal** page by clicking on "My Training Certificate." Inappropriate test administration may result in incomplete or delay of accurate student scores and can reset students' annual EL targets.

ACCESS For ELLs Test Ordering

Test Coordinators or designated staff should order materials through the **WIDA Assessment Management System** (WIDA AMS). Users need an account and a password in order to ACCESS and perform tasks in the WIDA AMS. This is a different username and password than the personal WIDA user account login. Test administrators will receive an email containing their password for WIDA AMS.

Standard Accommodations/Designated Supports for ELs

ACCESS for ELLs Supports

In NCSD1, Active ELs cannot be provided linguistic accommodations when taking the ACCESS for ELLs or the Alternate ACCESS for ELLs. This is a test of English language proficiency and as such, linguistic accommodations would be contradictory to gaining a true representation of the student's level of proficiency. Non-linguistic accommodations are allowed when they are documented in a student's IEP or 504 plan and do not compromise the validity of the test. Universal design elements and tools have been integrated into the ACCESS assessment and are in place for all students. Administrative considerations such as grouping, usage of breaks, etc. are not considered accommodations and can be used to fit the needs of particular students.

For more information about universal design, universal tools, and allowed accommodations, please see the ACCESS for ELLs **Accessibility and Accommodations Supplement**.

WY-TOPP Supports for EL Students

In NCSD1, English Learners are required to participate in district and state assessments and to meet the same state learning standards established for all students. EL students can use universal tools and designated supports during WY-TOPP testing as outlined in the **Accommodations Guide**.

A Support:

- Is allowed during the administration of WY-TOPP for eligible students;
- Does not alter a measurement construct;
- Does not provide additional information, prompting, or clues to suggest or support the selection of correct answers;
- Provides ACCESS to the test;
- Is effectively and regularly used by the student during instruction and assessment and documented on the student's IEL Plan;

Until students have achieved English language proficiency, they must be provided with appropriate supports. These are separated into two categories, Linguistic and Non-linguistic.

- Linguistic accommodations provide direct linguistic support to the EL such as translation of test items, a live interpreter, etc. Traditionally called the Presentation and Response categories.
- Non-linguistic accommodations could be giving extra time to finish. Traditionally, the Setting and Timing and Scheduling categories.
- Supports MUST be provided by a certified teacher, or certified staff member (not a parent or volunteer) who is qualified & knowledgeable in:
  - The procedures for administering accommodations; and
  - Administering the accommodation(s) to the student during instruction and assessment.

A paraprofessional may assist with providing the support, but must be supervised by a certified teacher during the administration of the standard accommodations during WY-TOPP.

WY-TOPP Exemptions for ELs

A student who has been enrolled in a U.S. school for less than a year as of the start of the WY-TOPP operational administration, and qualifies as an Active EL, is exempt from taking the *English Language Arts portion of WY-TOPP* provided the student participates in the ACCESS for ELLs.

Exemption Request Process

There is a deadline to submit exemption requests each year for each assessment.

School Administrators may apply for an exemption on behalf of a student. Exemption requests must be accompanied by appropriate documentation and be submitted electronically through the **SAER system**. A **SAER Tutorial** is available for more information.

EL Transfer Student During the Testing Window

If a student transfers to a district from another district, state, or country during the ACCESS for ELLs assessment window, the student must participate in the assessment.

- If the student has transferred out of your school or district since testing, document the last day of the school's testing window.

- If the student is transferring in from another district, contact the sending district to determine which domain tests have been completed.
- For the ACCESS for ELLs Online, the district will need to transfer the student in WIDA AMS.
- The sending district will coordinate with the student's new school to ensure the student completes any remaining domain tests.
- For more information, review the District & School Test Coordinator Manual, which is available in the **WIDA Secure Portal**.

Grade-Level Clusters for ACCESS for ELLs Online

Language and cognition develop quickly in younger children, broadening in depth and breadth as they mature. In order to better measure younger students' language development, ACCESS for ELLs online includes a separate test form for Grade 1. Grades 2–3 will form a new grade cluster, as will Grades 4–5. The two remaining test forms will assess the proficiency of middle school (Grades 6–8) and high school (Grades 9–12) English language learners.

Order of Administration for ACCESS for ELLs Online:

The new online test is staged adaptive, meaning students will progress through the test based on their performance on previous folders and domains. Based on their performance in an individual folder, the test engine will determine the appropriate next folder for individual students. Students must first take the Listening and Reading tests because their performance on those domains determines their placement on the remaining domains (Speaking and Writing). Students should take the Listening test first, followed by the Reading test. Then, students may take Speaking and Writing in either order.
Key differences between ACCESS for ELLs Online and ACCESS for ELLs Paper for Grades 1–12 are available on the **WIDA website**.

Assessment Monitoring and Test Security Visits

The WDE assessment monitoring team performs district on-site test administration and test security monitoring each school year. The statewide assessment monitoring and security assurance monitors will evaluate school district implementation and compliance, with both Federal and State law and regulations, related to statewide assessments. These visits (both virtual and in-person) are also a chance for WDE personnel to provide support for districts as they meet the needs of their students.
Districts administering the ACCESS for ELLs Language Proficiency Assessment are required to provide WDE testing schedules before the testing window. Districts and schools that are selected for monitoring during the ACCESS for ELLs testing window, between January and February, may be notified prior to visits.

Desktop Monitoring

The WDE assessment monitoring team will contact the EL District Coordinator at each district selected for monitoring each year. The team will request that all districts selected for monitoring submit the documentation listed below to show evidence of Test Security. A WDE monitoring team member will review all the required documentation and communicate any other quality assurance questions to the EL District Coordinator. This monitoring team member may be different from the on-site monitoring team member.

- Signed WDE State Administered Large Scale Assessment Security Agreements and WIDA Non-Disclosure and User Agreements.
- Verification of district/school provided Test Security training for school staff (e.g., Sign-in sheets, PowerPoint presentations).
- ACCESS training for Test Administrators (include certificate(s) or screenshot from AMS).
- Testing schedules include make-up days and plans for students who do not complete assessments in the allotted time.
- Verification of secure storage and an inventory process for secure test materials.
- Documentation of Cell Phone or Device Policy for staff and students during testing.
- Written summaries, on school or district letterhead, of the processes and/or policies listed below used to ensure compliance with security requirements.
  - Assigning and communicating accommodations for students with IEPs and EL testing support.
  - Reporting issues during test administration, including test irregularities, technical issues, or breaches in security. Documentation may include tiered communication lists, protocol for contacting administrators and WDE, etc.

- Verifying proper testing environment (e.g., instructional materials and/or student work removed/covered, seating arrangement). This may include photos of testing rooms when no active testing sessions are occurring.

On-Site Monitoring

On-site monitoring visits will provide WDE the opportunity to observe before, during, and after test security practices and will provide the option for educators to engage in a Q & A session with the WDE assessment monitoring team members.

On-site visits will help ensure that all eligible students are tested, test security is maintained, school district staff is properly trained, and assessments are administered consistently and in a uniform manner. The Quality Assurance Checklist for Secure Testing is used during visits. This checklist and any other feedback from the monitoring team member will be provided to the district within two weeks of the visit.

Testing Irregularities and Security Breaches

Actions that compromise test security or compromise score validity are categorized as "Testing Irregularities or Security Breaches." Test coordinators and/or district test coordinators must address testing irregularities and security breaches with test administrators during training each year.

Test administrators must report all unusual test incidents or potential security breaches to the building coordinator and school principal. The district test coordinator must notify WDE of the irregularity by submitting the ACCESS and ALT ACCESS Irregularity Report Form (IRF). Reporting testing irregularities and security breaches to WDE using the IRF must be done immediately following the violation. Upon receipt and review of this form, appropriate action will be taken.

For more information, see the WDE Assessment Security Guide.

Student Not Tested Form (SNTF)

It is the responsibility of the District Test Coordinator (DTC) Coordinator (DTC) to ensure all students complete the ACCESS for ELLs or ALT ACCESS for ELLs testing. In the event a student did not complete all, or any domain of the ACCESS or ALT ACCESS domain tests, the DTC must complete the ACCESS and ALT ACCESS Student Not Tested Form (SNTF) to the WDE. Districts must wait until the ACCESS testing window has ended to complete the SNTF.

ACCESS for ELLs SCORES

Districts receive annual online and paper Individual Student Reports (ISR) from WIDA. The delivery dates are available each year in the Wyoming WIDA Webpage and the WDE Assessment Calendar Webpage. ACCESS for ELLs scores should be shared with parents/guardians, students, and teachers when available and in a timely manner. ISRs provide a detailed report of a single student's performance, including proficiency level and scale scores for each language domain and four composite areas.

Share with:

- Students, to help set language goals.
- Parents, and guardians as part of discussions about student progress and achievement.
- Teachers, to inform individualized classroom instruction and assessment.

Student reports should be provided in a language parents can understand, or be provided via oral translation if a written translation is not practicable. In addition, student reports are, upon request by an individual with a disability, provided in an alternative format ACCESSible to that parent.

WIDA Score Report Resources

- Resources for sharing scores are available on the Family Engagement Page of the WIDA website. Translations of the Individual Student Report are available in 47 languages. Translated reports should always accompany and not replace official reports in English.
- ACCESS for ELLs Parent Letters are available in the same 47 languages as the ACCESS Individual Student Report (ISR), provide general information about the ACCESS assessment, and are meant to be provided to parents or guardians alongside the ISR. The letters are available in Word format so that they may be customized with local test administration information and state or district policy.

- For more information on understanding and using student scores and score reports, refer to the **ACCESS for ELLs Interpretive Guide for Score Reports** and the **Alternate ACCESS for ELLs Interpretive Guide for Score Reports**. In addition to providing an overview of the various types of score reports, these documents explain how scores are calculated, and how you can use proficiency level and scale scores to support your students' language growth.
- **ACCESS for ELLs: Understanding Your Child's Scores**: available in 13 languages, helps explain ACCESS scores and the Individual Student Report to families. Use **Alternate ACCESS for ELLs: Understanding Your Child's Scores** for students who took Alternate ACCESS this year.
- Find sample reports and additional information about ACCESS scores on the **ACCESS for ELLs Scores and Reports** and **Alternate ACCESS Scores and Reports** pages.

Supporting English Learners

Individual English Learner Plan (IELP)

In NCSD1, A language support team, which may include the EL Director, EL student's parents, classroom teachers, counselor, and a school administrator, should create an IELP for each English learner. IELP's should be individualized and is recommended to include the following:

- Student and School Information.
- Signatures and Amendments.
- Assessment Information.
  - The *assessment information* on the front page will include the student's English language proficiency test results (ACCESS), screener results to determine EL program eligibility. WY-TOPP and previous PAWS results, ACT test results and/or any other results.
- Instructional Program/Supports/Strategies.
  - Explain any *modifications/services/interventions/remedial* or EL Programs in which the student is currently participating.
  - Describe *appropriate instructional strategies* that are based on the student's needs and English language proficiency score. Observe ELs carefully. Determine any coping skills, how they are processing information and what resources they are using.
  - Explain the appropriate *assignment and assessment supports* that can be done to assignments and tests to make them ACCESSible to the learners.
- Accommodations/Designated Supports/Supports for Assessments.
- Student Learning and Social Goals.
  - *Goals* written on the IELP, which are set according to the student's English language proficiency level (the WIDA CAN-DO descriptors and the English Language Development Standards can be used to determine appropriate goals and objectives for individual students).
  - Goals established by reviewing other evidence such as classroom assignments and assessments.
- Parental Notifications.
- IELP Considerations.
  - Include any information on the student's background, level of native language proficiency, educational history in the home country and in the United States, and the student's strengths and needs. Parents may help in drafting this portion of the IELP.

WIDA English Language Development Standards

In order to comply with the federal requirement of an annual English Language Proficiency Assessment for ELs, Wyoming joined the WIDA consortium in 2009. The WIDA consortium provides research-based assessments, standards, and professional development to Wyoming. Wyoming adopted the WIDA English Language Development Standards, which provide educators with a connection between language development and academic content. Wyoming aligns all language instruction for ELs to the five WIDA language proficiency standards for the academic content areas.

The standards represent the language students need to be successful. Social and Instructional Language reflects the ways in which students interact socially to build community and establish working relationships with peers and teachers in ways that support learning. The remaining four standards present ways multilingual learners can communicate information, ideas, and concepts necessary for academic success in Language Arts, Math, Science, and Social Studies. The WIDA English Language Development Standards work along with content standards to ensure students engage in the learning of the content standards as they continue to develop English.

The Five Standards provide educators with a connection between language development and academic content.

- Standard 1 – Social and Instructional Language
  English language learners communicate for social and instructional purposes within the school setting.
- Standard 2 – Language of Language Arts
  English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

- Standard 3 – Language of Mathematics
  English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- Standard 4 – Language of Science
  English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- Standard 5 – Language of Social Studies
  English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Measuring progress and Achieving English Proficiency Criteria

In addition to ACCESS for ELLs and EL Monitoring Form, NCSD1 tracks academic progress with various measures at various grade levels:

- WY-TOPP scores (proficiency in reading, writing, math, and science)
- Report cards (passing grades and attendance by quarter)
- Star360 for math and reading across grade levels

NCSD1 uses an IELP to document data, accommodations, student goals, and types of services provided as well as the strengths and weaknesses of each child.

Active ELs Who Qualify for Special Education

Active ELs who qualify for Special Education services should receive EL services and Special Education services, not one or the other. Special Education and EL services do not conflict but rather are separate categories of support for these students.

For the case of Active ELs who also qualify for Special Education services, there is currently no difference in the required testing for identification and placement or for the State's annual ELP assessment, ACCESS for ELLs. These students are required to be assessed for identification and placement and are required to be assessed in all domains (Listening, Speaking, Reading, and Writing). In the vast majority of cases, this is accomplished through the state's annual ELP assessment, ACCESS for ELLs, or the Alternate ACCESS for ELLs. There are some rare exceptions to this that the **WIDA ACCESS Accessibility and Accommodations Guide** discusses. An excerpt is provided here (from page 4):

- ELLs identified as deaf or hard-of-hearing, including those for whom American Sign Language (ASL) is their first language, can generally participate in the reading and writing domains of the assessment with few or no accommodations. Students who use speech reading as part of their communication system may use the Human Reader of Items accommodation to ACCESS the listening domain. Federal law specifies all identified ELLs must be assessed in Listening, Reading, Speaking, and Writing annually. IEP teams should make determinations on a case-by-case basis how an ELL who is deaf will be assessed in all language domains. (e.g., participate in ACCESS for ELLs for all language domains, use an alternative system for assessing all language domains (e.g., skills checklist), participate in ACCESS for ELLs for some domains and use an alternative system for other language domains).

Title I of the ESEA as amended by the ESSA of 2015 requires that all ELs be assessed for English proficiency. Section 1111(b)(2)(F) as well as other associated rules and regulations, do not provide exceptions for children with disabilities who are also ELs. General information about Accessibility and accommodations for the ACCESS for ELLs assessment can be found on the **WIDA website**.

Procedure for Determining if an Active EL is Eligible for Special Education and Related Services

NCSD1 will ensure that all EL students who may have a disability and need services under the Individuals with Disabilities Education Act (IDEA) or Section 504 are located, identified, and evaluated for special education and disability-related services in a timely manner.

NCSD1 will consider the English language proficiency of EL students in determining the appropriate assessments and other evaluation materials to be used. NCSD1 will not identify or determine that EL

students are students with disabilities because of their limited English language proficiency. NCSD1 will provide EL students with disabilities language assistance and disability related services to which they are entitled under federal law. NCSD1 will also inform a parent of an EL student with an Individualized Education Plan (IEP) how the language instruction education program meets the objectives of the child's IEP.

The timeline for providing special education evaluations for EL students is the same timeline that applies to all students. EL students are not required to be in the United States for a period of time, nor are they required to receive English-language instruction before special education assessments can be provided. Under the IDEA and Federal civil rights laws, it is not permissible to delay disability evaluations of EL students for special education and related services based on EL status. Federal regulations also state that children must be assessed for special education eligibility in "the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer."

It is important that IEP Teams for ELs with disabilities include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability. The participation of these individuals on the IEP team is essential in order to develop appropriate academic and functional goals for the child and provide specially designed instruction and the necessary related services to meet these goals. IDEA regulation specifies that the participants on each child's IEP Team include:

- The parents of the child;
- Not less than one general education teacher of the child (if the child is, or may be, participating in the general education environment);
- Not less than one special education teacher of the child, or, where appropriate, not less than one special education provider for the child;
- A representative of the public agency who –
  - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - Is knowledgeable about the general education curriculum; and
  - Is knowledgeable about the availability of resources to the public agency.
- An individual who can interpret the instructional implications of evaluation results: The IDEA requires the school district to ensure the parent understands the proceedings of the IEP meeting, including arranging for an interpreter if needed.
- At the discretion of the parent, or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate;
- Whenever appropriate, the child.

More information on this federal requirement can be found in the **USED and Department of Justice Guidance - January 7, 2015**.

Active ELs with an IEP May Qualify for an Overall ACCESS Score with a Missing Domain

ELs with an Individualized Education Plan (IEP) or a 504 plan (29 U.S.C. § 701)2, which addresses federal protections for students participating in programs and activities for individuals with disabilities, or that ensures specialized instruction for students with disabilities attending elementary or secondary school may have a disability that prevents them from taking a domain test. In such instances, an overall composite score cannot be calculated, which may impact the ELs' reclassification status as well as the schools' accountability decisions for these students. This exemption must be reported through the WDE465 on the Data Collection Suite. This should be reported as soon as possible each school year. For more information, view the **WDE465 Guidebook**.

There are allowable accommodations for special education students that allow students to take all domains of the ACCESS assessment. All accommodations must be documented in a student's IEP and IELP prior to the assessment. Even with accommodations, there may be a rare case where a student is limited in their ability to complete a domain (e.g., a blind student being unable to describe a picture in the speaking portion of the test). In this situation, the policy allows for a composite score to be produced for this

student, even with missing a domain. It is imperative that the domain test, with an explanation of the disability which prohibits the student from taking the domain, is explicitly written in the student's IEP.

Exiting from Active EL Status

In NCSD1, once a student tests proficient on the ACCESS assessment, which means the student receives a composite score of 4.6 or higher and a literacy performance level score of 4.3 or higher or an Alternate ACCESS score of P1 or higher, then that student is no longer considered an Active EL, moves into monitor status, and is considered English Proficient. It should be noted that exiting from Active EL status does not signify that all EL supports must be removed for a student. While it does imply that the student will no longer be receiving EL services and programming, exited students are often still in need of some level of extra support and differentiation in the classroom to reach their full linguistic and academic potential. This is similar to many other non-ELs who may also need certain supports to thrive academically despite the fact that they may not participate in any special programs such as special education or gifted programs.

Exiting an EL with a Disability From Active EL Status

An EL with a disability can be "exited" from EL status when the student no longer meets the definition of an EL. This occurs when the student meets the state's definition of "proficient" in English. There is no provision in the IDEA that would authorize the IEP Team to remove the "EL" designation before the student has attained English proficiency. In addition, no other LEA school personnel have the authority under Federal law to remove a student's EL designation before the student has been deemed proficient in English, solely because the student has an IEP. All ELs, including those with disabilities, must participate in ACCESS for ELLs, with or without accommodations, or must take the Alternate ACCESS for ELLs, if necessary.

Students who are Rescreened and Brought Back Into Services

A student who is brought back into EL services under the process described in the "Rescreening Former ELs" would resume being reported as an Active EL. Schools will not report anything for the "Student ELL Monitoring" data element until the student tests proficient on the ACCESS assessment. If a student exits a second time, the "Student ELL Monitoring" data element will be completely reset back to year 1.

Parent, Family and Community Engagement

NCSD1 encourages LEP families to participate in fieldtrips and school events that take place throughout the school year. Parents are encouraged to engage with classroom teachers and school personnel to maintain mutual confidence and work together to improve the quality of education for students. Some activities NCSD1 provides to promote parent, family, community engagement include:

- Back to school night
- Trainings on different school resources
- Sports, Assemblies, School events
- Fieldtrips

Parent, family, and community engagement event notification will be sent out by the EL Director, teachers, principals, or designated personnel to perform this role.

Funding English Learner Programs

Title III English Language Acquisition Funding

Title III funding is provided to the WDE by the United States Department of Education (USED). The WDE allocates funding to Wyoming school districts based on the number of Active EL students identified in each district. Wyoming uses the various WIDA Screeners (dependent on grade level) to identify a student as an Active EL for Title III funding purposes. Students who score below proficient on the WIDA Screener for Kindergarten or WIDA Screener are included in the count of Active ELs, which is reported by each district in the WDE684 October data collection. The amount of Title III funding a district receives is proportional to the number of Active ELs in the district compared to the number of Active ELs in the state, with the requirement that no award will be given in an amount less than $10,000.

Title III Required Activities

Section 3115 of ESSA outlines the activities that districts receiving Title III grant funding are required to fund. These three required activities are:

1. Increase the English language proficiency of English learners by providing effective language instruction educational programs (LIEPs) that meet the needs of English learners (ELs) and demonstrate success in increasing:
   a. English language proficiency; and
   b. Student academic achievement
2. Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals, and other school leaders, administrators, and other school or community-based organizational personnel, which must be:
   a. Designed to improve the instruction and assessment of ELs
   b. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment, practices and measures, and instructional strategies for ELs
   c. Effective in increasing children's English language proficiency or substantially increasing the content knowledge, teaching knowledge, and teaching skills of such teachers; and
   d. Be of sufficient intensity and duration (which does not include activities such as one day or short-term workshops and conferences). It must have a positive and lasting impact on the teacher's performance in the classroom (may include components of a long-term training or workshop). An example could include attending short term workshops that are a component of a long-term series of workshops, e.g., once a month for six months
3. Provide and implement other effective activities and strategies that enhance or supplement LIEPs for ELs that:
   a. Include parent, family, and community engagement activities; and
   b. May include strategies that serve to coordinate and align related programs.

In addition to the three required activities, districts may also choose to use their funding on other allowable activities, which are:

- Upgrading program objectives and effective instructional strategies
- Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- Providing EL students with:
  - Tutorials and academic or career and technical education; and
  - Intensified instruction that may include materials in a language that the student can understand, interpreters, and translators
- Improving the English language proficiency and academic achievement of ELs
- Describe how Title III funds will be used to enhance existing LIEPs and programs for restructuring and reforming schools with ELs.
- Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families
  - To improve the English language skills of ELs; and
  - To assist parents and families in helping their children improve their academic achievement and becoming active participants in the education of their children.

- Improving the instruction of ELs, which may include ELs with a disability, by providing for:
  - The acquisition or development of educational technology or instructional materials
  - ACCESS to, and participation in, electronic networks for materials, training, and communication; and
  - Incorporation of the resources described above into curricula and programs
- Describe how Title III funds will be used to support the development and implementation of effective preschool programs.
- Describe how Title III funds will be used to support implementation of school wide programs.
- Describe how Title III funds will be used to improve instruction for ELs with disabilities::
- Acquisition or development of educational technology or instructional materials;
- ACCESS to and participation in electronic networks for materials, training, and communication; or
- Incorporate the resources described in 9a and 9b into curricula and programs.
- Describe how Title III funds will be used to offer early college high school, or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education.
- Describe how Title III funds will be used to provide community participation programs, family literacy services, parent and family outreach, and training activities for ELs and their families that will improve the English language skills of ELs and assist parents and families in helping their children to:
  a) Improve academic achievement; and
  b) Assist parents and families in helping their children to improve academic achievement and become active participants in the education of their children.

Title III Immigrant Subgrant

Under Title III, an immigrant subgrant must, as provided for in Section 3114(d)(1), be "of sufficient size and scope to meet the purposes of this part." With the need to ensure the grant is of sufficient size to meet statutory requirements, in consultation with District Title III Directors, the Wyoming Committee of Practitioners and others, grants have been set at $5,000 each. A maximum of four Title III – Immigrant subgrants are awarded each year. Some districts in Wyoming are eligible to receive the immigrant subgrant.

- The Wyoming Committee of Practitioners and district Title III Directors have determined that a minimum of a 10% increase in immigrant students is considered to be a significant increase for a district to be eligible to receive the Title III – Immigrant subgrant.
- The percentage increase is based on the average of the two preceding years compared to the current year number of immigrant students reported. Districts must also have a minimum of five (5) or more immigrant students in the current year to be considered for funding.
- The WDE determines Immigrant subgrant eligibility using data provided by the districts on the WDE684 report.

The Immigrant subgrant is a targeted grant. According to Title III Section 3115, funds awarded shall be used to pay for enhanced instructional opportunities for immigrant children and youth, which may include:

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
  - **Note:** Family literacy includes adult ESL classes.
- Recruitment and support of personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- Tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Identification, development, and acquisition of curricular materials, educational software, and technologies;
- Basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including payment of costs of providing additional classroom supplies, costs of transportation, or other costs directly attributable to additional basic instruction services;
- Other instructional services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

Immigrant Students – Definition

According to Title III Section 3201 the term "immigrant children and youth" refers to individuals who:

- Are aged 3 through 21;
- Were not born in any state; and
- Have not been attending one or more schools in any state for more than 3 full academic years. The months need not be consecutive.

> **Note:** "State" is defined [in ESSA, Section 3201.20 U.S.C 7011 (13)] to include the 50 States, the District of Columbia, and Puerto Rico. Students born in Puerto Rico may not be included as "immigrant" students under Title III. Finally, note that the term "immigrant" as used in Title III is not related to an individual's legal status in the United States. Under the U.S. Supreme Court case Plyer v. Doe, schools are required to provide equal ACCESS to a basic public education to all students, regardless of immigration status. Additional information can be found on OCR's Guidance for School Districts to Ensure Equal ACCESS for All Children to Public Schools, regardless of Immigration Status.

Additional points to consider:

- *You will note there is no inclusion of anything related to English language proficiency.* Thus, a student who comes to the district from a location like England, Canada, or Australia, where the first language is English, or students whose second language is English and test proficient on the district's ELP screening assessment or on the ACCESS for ELLs, will qualify for "Immigrant Status" even though they are not Active ELs if they meet all the requirements of the definition above;
- Eligibility for "Immigrant Status" is tracked based on the date when the student is first enrolled in a school in a state. It is not tracked from the date the student enters the country. For example, a student not born in any state, comes into the country at age 1 in 2011 and does not enroll in a school until the 2016-2017 school year is included in the count for immigrant students for the 2016-2017, 2017- 2018, and 2018- 2019 school years;
- A full academic year, according to the U.S. Department of Education's Title III Office, is the full period between August and June in Wyoming. If a student who qualifies as an immigrant enters mid-year, the 3 full academic years begin at the start of the following school year; the partial year is not included. Only full academic years are taken into consideration. For example, if a student enters a school in a state for the first time in January 2019 (18-19 school year), the three full academic years begin with the 19-12 school year, not the 18-19 school year. The student would be included in the immigrant count during the 19-20, 20-21, and 21-22 school years. These full years may be in one or more schools, in one or more districts, or even one or more states. In the case where education is interrupted, three full academic years is measured cumulatively;
- Children born overseas to U.S. military personnel or other US citizens may be considered "immigrant" for the purposes of the Title III immigrant children and youth program as long as the children meet the definition of immigrant student above – even though they are US citizens – because they were not born in a state;
- Foreign exchange students fit the federal educational definition of an immigrant student and are included in the count for immigrant students the district reports on the WDE684 collection.

It is important for the LEA to report all immigrant students who meet the definition provided above in order to determine if they may be eligible for Title III – Immigrant funds.

Title III Supplement vs. Supplant Provisions

Section 3115 of ESSA, requires that funds available under a subgrant be used "so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds." In this section, "supplement" means "an addition," and "supplant" means "to take the place of." Title III funds may be used in addition to state and local funds designated for Active EL student language education programs, not in place of them.

The Civil Rights Act of 1964 requires states and districts to provide a core language instruction educational program (LIEP). Districts are required to specify their "core English LIEP(s)" and must include three

key elements in this description: 1) The services provided 2) The number of personnel needed to staff those services, and 3) The materials (curriculum, etc.) needed for those services. Since all districts have a Civil Rights obligation under the Lau v. Nichols case to provide a core English LIEP, Title III funds cannot be used for this service.

For additional information on Title III funding, contact the WDE Title III Grant Program Manager, Jessica Fancher at 307-777-8964.

Examples of EL Program Models That Meet the Requirements of Title III

Two-Way Immersion/Dual Language – A native English-speaking group and a non-English group (e.g., Spanish speakers) are both taught academic content in both languages for an extended period of time. Both groups develop academic proficiency in both languages in a 50/50 model in the classroom

Transitional Bilingual Education – Active ELs receive academic instruction in their first language for part of the day. For the remainder of the day, they receive EL services taught traditionally, with a focus on language, plus some mainstream classes. As English proficiency increases, instruction through the first language decreases. The program lasts 2-4 years.

ESL Pullout – Students attend mainstream classes for much of the day and also meet separately for about 3-10 hours a week in small groups with an EL instructor who focuses on language development

Content-Based ESL – Active ELs receive EL instruction, taught by an EL licensed teacher, in preparation for grade-level content instruction in English. The emphasis is still on language development, but augmented with academic content, vocabulary, and beginning concepts.

Sheltered English Instruction – Active ELs are taught academic content in English by a content – licensed teacher. However, the English language used for instruction is adapted to the proficiency level of the students. While the instruction focuses on content, sheltered English instruction also promotes English language development. This is also called Sheltered Instruction Observation Protocol (SIOP).

Structured English Immersion – Active ELs are taught content in English by a content-licensed teacher who is also licensed in EL or bilingual education. The teacher is proficient in the first language of the student.

Students may use their native language for clarification, but the teacher uses only English. No ESL instruction is provided in this model.

Heritage Language – A program where Active ELs are taught literacy in the language a person regards as their native, home ancestral language. This covers indigenous languages (e.g., Arapaho and Shoshone) and immigrant languages (e.g., Spanish). The intent is to provide literacy skills that can then transfer to English language acquisition.

Specially Designed Academic Instruction in English (SDAIE) – A program of instruction in a subject area, delivered in English, that is specially designed to provide Active EL students with ACCESS to the curriculum. It involves teaching content and English language development simultaneously. This program is intended to be a transitional instructional approach after ELs reach intermediate levels of English proficiency.

Native Language Literacy – A program where language arts instruction focuses on developing oral language, reading and writing skills in the student's first language. Teachers fluent in the student's native language provide instruction using techniques, methodology, and special curriculum in the student's primary language. Literacy in the student's first language facilitates literacy in the student's second language.

Accountability for English Learner Programs

ACCESS Assessment Confidential

The Assessment Confidential Portal is where districts can receive information about an English learner's classification status and ACCESS English language proficiency assessment data among other information. EL District Coordinators have an account and can ACCESS the site with a unique password. Some districts may have an additional person set up with this privilege in addition to the DTC, which is allowable.

To sign in, go to the WDE webpage, (edu.wyoming.gov), click on the word "Data", then scroll to the Data Reports section and click on "District Data Reports." On the sign-in page, there's a password recovery and a WYEdPro account section, which is one way to request an account or password recovery.

Next, select the ACCESS report on the top of the left side, which is the most current report available for the year. You will be able to choose the year. You are able to go back to 4 years of testing. You will have options of how to look at your data, such as individual schools or all the schools in your district. This can be a large report depending on how many students you have, and depending on how many schools you are looking at. You are able to download your reports in Excel as an option if you choose.

School Accountability (SCORE) Under WAEA

The school score is the percentage of English learners at the school that made expected progress learning English. For WAEA, the ELP scores at each school are rounded to the nearest whole number and are placed into one of three target levels: (a) below target, (b) meets target, and (c) exceeds target. The Professional Judgment Panel established the following cut-points for the scores.

For more information, see the **Wyoming School Accountability Performance Rating Models Implementation Handbook**.

School Accountability (SCORE) Under ESSA

For ESSA school accountability, the school ELP scores are rounded to one decimal place and used to assign each school to one of three categories (i.e., below average, average, above average).

For more information, see the **Wyoming School Accountability Performance Rating Models Implementation Handbook**.

English Language Proficiency Expected Progress

The Every Student Succeeds Act (ESSA) and Wyoming Accountability in Education Act (WAEA) require Traditional Schools to include an ELP indicator, which measures whether English learners are making expected progress toward becoming English proficient within a time frame suggested by research to be reasonable. Research suggests that learning English should take about six years for a student who enters an English-speaking school with little or no English, contingent on factors such as previous educational experience and first language. Having little or no English is operationally defined as having a performance level score between 1.0 and 1.9 on the ACCESS test during the first year that they enter the English-speaking school. Higher performance level scores on the ACCESS reflect higher English proficiency scores. Therefore, the number of years within which an English learner was expected to become English proficient is related to the performance level score the EL student earned on the ACCESS during the first year that they entered the English-speaking school.

Given the number of years within which an EL student is expected to become English proficient, the below formula indicates the method used to determine if a student is making acceptable progress learning English. One feature of the formula is that the annual progress target is reset each year based upon the student's most recent ACCESS score. The ELPA indicator includes students in kindergarten through grade 12.

Progress Targets and Projected Exit Year

The English Language Proficiency (ELP) indicator measures whether English Learners (EL) are making expected progress toward becoming English proficient. English proficiency is defined as earning a composite performance level (CPL) of at least 4.6 on the ACCESS and a literacy performance level (LPL) of at least 4.3. Improvement targets for the next school year are based upon a student's English Language Proficiency. The annual progress target and the CSS target can be found in the **WYedPro Assessment Confidential**.

For more information about calculating a student's expected annual progress, refer to the English Language Proficiency section of the **School Performance Rating Model**.

Every Student Succeeds Act (ESSA)

Every Student Succeeds Act (ESSA) maintains the requirement to have English language proficiency standards aligned with state academic standards. Under this accountability system, states must establish "ambitious State-designed long-term goals" to measure interim progress for all students and subgroups

of students, including progress in achieving English language proficiency (ELP).

- The purpose of annual ELP progress targets is to measure student development and attainment of English proficiency while meeting challenging state academic content standards.
- Student ELP progress targets are individual and allow for a variable progress trajectory of language acquisition.
- ELP progress targets are set based on an individual student's first annual ACCESS results
- ELP progress targets are reset annually and are calculated to show the progress needed to achieve ELP within the student's allowable plan years

Defining an EL Student's Status and Funding

A referral for ELP screening is not sufficient evidence that the student is an Active EL. A student must test below English proficient on the ELP screening assessment in order to be identified and reported as an Active EL. This means a student can only be labeled as an Active EL if the student scored below proficient on the initial screener and continues to score below a 4.6 composite score on the ACCESS for ELLs assessment that is administered every spring, and does not have a literacy performance level of 4.3 or higher.

In NCSD1, Active Els will be reported by the EL Director to the WDE as having an "Active EL" status and will continue to be reported as such until the student demonstrates English proficiency as indicated in the previous paragraph. Once an Active EL student demonstrates English proficiency, he/she is placed in monitor status for the following four years. Once a student moves to monitor status, the student is no longer considered an Active EL, but is now referred to as a Former EL. Students in monitor status will not take the ACCESS for ELLs.

A student who scores below 'proficient' on the ACCESS for ELLs is included in the count for Title III federal funding. Former EL students (students who have scored above a 4.6 composite score on the ACCESS for ELLs and a literacy performance level of 4.3 or higher) are no longer eligible for Title III funding but these students may still need to be provided with support services.

WDE684 Data Collection

Three times a year, the WDE collects information on the WDE684. There are two fields of data elements within the WDE684 data collection that are related to Active EL and monitor status data.

"Student ELL" field (Y = Yes, N = No, or R = Refused). The definition provided for this data element is:

- Status of the student with respect to the district's EL program;
- An Active EL Student is any student on the Fall WDE684 Snapshot Date who:
  - Is newly enrolled in the district or enrolled in the district after the state annual ELP assessment, ACCESS for ELLs, was given in the prior school year; or
  - Has been identified and evaluated by the district as being an Active EL through the use of an ELP screening assessment; or
  - Is returning to the district from the previous school year; and
  - Took the state's annual ELP assessment in the prior school year and has not yet achieved the "proficiency" level.
- A student who meets the above qualifications, but whose parent/guardian refused services, should be reported as "R." The value "R" should only be used for students who have been identified as needing services. It should not be used for students who have not yet been evaluated;
- Refused service students, which are considered Active ELs, must continue taking the ACCESS for ELLs until they demonstrate proficiency;

"Student ELL Monitoring" field (1, 2, 3 or 4).

The purpose of this federally required four-year monitoring process is to see if the student can succeed academically without EL services (though they may still receive EL supports as needed). The first two years of monitoring are formal, years three and four require a degree of oversight to ensure the student is meeting challenging state academic standards. If at any time, a student is found to be struggling academically, and it is suspected that this is due to linguistic reasons, there is a process for rescreening the student. Please see the "Rescreening ELs" section on page 13 for more information about this process.

- The definition provided for the "Student ELL Monitoring" data element is:
  - Due to reporting changes with ESSA, WDE tracks former ELs for a total of four years.
  - Once an Active EL student has achieved English proficiency on the ACCESS for ELLs, this data element is required to be accurately reported on the WDE684 for the next four years so as to track how many years out the student is from their previous Active EL status.
    1 – Former EL student, year 1 ***Formal Monitoring*** and Accountability Reporting Status
    2 – Former EL student, year 2 ***Formal Monitoring*** and Accountability Reporting Status
    3 – Former EL student, year 3 ***Monitoring*** and Accountability Reporting Status
    4 – Former EL student, year 4 ***Monitoring*** and Accountability Reporting Status
  - In keeping with the Active EL definition for federal funding and reporting, students are no longer "Active EL students" for these primary purposes once they reach proficiency on the ACCESS for ELLs. It follows from this federal definition and the wording of the WDE684 form that if "Student ELL Monitoring" is submitted with a value of 1, 2, 3 or 4 (the only allowable values), the student ELL field must be N for this same student.

Districts may receive a WDE684 error report if there are discrepancies in the data, such as the student is identified as an Active EL, but the district also reported the student in the monitoring student count, or a student is an identified Active EL, but the district does not correctly report this status. If any error occurs, the district is responsible for correcting the errors, as this could otherwise lead to misidentification of a student and would violate the student's civil rights and could lead to improper funding.

For state funding purposes, the "EL subgroup" includes the count for student records with a value of Y in Student ELL or value of 1 or 2 in the "Student ELL Monitoring " field (year 1 and 2 monitored former EL students). Monitor students in years 3 and 4 are not included in the "EL subgroup". The most recent WDE684 data element resource is located on the **Statewide English Language Learner Summary**.

Language Codes for ACCESS for ELLs

Be as specific as possible and avoid using "macrolanguage" or "inclusive" codes such as "zho" (Chinese). Macrolanguage codes such as these actually represent a group of languages or varieties. In the case of "zho", this group code can be vague as it represents 16 other codes including "cmn" (Mandarin) and "yue" (Cantonese). The SIL International website has a column named "Scope" that will tell you if the code is an "Individual" code or a "Macrolanguage" code.

- Language codes for all languages in the world are available on the **SIL International website**. Use the 639-3 column to obtain the language code.
- Language codes are also available on Wikipedia under the "Language codes" section (ISO 639-3) on the right pane of many entries for languages.

EL Records Documentation Retention

In NCSD1, The HLS and other information and/or evidence will remain in the student's cumulative file and be easily ACCESSible to school staff, and available for state audits.

All of the following will be in place:

- A physical or electronic version of the original HLS with all the HLS questions and exact answers provided by the family. Any extra or additional information added by the family must be captured. Important information such as date of HLS, and family or guardian signature must be included.
- Documentation of a Family Interview
- Screener and Assessment Reports
- Individual English Learner Plan (IELP)
- Monitoring Documentation
- Any documentation of parental rejection of EL Services (letter, form, etc.)
- Any other EL documentation (supports, history, records, etc.)
-

If an Active EL or former EL transfers out of a Wyoming school district or a different district in Wyoming, copies of the HLS, ELP screening assessment results, IELP, and ACCESS for ELLs score reports must be sent to the receiving district as soon as possible.

In NCSD1, Original documents will remain at the sending district. HLS and copies of ELP screening

assessments for students ***not identified*** as Active ELs must also be sent to the receiving district and original documents retained at the sending district. This student documentation must be retained for audit purposes. The WDE, in compliance with regulations from the United States Department of Education, recommends districts keep and be familiar with which records must be archived and for what duration.

Districts must follow the **retention schedule** overseen by the Wyoming Department of Archive. For more information, go to the link above and click on the orange Local Government Master Schedule List link. The education data starts on the second page. Assessment data should be retained for **five years**, which includes assessment results after the test is taken for five years.

EL Status Manager

The EL Status Manager is a WyED system for EL educators to ACCESS and communicate information about the EL students in Wyoming. This system serves two purposes.

Purpose #1: It serves as an Information Management System, which simplifies the process of finding EL Student Data easily and quickly. This can ease the process of decision-making, and simplifies the process of delivering the required information and can assist districts in taking better decisions instantly when needed. The EL Status Manager provides the following for student's current and historical information:

- Student's WISER ID, name and birth date.
- Student's expected EL Identification Status, such as Active EL, or Monitoring Status Year 1, 2, 3 or 4.
- ACCESS for ELLs Student testing history showing the first year the student tested in Wyoming.
- ACCESS for ELLs Student testing history showing each year the student tested in Wyoming.
- ACCESS for ELLs testing information available for the student's entire WY ACCESS history.
- The type of ACCESS for ELLs assessment (general or alternate) the student participated in.
- Outcome of the ELPA for each school year (Proficient, Not Proficient or Not Tested) the student tested.
- Testing location such as district, district code, school location and school code.

Purpose #2: It serves as an override system for districts to apply for English Learners to exit the Active EL Status. All Active English Learners are expected to participate in the English Language Proficiency Assessment (ELPA). However, there may be situations in which a district will need to petition WDE to exit a student from the Active EL Status without the student demonstrating English Proficiency on the (ELPA). The EL Status Manager serves as the system for districts to begin an override case and submit the required evidence and documents. A district should not begin the process until they have established that there is a justifiable reason, research has been completed and evidence is ready for submission to consider exiting a student from the Active EL Status.

EL Status Override

An override case is created when a district submits a request to exit a student from the Active English Learner status without meeting the ELP assessment proficiency criteria. An Active English Learner is a student who was identified through the identification process of a home language survey, verification of a follow-up "parent interview" and qualification of a WIDA Screener Assessment.

The following list of documents are needed by a district when a request is made for exiting a student from the Active English Learner status. Following a review of **all** the required documents submitted by a district, a WDE committee decision will be made. When a student has been approved for exiting the Active English Learner status, an override status will be updated in the "EL Status Manager." Districts are able to begin an override petition, and view a student's status on the "**EL Status Manager.**" Districts may also verify information in the student's file for accuracy.

Possible Required Documents Needed for Establishing an Override Case for an Active English Learner

- Copy of the current and any previous Home Language Surveys (HLS). Copy of the most current HLS, an HLS that showed a language other than English, or any copies from a former district/state that initially identified a student.

- Copy of the family Interview with questions and answers completed by the district. Include the date of interview, names of interviewee(s) and interviewer, and method of interview (phone, in person, online etc.). Include any other relevant information, such as using an interpreter.
- Copy of the Screener Score Report (all reports if rescreening has occurred).
- Copies of student's ISR's for any year the student has completed the ACCESS for ELLs Assessment, or most recent year for out-of-state transfer students. A student can ONLY be exited using the Wyoming Proficiency Criteria with the most previous school year's ACCESS results without any gap. A student cannot be exited with results from years prior to the most previous school year.
- District Finding Report (DFR): District report summary explaining all pertinent information/evidence of why a student who was identified as an Active English Learner (EL) should be considered as a case for misidentification.
  - The DFR must include the: Date, signature of the person submitting the DFR, district name, student name, grade & WISER ID.
  - This statement should summarize why the district believes a student should be exited from the Active English Learner status based on **discovery findings** to support the student was misidentified.
  - If applicable, include an explanation of HLS questions that identified the student.
  - If evidence shows that a district contributed to the misidentification, an explanation on what the district is doing to prevent the error in the future may be submitted.
- District signed statement to exit Active English Learner from the Active EL status. A statement must be signed by the District EL Coordinator, EL teacher and school or district administrator that all are aware and agree with the "District Finding Report" and case review for exiting an Active English Learner based on a misidentification status. The statement may be written by the district, or the example template may be used/modified to meet district needs. It may be a separate document or may be part of and included at the bottom of the "District Finding Report."

- Written verification of the proficiency criteria in the state from which a student is transferring
- Exit summary statement from district where student met exit proficiency requirements. This could include the State "student Record Status" or transfer records.
- Evidence or copy of Records Request Form.

Additional Documents May be Submitted for Establishing an Override Case for an Active English Learner

- Document of parents rejecting EL Services. Note: Parental rejection cannot exit a student from the assessment requirement.
- Statement or parent letter of why the parent believes their child should be exited from the Active English Learner status, or statement from the family stating why the student was misidentified.
- Copy of IELP or records of the student's academic performance (such as student results from WY-TOPP and other district data, copy of English Learner team meeting notes, etc.).
- State documentation that a student was in monitoring status with the monitoring year status.

There are six types of override cases that can be submitted for WDE approval. Below is a list of each type of case and the required documentation for each:

1. Misidentification;
   a. Home Language Survey
   b. Family Interview
   c. Screener Score Report
   d. All ISRs
   e. District Finding Report
   f. District signed statement to exit Active English Learner from the Active EL status.
2. ACCESS tested in monitoring;
   a. All ISRs
   b. District Finding Report

WDE does not have the ability to gain entry to other states test results. We rely on districts to contact the sending state to retrieve the information and documents needed for an override to verify the student's status and possible override qualification.

3. Out-of-State Transfer, proficient out of state;
   a. Most current ISR

   b. State proficiency criteria
   c. Exit Summary Statement
   d. Documentation of Monitoring Status, if necessary
4. Out-of-State Transfer, proficient in WY;
   a. Most current ISR
5. Proficiency Criteria met on screener;
   a. All Screener Reports
   b. Records Request Form
6. Human data entry error.
   a. Explanation of situation

Resources and Sample Forms

Professional Learning Opportunities

Professional learning is the key component to improving educator practice and providing perspectives, strategies and tools to meet educator needs. WDE provides Professional Learning that offers a wide-range of high-quality, research- informed, practice-oriented professional learning in a variety of formats and topics. Professional Learning opportunities are included in the English Learner Webpage, in the Wyoming State Guidance and Resources section, and the Wyoming State Page on the WIDA website.

Resources

The links below include ACCESS to additional resources, guidance, and the opportunity to network within the EL community.

- WDE EL Webpage.
  - Sign Up for the EL Newsletter here for EL Updates and more.
- WDE ACCESS Webpage: This page contains information and resources about Wyoming's English Language Proficiency Assessment and Wyoming specific testing policies and procedures.
- WIDA Wyoming Page: This page is an important resource for anyone who administers the ACCESS Assessment and for EL Educators, as it includes all important assessment dates each year. The ACCESS Checklist which shows what you should do before, during and after testing, with specific Wyoming information is included on this page and is an essential document you will want to download. The last item is a link and another way to ACCESS the WIDA Professional Learning Opportunities on the EL webpage
- EL Edmodo (statewide PLC): The WDE provides an EL Edmodo site, a virtual network intended to act like a statewide PLC, which allows Wyoming educators to communicate and collaborate. The EL Edmodo includes regular updates with information and free national EL professional learning opportunities. This platform enables educators to:
  - Share ideas, problems, and helpful tips.
  - Ask questions, gather opinions, share resources or ask districts for a resource or tool that you need & they may have to share.
  - The EL Edmodo serves as a two-way communication tool for EL educators throughout Wyoming.
  - Discover new things and improve their skills.
  - Provide information about professional development opportunities.
  - Click on the EL Edmodo link to join or go to the Content & Performance Standards page, and find the Statewide PLC on Edmodo section and begin networking with other educators.

Social Media Tags

- Facebook: @WIDA.UW.
- Twitter: @WIDA_UW.
- Instagram: @wida_uw.

Glossary of Acronyms

ACCESS – Assessing Comprehension and Communication in English State-to-State for English Language Learners

Active EL– A student who is identified as an English Learner through the identification process whose English language proficiency level requires language support, such as in a Language Instruction Education Program (LIEP) to achieve grade level content in English.

AMPI – Alternate MODEL Performance Indicator

BIT – Building Intervention Team (or Behavioral Intervention Team)

DTC – District Test Coordinator

EL – English Learner

ELL – English Language Learner

ELD – English Language Development

ELP – English Language Proficiency

ESEA – Elementary and Secondary Education Act

ESSA – Every Student Succeeds Act

HLS – Home Language Survey

IDEA – Individuals with Disabilities Education Act

IEP – Individualized Education Plan ***IELP*** – Individual English Learner Plan ***LEA*** – Local Educational Agency

LEP – Limited English Proficient

LIEP – Language Instruction Education Program MODEL – The program under which ELs are taught English. There are several program models; however, all focus on building both English language development and academic content.

MTSS – Multi-Tiered System of Supports

TA – Test Administrator

TAM – Test Administrator Manual

USED – United States Department of Education

KW-APT – Kindergarten WIDA – ACCESS Placement Test (phased out by WIDA)

WAEA – Wyoming Accountability in Education Act

WIDA –World-Class Instructional Design and Assessment

WIDA Consortium – a consortium of state departments of education that provides several assessments for use with English language learners.

WDE – Wyoming Department of Education

Appendix A: HLS English and Spanish (Sample)

HOME LANGUAGE SURVEY

Student Information

First Name	Last Name	Date of Birth (Month/Day/Year)

Questions for Parents or Guardians	**Response**
What language(s) is (are) used in your home?	
Which language did your child learn first?	
Which language does your child use most frequently at home?	
Which language do you most frequently use with your child?	
In what language would you prefer to get information from the school?	

Parent or Guardian's Signature _____ Date _____

Relationship to Student: _____

Encuesta del Idioma en el Hogar

Información de Estudiante

Nombre	Appellido	Fecha de nacimiento (mes/dia/a˜no)

Preguntas para los Padres o Tutores	**Respuesta**
¿Qué idioma(s) se utiliza(n) en la casa?	
¿Cuál fue el primer idioma que aprendió su hijo/a?	
¿Qué idioma utiliza su hijo/a con mayor frecuencia en la casa?	
¿Qué idioma utiliza usted con mayor frecuencia cuando se comunica con su hijo/a??	
¿En qué idioma prefiere usted recibir la información de la escuela??	

Firma de padre o tutor _____ Fecha_____

Relación con el estudiante _____

_____

Appendix B: Sample Family Interview Questions

Family Interview Guide

Introduction

In NCSD1 the EL Director will begin a family interview by introduce himself/herself and position in the district. The El Director will explain the purpose of the interview and the background information of why they were chosen for a family interview. Information from the child's previous records and current state of the child's progress, strengths, and weaknesses may be shared with the family. The interview will help districts/schools understand the extent of a language influence, and student and family needs for language support. The EL Director will encourage parents to mention anything they would like to say and to ask questions. The EL Director will remind parents to know that we are working together to understand the language and needs of their child. If parents have more questions, they may also refer to the student's teacher(s). NCSD1 knows it is important to introduce the family to the EL program and the support it provides the student. This list is by no means exhaustive, but gives an idea of questions that may be asked during an interview.

Language (review the questions and answers on the HLS)

1. Review the questions and answers on the HLS to gather the extent of language influence.
    a. What language did your child learn when he/she first began communicating?
    b. What language does your child most frequently use at home?
    c. What language is used by you and your family most frequently at home?
2. What is the student's history with English and/or another language?
3. How much English or another language does your child know?
4. How long has your child been an EL?
5. How has your child been learning a language? What resources have been useful/necessary?
6. Things the student is working on (ex: not worried when speaking in front of others) or goals they have?
7. What is your child's level of confidence or feelings towards the English language including how they feel about speaking it, studying it, past feelings, present feelings and more.
8. Does the child speak clearly at home? (Give examples of speech errors they might have seen)
9. Does your child read at home? Difficulties? Language books are in?
10. Do you have other students in the district?

Social, Cultural and Family History (replace "the child" with their name when possible)

11. Who does the child live with? (parents, siblings, extended family, etc.)
12. Where was the child born?
13. How long has the child lived in the U.S.?
14. Are there individual or family circumstances that may explain certain student behaviors?
15. What are the child's hobbies and interests?
16. Tell me about your child? How would you describe them?
17. How does your child do with homework that they bring home? Struggles? Concerns?

School History

18. Did the child attend preschool? Where? What kind of program?
19. Has your child attended school outside the United States? Explain/Describe.
20. Where has your child attended school in the U.S.? Explain/Describe.
21. How is your child's attendance to school? Does the family take long vacations or return to their native country? (Look for the frequency of absences in the past)

Appendix C: Individual English Learner Plan (IELP)

Section 1: Student and School Information			
Student Name	WISER ID	Grade	Age
District Name	School Name		Date of Meeting

Section 2: Signatures and Amendments		
Printed Name	Title	Signature
Teacher:		
Teacher:		
Teacher:		
Teacher:		
School Counselor:		
Parent/Guardian:		
Parent/Guardian:		
Other attendee:		

Amendments/updates: *Document amendments to the student's Individual English Learner Plan.*		
Date of meeting	Changes	Team members initials

*Section 3: Assessment Information

WIDA Screener and ACCESS 2.0 for ELs Test Results

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Date (Mnth/Yr)													
Reading													
Writing													
Speaking													
Listening													
Composite													

WY-TOPP/PAWS Test Results

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Date (Mnth/Yr)										
ELA/Writing										
Math										
Science										

ACT Test Results

	Year 1	Year 2
Date (Mnth/Yr)		
English		
Reading		
Writing		
Math		
Science		
Composite		

Other Test Results

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Date (Mnth/Yr)										

Section 4: Instructional Program/Supports/Strategies

EL Program Model Used: *List any other services the student receives – remedial, current EL/bilingual* program*, and/or extended learning opportunities*

Name of EL Program(s) student participated in:	Any information you would like to include about services provided to the student:
☐ Push In ☐ Pull Out ☐ Dual Language Immersion (DLI) ☐ Sheltered Instruction ☐ EL Class ☐ Transitional Bilingual Program ☐ Content Based ESL ☐ Structured English Immersion ☐ Heritage Language ☐ Specially Designed Academic Instruction ☐ Native Language Literacy ☐ Newcomer Class ☐ Co-Teaching ☐ Other	

Academic content support and instructional strategies used for the student: *List the academic supports, modifications, instructional accommodations, coordination with other programs, direct instruction, differentiation, etc. that are used based on student's needs and English Language Proficiency scores (language & content).*

Social	
ELA	
Math	
Science	
Social Studies	

*Section 5: Accommodations/Designated Supports for Assessments

List the assessment accommodations/designated supports for the student simplified language, alternate mode, modified tests, written/oral alternatives, etc. that are used with fidelity.

Accommodation/Designated Support Description	ACCESS 2.0	WY-TOPP	ACT	Other
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Section 6: Student Learning and Social Goals

List the areas in which your student is trying to improve.

Section 7: Parental Notifications

Have parents been informed or involved in establishing the Title III targets and learning expectations?

☐Yes

☐No

Are parents included in supporting second language acquisition?

☐Yes

☐No

If included, are there specific strategies shared with parents to reinforce at home?

Section 8: Individual English Learner (IEL) Considerations

Include all information on the student's background, level of native language proficiency, educational history in the home country and in the United States, and the student's strengths and needs not included above. Parents may help in drafting this portion of the IEL Plan.

Plan Individual EI(Plan EII)

Seccion 1: Informacion Estudiantil y Escolar			
Nombre de Estudiante	WISER ID	Grado	Edad
Distrito	Escuela		Fecha de Reunion

Seccion 2: Firmas y Enmiendas		
Nombre en Letra de Molde	Titulo	Firma
Maestro/a:		
Maestro/a:		
Maestro/a:		
Maestro/a:		
Orientador/a Escolar:		
Padre/Guardian:		
Padre/Guardian:		
Otro Asistente:		

Enmiendas/actualizaciones: *Documentar enmiendas al Plan Individual de Estudiante Ingles*		
Fecha de Reunion	Cambios	Iniciales de miembros del equipo

*Seccion 3: Informacion de Evaluacion

Examinante WIDA y ACCESS 2.0 de EIs Pruebas de Examen

	Ano 1	Ano 2	Ano 3	Ano 4	Ano 5	Ano 6	Ano 7	Ano 8	Ano 9	Ano 10	Ano 11	Ano 12	Ano 13
Fecha(Mes/Ano)													
Lectura													
Escritura													
Hablar													
Escuchar													
Composito													

WY-TOPP/PAWS Pruebas de Examen

	Ano 1	Ano 2	Ano 3	Ano 4	Ano 5	Ano 6	Ano 7	Ano 8	Ano 9	Ano 10
Fecha (Mes/Ano)										
ALI/Escritura										
Matematica										
Ciencia										

ACT Pruebas de Examen

	Ano 1	Ano 2
Fecha (Mes/Ano)		
Ingles		
Lectura		
Escritura		
Matematica		
Ciencia		
Composito		

Otras Pruebas de Examen

	Ano 1	Ano 2	Ano 3	Ano 4	Ano 5	Ano 6	Ano 7	Ano 8	Ano 9	Ano 10
Fecha (Mes/Ano)										

Seccion 4: Programa Educativo/Soportes/Estrategias

EI Modelo de Programa Utilizado: *Listar otros servicios que el estudiante recibe - correctivo, actual EI/programa bilingue, y/o oportunidades extendidas de aprendizaje*

Nombre de EI Programa/s en que el estudiante participo:	Cualquier informacion para incluir de los servicios al estudiante:
☐ Empujon (Push In) ☐ Extraccion (Pull Out) ☐ Inmersion en Dos Idiomas(IDI) ☐ Instruccion Contextualizada ☐ Clase Estudiante Ingles ☐ Programa Bilingue de Transicion ☐ Contenido Basado SLI(Segundo Lenguaje Ingles) ☐ Inmersion Estructurada de Ingles ☐ Idioma de Herencia ☐ Instruccion Academica Especifica Disenada ☐ Alfabetizacion de Idioma Indigeno ☐ Clase de Recien Llegado ☐ Co-Ensenanza ☐ Otro	

Soporte de contenido academico y estrategias educativas utilizadas para el estudiante: *Listar soportes academicos, modificaciones, alojamientos educativos, coordinaciones con otros programas, instruccion directa, diferenciacion, etc. que son utilizados basado en las necesidades del estudiante segun la prueba de Competencia en Lenguaje Ingles (languaje y contenido).*

Sociales	
ALI	
Matematica	
Ciencia	
Estudios Sociales	

*Seccion 5: Alojamientos/Soportes Disenados para Evaluaciones

Listar alojamientos/soportes disenados para evaluaciones para el estudiante, lenguaje simplificado , moda alternativa, examenes modificados, alternativas escritas/orales, etc. utilizadas con fidelidad.

Descripcion de Alojamiento/Soporte Disenado	ACCESS 2.0	WY-TOPP	ACT	Otro
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Seccion 6: Aprendizaje Estudiantil y Metas Sociales

Listar areas donde el estudiante esta tratando de mejorar.

Seccion 7: Notificaciones Parentales

An informado o involucrado a los padres en establecer los objetivos de Titulo III y esperanzas de aprendizaje?

☐ Si

☐ No

Se an incluido los padres en soportando adquisicion de segundo lenguaje?

☐ Yes

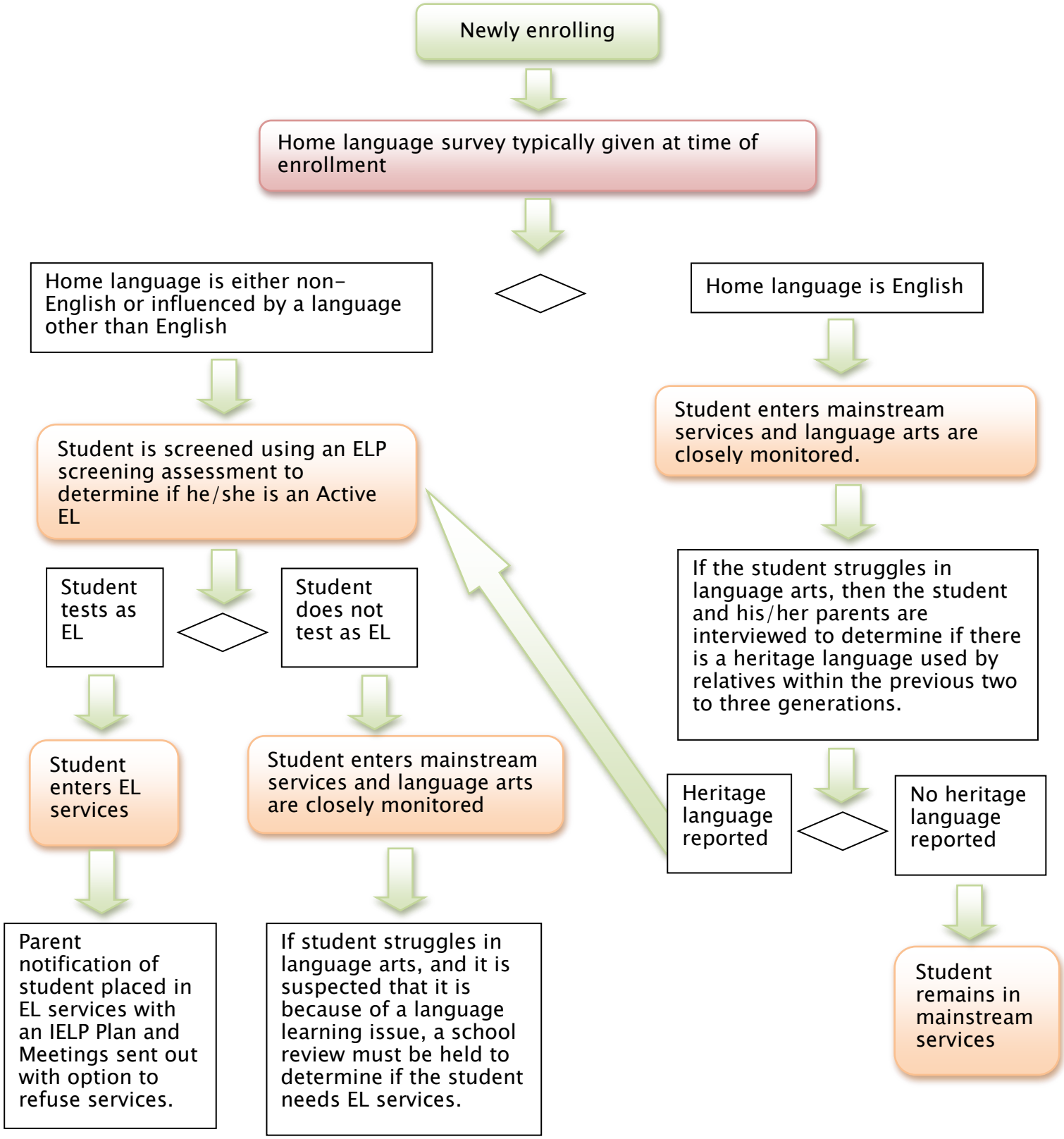
☐ No

Si incluidos, ay estrategias specificas compartidas con los padres para reforzar en casa?

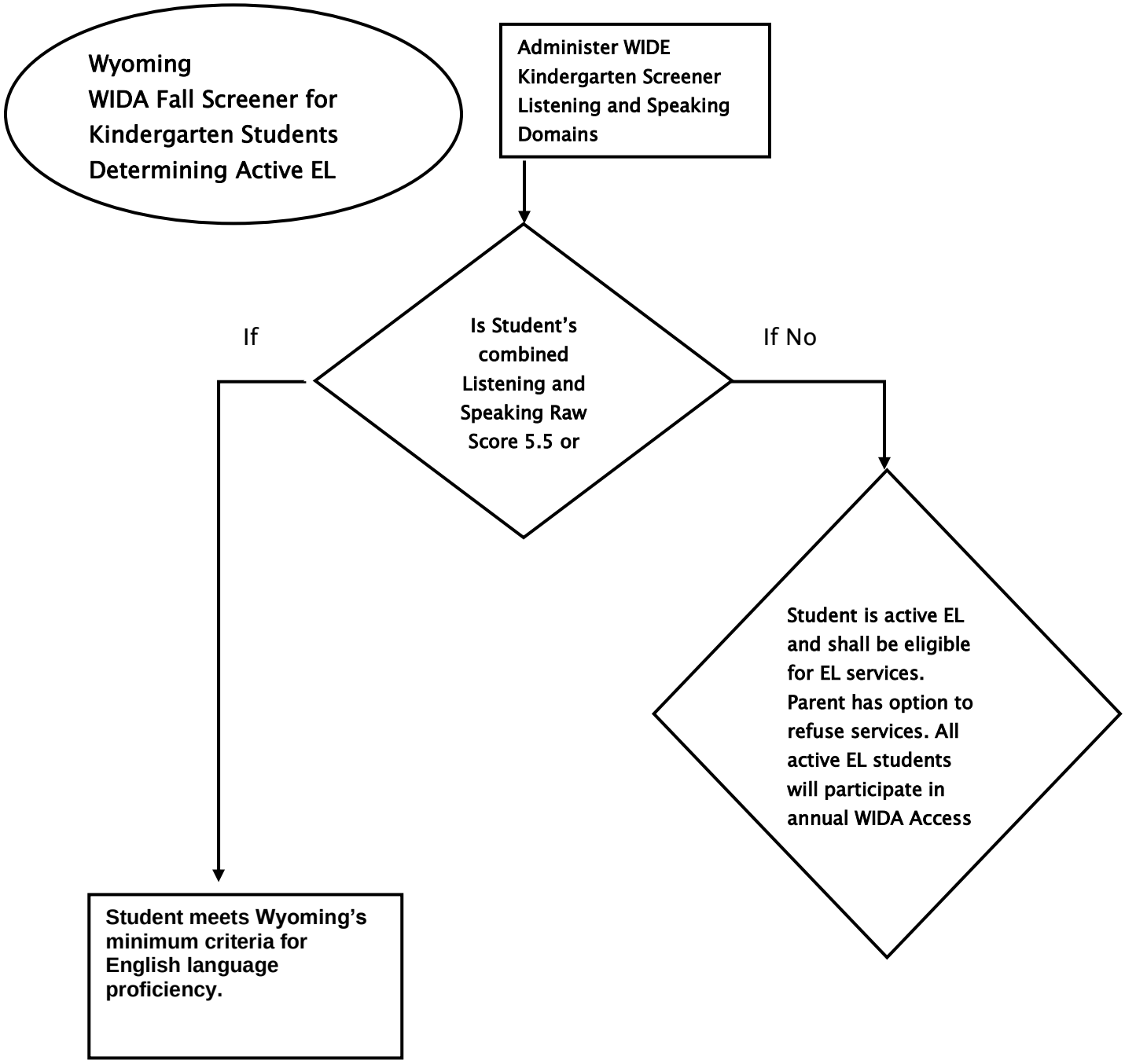
Seccion 8: Consideraciones Estudiante Individual Ingles (EII)

Incluir toda informacion de la experencia del estudiante, nivel de competencia al lenguaje nativo, historia educativa del pais de origen y en los Estados Unidos, y puntos fuertes y necesidades del estudiante, no incluidos anterior. Padres pueden ayudar en preparar esta porcion de el plan EII.

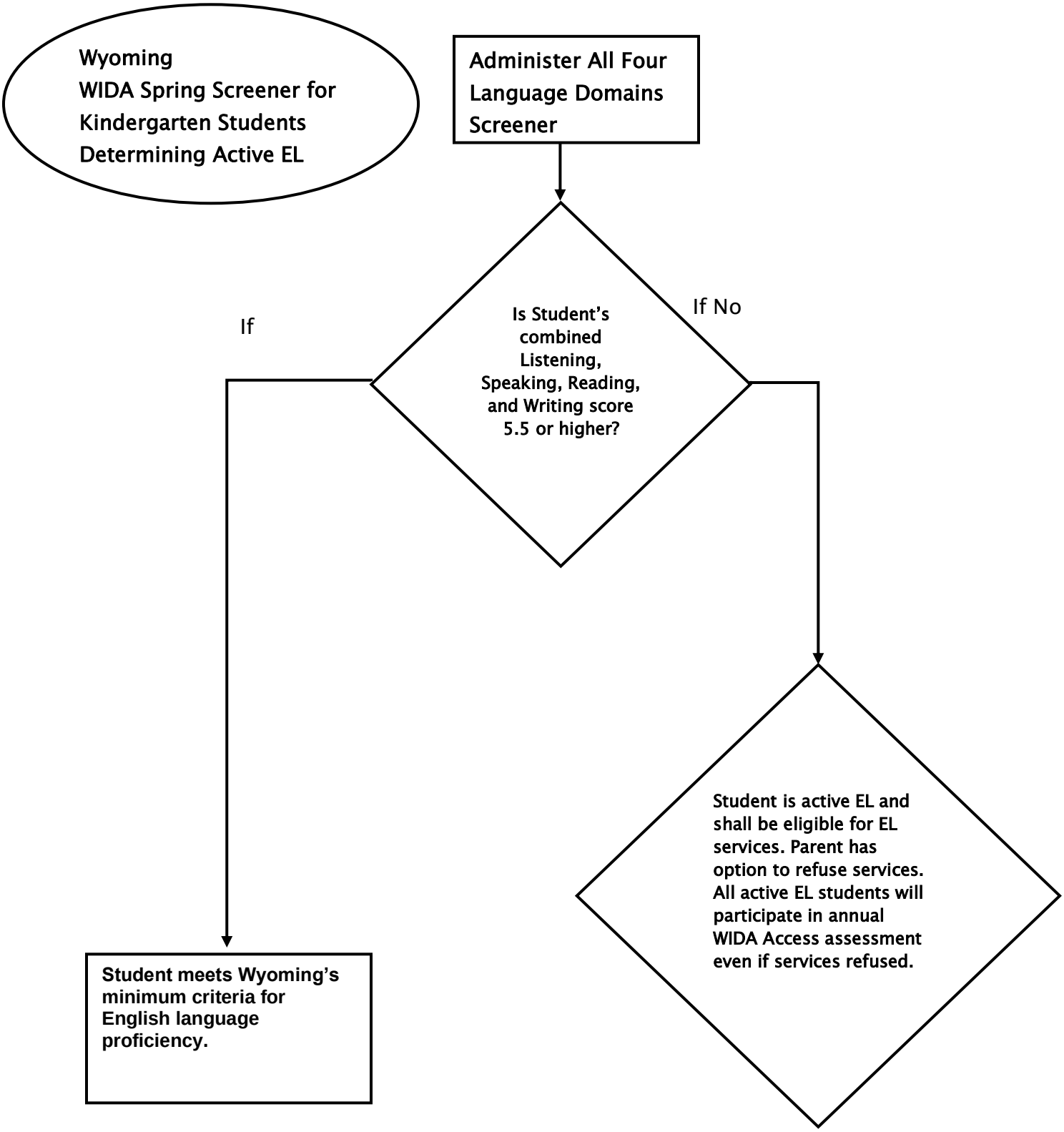
Appendix D: Decision tree for typical Active EL identification



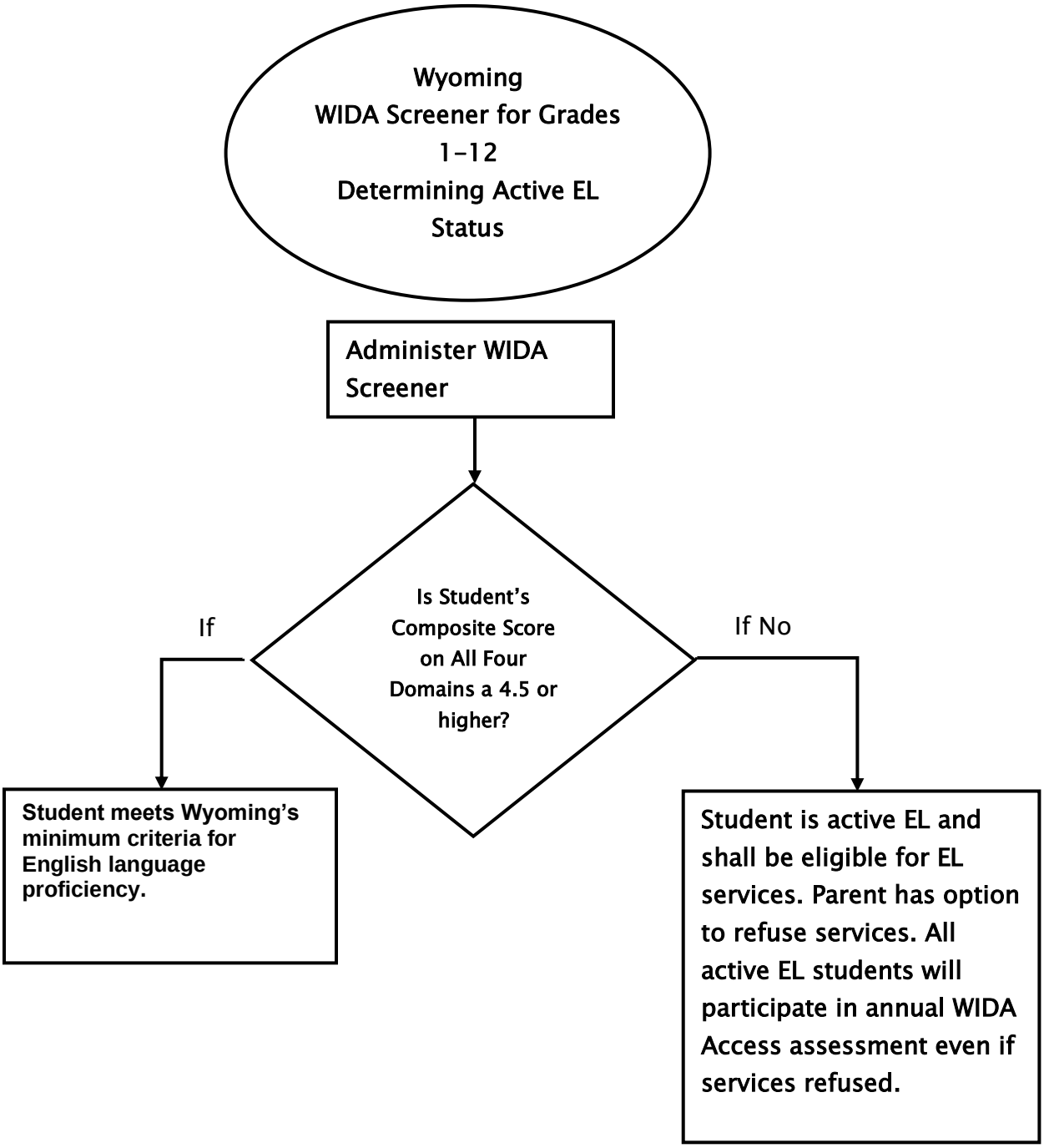
Appendix E: Decision tree for determining ELP proficiency for grades Kindergarten – WIDA Fall Screener



Appendix F: Decision tree for determining ELP proficiency for grades Kindergarten – WIDA Spring Screener



Appendix G: Decision tree for determining ELP proficiency for grades 1-12 WIDA Screener



Niobrara County School District No.1

Parent Notification of English Language Learner Program Placement

Dear Parent/Guardian,

In accordance with district education guidelines and in compliance with the Office for Civil Rights, the Niobrara County School District provides an English Language Learner (ELL) program for children with limited English proficiency. The goal of the program is to enable English Learners (ELs) to become proficient and show achievement in the Wyoming Academic Standards in core content as well as Wyoming English Language Development standards.

Assessment results indicate that your child,
Name: _____ School: _____ Grade: _____

Will benefit from enrollment in the English Language Learner Program.
Assessment results are:

Test: WIDA Screener: _____ OR
ACCESS Overall Composite Score: _____ Literacy Performance: _____ Date: _____

This letter serves to notify you that your child is enrolled in the ELL program. A certified, K-12 English Language Program Specialist will be instructing your child in mastering the English Language Development Standards required by the Wyoming Department of Education. Collaboration will occur in all grade levels between the English Language Program Specialist, grade level teachers, and administration to identify your student's strengths and weaknesses, and provide the best individualized direct instruction possible.

We are requesting permission to serve your student in the English Language Learner program until he/she meets the established exit criteria. Please mark with an "X" below to indicate if you would like to receive/refuse ELL services. If you have questions or require further information, please contact the ELL director listed below.

_____Yes, I would like my child to receive ELL services.

_____No, I would like to refuse ELL services for my student.

Parent/Guardian Signature: _____ Date: _____

Sincerely,

Danielle Opitz

ELL Teacher / Coordinator
Wyoming Virtual Academy
A Distance Learning Program of Niobrara County School District #1
dopitz@wyva.org
(307) 883-1050

Distrito Escolar de Condado Niobrara

Notificacion a Padres de Colocacion al Programa Estudiantil de Lenguaje Ingles

Estimado padre/madre o tutor/a,

De acuerdo con las guias educativas de el distrito y en conformidad con la Oficina de Derechos Civiles, el Distrito Escolar de Condado de Niobrara, ofrece el programa Estudiantil de Lengauje Ingles (ELI) para los ninos con competencia limitada en ingles. El objetivo del programa es para permitir que los Estudiantes de Ingles (EIs) sean dominantes y puedan demostrar exito en los Estandares Academicos de Wyoming en contenido basico, igual que en los estandares del Desarrollo al Lengauje Ingles de Wyoming.

Resultados evaluativos indican que su nino/nina,

Nombre)_____Escuela: _____ Grado: _____

Se benficiara en matricularse en el programa Estudiantil de Lenguaje Ingles.
Resultado evaluativo es:

Examen: Examinante WIDA: _____ o,
ACCESS Resultado Compuesto Total: _____ Rendimiento de Alfabetismo: _____ Fecha: _____

Esta noticia sirve para avisarle que su nino/nina sera matriculado/a en el programa ELI. Un Especialista de el Programa Lenguaje Ingles estara ensenando a su nino/nina a dominar los estandares desarrollantes exejidos por el Departamento de Educacion de Wyoming. Collaboracion ocurrira en todos niveles de grado entre los Especialistas del programa Lenguaje Ingles, maestros de nivel grado, y la administracion para indentificar las fuerzas y las debilidades del estudiante y entregarle la major instruccion individualizada posible.

Nosotros estamos solicitando su permiso para servir a su estudiante en el programa Lenguaje Ingles hasta que el/ella conosca los criterios de salida, establesidos. Por favor de marcar un “X” abajo para indicar si quiere aceptar o negar los servicios ELI. Si ay preguntas o requiere mas informacion, por favor comunicese al director del ELI abajo.

_____Si, me gustaria que mi nino/nina reciba servicios ELI.

_____No, rechazo servicios ELI para mi estudiante.

Firma de Padre o Tutor_____ Fecha: _____

Sinceramente,

Danielle Opitz

ELL Teacher / Coordinator
Wyoming Virtual Academy
dopitz@wyva.org
(307) 883-1050

NCSD1 Post-Exit EL Monitoring Form
For WYVA and Lusk elementary and secondary schools

1st Quarter Post-Exit EL Monitoring year_____

Student: _____

The Student:	___ Qtr.	Notes:
Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

The Student:	_____Qtr.	Notes:
Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

The Student: _____Qtr. Notes:

Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

The Student: ____Qtr. Notes:

Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

Additional Comments:

2nd Quarter Post-Exit EL Monitoring year_____

Student: _____

The Student:	___ Qtr.	Notes:
Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

The Student:	_____Qtr.	Notes:
Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

The Student: _____Qtr. Notes:

Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

The Student: ____Qtr. Notes:

Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

Additional Comments:

3rd Quarter Post-Exit EL Monitoring year_____

Student: _____

The Student:	___ Qtr.	Notes:
Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

The Student:	_____Qtr.	Notes:
Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

The Student: _____Qtr. Notes:

Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

The Student: ____Qtr. Notes:

Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

Additional Comments:

4th Quarter Post-Exit EL Monitoring year_____

Student: _____

The Student:	___ Qtr.	Notes:
Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

The Student:	_____Qtr.	Notes:
Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

The Student: _____Qtr. Notes:

Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

The Student: ____Qtr. Notes:

Completes assignments on-time		
Communicates effectively with teacher		
Participates effectively in class projects		
Participates effectively in class discussions		
Is able to work independently.		
Attends class regularly.		
Displays effort and enthusiasm in class.		
Requires additional assistance with assignments.		
Requires additional assistance with language.		
Has discipline problems that interfere with his/her academic progress.		

Additional Comments:

Niobrara County School District #1
and WYVA, a Distance Learning Program of NCSD1
ELL Exit Criteria Notification

Date:

Dear Parents/Guardians:

Congratulations! Your child showed improvement on the spring _____ (yr.) ACCESS for ELLS English Language Proficiency Assessment, along with the Literacy Proficiency requirement. Because your child showed improvement, but did not meet the criteria to exit our district's English learner program, your child will need to continue in ELL services for the upcoming school year.

ACCESS for ELLs is an annual assessment test given to all English learns (ELs) to determine a student's level of English language fluency. Based on the results of this test, your child has not yet achieved the needed level of English proficiency to advance to mainstream classroom academics without additional English language support services.

Once a child does exit our ELL program, he or she will be monitored for four years to ensure he or she is meeting challenging state academic standards. The first two years of monitoring are formal and will be evaluated based on your child's progress on report cards, progress monitoring, and assessments throughout the year.

Once your child has exited ELL services and is on monitor status, monitoring forms will be completed for the first two years to continue evaluation of your child's progress. In years three and four, although these are for accountability and reporting purposes, a degree of oversight is still required to ensure continued progress in meeting academic standards. Monitoring in years three and four will be completed by review of WY-TOPP results, report cards, teacher observation and documentation. At any time if your child is observed to be struggling, an evaluation will be conducted to determine if your child is still in need of English learner services. At such a time, your child could possibly be screened again for ELL services.

I commend _____ for the progress made this year in working toward English language proficiency. The _____(yr.) ACCESS score for literacy was_____ and the overall composite score this year was _____. Thank you for supporting your child's learning. Together, we will continue to help your child succeed in school.

If you have any questions, please feel free to contact me at the information listed below.

Danielle Opitz
ELL Teacher / Coordinator
Wyoming Virtual Academy
A Distance Learning Program of Niobrara County School District #1
dopitz@wyva.org
(307) 883-1050

Niobrara County School District #1
and WYVA, a Distance Learning Program of LCSD1
Notificación de Criterios de Salida de ELL

Fecha:

Estimados padres/tutores

¡Felicitaciones! Su hijo(a) mostró mejoría en la evaluación de dominio del idioma inglés ACCESS para ELLS de la primavera de _____, junto con el requisito de dominio de la lectoescritura. Debido a que su hijo(a) mostró mejoría, pero no cumplió con los criterios para salir del programa de aprendices de inglés de nuestro distrito, su hijo(a) tendrá que continuar en los servicios de ELL para el próximo año escolar.

ACCESS para ELLs es una prueba de evaluación anual que se da a todos los aprendices de inglés (ELs) para determinar el nivel de fluidez en el idioma inglés de un estudiante. En base a los resultados de esta prueba, su hijo(a) aún no ha alcanzado el nivel necesario de dominio del inglés para avanzar a la corriente académica de aula sin servicios adicionales de apoyo del idioma Inglés.

Una vez que un niño sale de nuestro programa ELL, será supervisado durante cuatro años para garantizar que cumple los exigentes estándares académicos estatales. Los dos primeros años de supervisión son formales y se evaluarán en función del progreso de su hijo(a) en los boletines de notas, la supervisión del progreso y las evaluaciones a lo largo del año.

Una vez que su hijo(a) haya salido de los servicios ELL y esté en estado de monitor, se completarán formularios de monitorización durante los dos primeros años para continuar la evaluación del progreso de su hijo(a). En los años tres y cuatro, aunque estos son para la rendición de cuentas y presentación de informes, un grado de supervisión sigue siendo necesario para garantizar el progreso continuo en el cumplimiento de las normas académicas. La supervisión en los cursos tercero y cuarto se llevará a cabo mediante la revisión de los resultados del WY-TOPP, los boletines de notas, la observación de los profesores y la documentación. En cualquier momento, si se observa que su hijo(a) tiene dificultades, se llevará a cabo una evaluación para determinar si su hijo(a) sigue necesitando servicios de aprendizaje de inglés. En ese momento, su hijo(a) podría ser evaluado de nuevo para los servicios de ELL.

Felicito a _____ por el progreso realizado este año en el trabajo hacia el dominio del idioma Inglés. El puntaje ACCESS _____ para alfabetización fue _____ y el puntaje compuesto general este año fue _____. Gracias por apoyar el aprendizaje de su hijo(a). Juntos, continuaremos ayudando a su niño(a) a tener éxito en la escuela.

Si usted tiene alguna pregunta, por favor no dude en ponerse en contacto conmigo en la información que aparece a continuación.

Danielle Opitz
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Niobrara County School District #1
and WYVA, a Distance Learning Program of NCSD1
ELL Exit Criteria Notification
(For students who did not take the WIDA ACCESS test)

Date:

Dear Parents/Guardians:

Your child did not take the _____(yr.) ACCESS for ELLS English Language Proficiency Assessment, and subsequently did not meet the ELL Literacy Proficiency requirement. Because of this, your child did not meet the criteria to exit our district's English learner program, and will need to receive ELL services for the upcoming school year.

ACCESS for ELLs is an annual assessment test given to all English learns (ELs) to determine a student's level of English language fluency. Based on not having any results for this current year's test, your child has not yet achieved the needed level of English proficiency to advance to mainstream classroom academics without additional English language support services.

Once a child does exit our ELL program, he or she will be monitored for four years to ensure he or she is meeting challenging state academic standards. The first two years of monitoring are formal and will be evaluated based on your child's progress on report cards, progress monitoring, and assessments throughout the year.

Once your child has exited ELL services and is on monitor status, monitoring forms will be completed for the first two years to continue evaluation of your child's progress. In years three and four, although these are for accountability and reporting purposes, a degree of oversight is still required to ensure continued progress in meeting academic standards. Monitoring in years three and four will be completed by review of WY-TOPP results, report cards, teacher observation and documentation. At any time if your child is observed to be struggling, an evaluation will be conducted to determine if your child is still in need of English learner services. At such a time, your child could possibly be screened again for ELL services.

I highly recommend ELL services for the upcoming school year for your child. Your child must also take the annual WIDA ACCESS test this next school year when it is administered in January/February in Wyoming. Thank you for supporting your child's learning. Together, we will continue to help your child succeed in school.

If you have any questions, please feel free to contact me at the information listed below.

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Niobrara County School District #1
and WYVA, a Distance Learning Program of NCSD1
Notificación de Criterios de Salida de ELL
(Para los estudiantes que no realizaron la prueba WIDA ACCESS)

Fecha:

Estimados padres/tutores:

Su hijo(a) no tomó el examen ACCESS for ELLS _____ de Dominio del Idioma Inglés, y por lo tanto no cumplió con el requisito de Dominio del Idioma Inglés. Debido a esto, su hijo(a) no cumplió con los criterios para salir del programa de aprendices de inglés de nuestro distrito, y tendrá que recibir servicios de ELL para el próximo año escolar.

ACCESS para ELLs es una prueba de evaluación anual que se da a todos los aprendices de inglés (ELs) para determinar el nivel de fluidez en el idioma inglés de un estudiante. En base a no tener ningún resultado para la prueba de este año en curso, su hijo(a) aún no ha alcanzado el nivel necesario de dominio del Inglés para avanzar a la corriente académica aula sin servicios adicionales de apoyo del idioma Inglés.

Una vez que un niño(a) sale de nuestro programa ELL, él o ella será monitoreado durante cuatro años para asegurar que él o ella está cumpliendo con los estándares académicos estatales desafiantes. Los dos primeros años de supervisión son formales y se evaluarán en función del progreso de su hijo(a) en los boletines de notas, la supervisión del progreso y las evaluaciones a lo largo del año.

Una vez que su hijo(a) haya salido de los servicios ELL y esté en estado de monitor, se completarán formularios de monitorización durante los dos primeros años para continuar la evaluación del progreso de su hijo(a). En los años tres y cuatro, aunque estos son para la rendición de cuentas y presentación de informes, un grado de supervisión sigue siendo necesario para garantizar el progreso continuo en el cumplimiento de las normas académicas. La supervisión en los cursos tercero y cuarto se llevará a cabo mediante la revisión de los resultados del WY-TOPP, los boletines de notas, la observación de los profesores y la documentación. En cualquier momento, si se observa que su hijo(a) tiene dificultades, se llevará a cabo una evaluación para determinar si su hijo(a) sigue necesitando servicios de aprendizaje de inglés. En ese momento, su hijo(a) podría ser evaluado de nuevo para los servicios de ELL.

Recomiendo encarecidamente los servicios de ELL para el próximo año escolar para su hijo(a). Su hijo(a) también debe tomar la prueba anual WIDA ACCESS este próximo año escolar cuando se administra en Enero/Febrero en Wyoming. Gracias por apoyar el aprendizaje de su hijo(a). Juntos, continuaremos ayudando a su hijo(a) a tener éxito en la escuela.

Si usted tiene alguna pregunta, por favor no dude en ponerse en contacto conmigo en la información que aparece a continuación.

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Niobrara County School District #1
and WYVA, a Distance Learning Program of NCSD1
ELL Program Exit Letter

Date:

Dear Parents/Guardians:

Congratulations! This letter is intended to notify you that your child has met the exit requirements for the English Learner (EL) Program at WYVA. Your child had previously demonstrated proficiency in English on the listening, speaking, reading and writing portions on the ACCESS for ELs assessment. Since demonstrating this proficiency, your child's academic progress has been monitored for the last four years. At this time, your child is no longer identified as an English learner (EL).

I commend _____ for the progress made this year in working toward English language proficiency. Thank you for supporting your child's learning. We are proud of your child's English language acquisition development. If you have any questions regarding this new, exciting stage in your child's education, please contact me at any time.

All the best,

Danielle Opitz

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Niobrara County School District #1
and WYVA, a Distance Learning Program of NCSD1
Carta de Salida del Programa ELL

Fecha:

Estimados padres/tutores

¡Felicitaciones! Esta carta tiene por objeto notificarle que su hijo(a) ha cumplido con los requisitos de salida para el Programa de Estudiantes de Inglés (EL) en WYVA. Su hijo(a) ha demostrado previamente competencia en inglés en las porciones de escuchar, hablar, leer y escribir en la evaluación ACCESS para ELs. Desde que demostró esta competencia, el progreso académico de su hijo(a) ha sido monitoreado durante los últimos cuatro años. En este momento, su hijo(a) ya no está identificado como un aprendiz de inglés (EL).

Felicito a _____ por el progreso realizado este año en el trabajo hacia el dominio del idioma Inglés. Gracias por apoyar el aprendizaje de su hijo(a). Estamos orgullosos del desarrollo en la adquisición del idioma inglés de su hijo(a). Si tiene alguna pregunta sobre esta nueva y emocionante etapa en la educación de su hijo(a), póngase en contacto conmigo en cualquier momento.

Les deseo lo mejor,

Danielle Opitz

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Family Interview Questions

Introduction

The following includes questions the EL Director of NCSD1 will ask during a family interview. This is the second step of the Identification Process. The example questions/topics are not exhaustive and do not cover all possibilities. The interviewee will begin by introducing himself/herself and position in the district. The EL Director will also explain the purpose of the interview and the background information of why they were chosen for a family interview. The EL Director will explain how the interview will help districts/schools understand the extent of a language influence, and student and family needs for language support. In this way, the EL Director will help parents know that the school is wanting to working together with them to understand the language needs of their child. Finally, in this interview the EL Director will introduce the family to the EL program and the support it provides the student.

Note: This list is by no means exhaustive but gives an idea of questions that may be asked during an interview.

Interviewer: Interviewee: Date:

Language

1. Questions to gather the extent of language influence:
    a. What language did your child learn when he/she first began communicating?
    b. What language does your child most frequently use at home?
    c. What language is used by you and your family most frequently at home?
2. What is the student's history with English and/or another language?
3. How much English or another language does your child know?
4. How long has your child been an EL?
5. Does the child speak clearly at home, in L1 if other than English.
6. Does your child read at home? Difficulties? Language books are in?

Social, Cultural and Family History

7. Who does the child live with? (parents, siblings, extended family, etc.)
8. Where was the child born?
9. How long has the child lived in the U.S.?
10. Tell me about your child? How would you describe them?
11. How does your child do with homework that they bring home? Struggles? Concerns?

School History

12. Did the child attend preschool? Where?
13. Has your child attended school outside of the United States? Explain/Describe.
14. Where has your child attended school in the U.S? Explain/Describe.
15. Do you feel your child would benefit from ELL services?

NCSD1 and WYVA EL Tracker for the year of _____

The WIDA Screener will be administered to students in kindergarten and 1st semester of 1st grade. The WIDA Screener will be administered to students in the 2nd semester of 1st grade through grade 12.

School/ Grade	Student Last Name	Student First Name	Student ID	Date Screened	Overall Composite Proficiency Level or Oral Language Proficiency Level if Kindergarten or 1st grade	Date Entered into ELL services