Standardized Entrance-Service-Monitor-Exit Procedures for ELs

SAMPLE Actions and Timelines

☐ **1. Verify student information before October 15, 2021.**

The AIM Data Collection Schedule 2021-22 has deadlines associated with it to align with the OPI's process for rostering students to each of the Test Delivery Systems [or TDS Portals]. More information about rostering students for the statewide assessments can be found in the MontCAS Policies and Procedures for Participation in State Assessments.

☐ **2. Plan for English Learner identification (or entrance).**

What is the school district's plan for standardized identification (or entrance) procedures (see pg. 74 of the Montana ESSA State Plan)?

- ☐ The district will follow guidance in the AIM EL Tool Guide to request English Learner records transfers for any students transferring into the district.
    a. **Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

- ☐ The district will use the standardized statewide Montana Home Language Survey with every student at the time of enrollment and require its return within 14 days to gather information on language(s) spoken in the home or in the student's life.
    a. **Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

- ☐ The district will use the standardized statewide Teacher Observation Checklist for students already enrolled in the school district as the second entry point for eligibility of English Learner status. The checklist allows classroom teachers the opportunity to observe a student's language skills and determine whether there could be a language other than English impacting the student's English proficiency.
    a. **Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

- ☐ The district should follow the steps outlined in the English Learner Checklist for Districts to ensure the records from #1 have been properly and accurately reported to the OPI.
    a. **Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

- ☐ The System Test Coordinator will complete the WIDA Screener test administrator training and certification course in the WIDA Secure Portal as required by the MontCAS Test Security Manual, and will ensure that all test administrators complete the required trainings and certifications for the screening tests that they will administer.
    a. **Example: the STC can print the certification reports from the WIDA Secure Portal for all users in the district.**

- ☐ The district will administer the WIDA Screener whenever it is established that a language other than English may be present or impacting the student's attainment of grade-level academic English. The WIDA screener will be used to determine entrance into the English Learner program and need for instructional services. [**Note:** This screening tool is required under state and federal requirements in order to have all Montana students receive the same, equal, and consistent statewide standardized criteria to determine English Learner status, regardless of their eligibility entry point.]
    a. **Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

- ☐ The district will follow guidance in the AIM EL Tool Guide to enroll qualifying students in the English Learner program within AIM/Infinite Campus and enter the required demographic/census data (i.e. race/ethnicity, home primary language, and language of impact).
    - **b. Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

For more information and guidance on these steps, read the English Learner Guidance for School Districts. The guidance should be used to implement this local process, which includes the use of an approved Home Language Survey, the WIDA screener for entrance, annual ACCESS for ELLs assessment progress monitoring, family notice and engagement, program and placement options and strategies, family notice of achievement, and support to reach English proficiency and exit the English learner program.

☐ **3. Plan for English Learner service and instruction.**

Upon determination that a student is an English Learner, the student will immediately begin to receive appropriate English Learner services, supports, and instruction from the school district. Districts should have a plan for EL services and instruction (e.g.,Trainings). The plan should include the district's processes for the following critical elements of EL education:

- ☐ The district will notify Parents/Families of the reasons for identification and the need for placement in a language instructional program using the statewide standardized EL Program Placement Letter (also see Parent Notification Letter 1 - Identification).
    - **a. Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

- ☐ The district will notify Parents/Families of the 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 (see Parent Participation Invitation, English Learner Plan).
    - **a. Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

- ☐ The district will notify Parents/Families of how the English Learner program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation. The OPI provides these Modules for Developing an EL Program (Videos and Handouts) to guide program coordinators through the process (also see Appendix E: Suggested Interventions for EL Students, Appendix F: SIOP and CALLA Strategies for ELs).
    - **a. Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

- ☐ In the case of a child with a disability, the district will notify Parents/Families of how the English Learner program meets the objectives of the individualized education program/504 plan of the child.
    - **a. Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

- ☐ The district will provide teachers of English Learners, specialized instructional support personnel, and other appropriate staff the necessary training to administer assessments, and they must know how to administer state assessments and make use of appropriate accommodations during the assessment for all students (see Testing Settings and Training Toolkits).
    - **a. Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

☐ **4. Plan for English Learner annual assessment using the ACCESS for ELLs for English language proficiency and content area participation.**

School districts must assess English learners in their academic English development and must provide English learners the opportunity to participate fully in math, ELA, and science assessments with appropriate accommodations and supports. Districts may not deny an English learner any of the benefits from participation in the assessment that are afforded to students who are not English learners. A school district may not exempt English learners from participating in the state assessment system. Districts should have a plan on the local process for notification and engagement with families.

- ☐ The System Test Coordinator will complete the Online ACCESS for ELLs test administrator training and certification course in the WIDA Secure Portal as required by the MontCAS Test Security Manual, and will ensure that all test administrators complete the required trainings and certifications for the ACCESS tests that they will administer.
  - ☐ **Example: the STC can print the certification reports from the WIDA Secure Portal for all users in the district.**

- ☐ The district will notify Parents/Families of participation within the annual ACCESS for ELLs English language proficiency assessment (see Parent Notification Letter 2 - ACCESS Scores).
  - ☐ **Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

- ☐ The district will notify Parents/Families of the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement. As soon as practicable after the ACCESS for ELLs assessments, the district will annually provide individual student interpretive, descriptive, and diagnostic reports that include information regarding achievement on the academic assessments to help parents, teachers, and principals to understand and address the specific academic needs of students (see Interpretive Guide to Score Reports).
  - ☐ **Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

- ☐ The district will notify Parents/Families of information pertaining to parental rights that includes written guidance (see TransACT).
  - ☐ **Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

☐ **5. Plan for English Learner exit and monitoring required by ESSA.**

If the student meets the criteria for English language proficiency (i.e., 4.7 overall composite score), then they may be exited and re-designated as “formerly EL” in AIM/Infinite Campus. Districts should have a plan on the district’s exit and monitoring procedures.

- ☐ The district will notify Parents/Families of the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this part are used for children in secondary schools (see EL Exit Letter Template).
  - ☐ **Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

- ☐ The district will provide a plan on how it will continue to monitor these English Learners for two years after exiting the program to ensure that they are making adequate progress.
  - ☐ **Example: for the testing plans you could describe how the school district will implement this requirement (who/how/when).**

Questions? Contact the Assessment Help Desk at 1-844-867-2569 or opiassessmenthelpdesk@mt.gov.