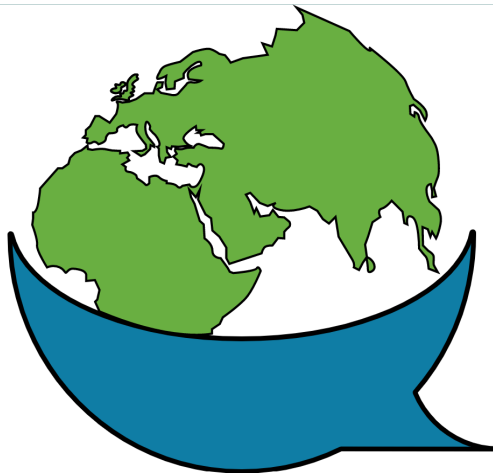




English for Speakers of Other Languages Program Plan



*Policy, Procedure, and Best Practice
for Serving the ELs in the Oshkosh Area School District*

Content based on the Wisconsin Department of Public Instruction's *English Learner Policy Handbook* (2020)
<https://dpi.wi.gov/english-learners/el-identification-and-placement>

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Introduction

Located on the western shores of Lake Winnebago, Oshkosh, Wisconsin, is home to approximately 67,000 citizens. The Oshkosh Area School District, Oshkosh's public school district, offers an exemplary PK-12 education program to approximately 9,100 children of school age. The district's 11 elementary schools, 4 middle schools, 2 high schools, 1 Early Learning, 1 charter school, and 1 online program, educate students in caring and creative ways. By partnering and engaging with all stakeholders in the district, the OASD builds community through education so that all students are college, career and community ready.

The mission of the English for Speakers of Other Languages (ESOL) Program in the Oshkosh Area School District is to prepare English Learners to be college, career and community ready. Through collaborative instruction, the OASD will immerse English Learners (ELs) into content driven courses while building cultural awareness. English learners (ELs) will receive linguistic, social, emotional, academic, and cultural support in an inclusive environment.

Legal Requirements

The Oshkosh Area School District is cognizant of the many federal laws, state laws, and court rulings that affect educational programs for students who are Limited English Proficient (LEP). Students identified as such are to be offered English Learner (EL) services in accordance with the legal framework reviewed in [Chapter 14](#).

Goals and Educational Approach

The Oshkosh Area School (OASD) sets forth the following goals for the English for Speakers of Other Languages (ESOL) program. Additionally, the district delineates the various educational approaches that will govern a student's school-based program. Finally, the district is aware of the state expectations regarding LEAs, as well as the state's expectations on annual growth targets for ELs.

Goal 1: ELs will develop and maintain listening, speaking, reading and writing competency in English as outlined in the World-class Instructional Design and Assessment (WIDA) English Language Proficiency Standards and as measured by ACCESS for ELLs®, a WIDA-constructed standardized language proficiency test.

Approach: Data acquired from the ACCESS for ELLs® assessment will be used to summarize each student's competency in each of the four language areas. OASD Educators will collaborate to design and implement instruction and assessment to meet the needs of ELs, in accordance with district and WIDA standards.

Goal 2: ELs will demonstrate proficiency in Common Core State Standards (CCSS) and district standards as measured by curriculum-based measures and state standardized assessments.

Approach: In collaboration with regular education teachers, ELL teachers will monitor student academic progress and provide support for language acquisition.

Goal 3: Oshkosh Area School District staff will receive support, resources and training to build their capacity to support ELs in the school community as measured by both qualitative and quantitative data sources, such as surveys, questionnaires, participation data, and other relevant measures.

Approach: The district will increase the staff’s level of cultural responsiveness within the school community through the study of culturally responsive and equity practices. The district will provide professional development that supports high quality instruction for all EL students.

Goal 4: The Oshkosh Area School District will provide an environment that maintains and values cultural identity while providing opportunities for all EL students and families to actively participate in the school and local community. This will be measured by both qualitative and quantitative data sources, such as surveys, questionnaires, participation data, and other relevant measures.

Approach: The school community will embrace diversity by recognizing the importance of an individual’s culture on student learning. Furthermore, school communities will recognize the various learning styles; goals and aspirations; experiences and realities; needs and interests; and challenges, obstacles, and distractions associated within individual cultures. Schools will use these cultural characteristics to support EL students and families.

Staffing and Resources

The Oshkosh Area School District currently serves approximately 880 students in its English for Speakers of Other Languages Program. In order to adequately and successfully serve these students, the district tallies their respective populations by primary language, by school, and by English language proficiency level. When these figures are studied, the district is able to meet their needs with the appropriate amount and kind of staff and resources. This section will provide information regarding the EL population, followed by staffing ratios and resources available within the program.

Student Population

The OASD provides education services to children speaking approximately 67 different languages. The majority of ELs in OASD speak Hmong, Swahili or Arabic. Table 1 lists the entirety of languages spoken by the district’s students.

Table 1. List of Languages Spoken in OASD (8/20/24)

Akan	Haitian Creole	Punjabi	Pashto, Northern
Aklan	Hindi	Romanian	Persian
Albanian	Hmong	Kashmiri	Lingala
Arabic	Hungarian	Russian	Danish
Assyrian	Manya	Sinhala	Afrikaans
Bemba	Italian	Slovak	Creole
Bengali	Japanese	Spanish	Georgian
Burmese	Karen	Swahili	Romany
Cebuano	Kayah	Syriac	Tajik
Chinese	Kinyarwanda	Tagalog	Abkhaz

Creoles	Korean	Tibetan	Gujarati
Dinka	Kurdish	Thai	Portuguese
English	Central Khmer	Turkish	Yoruba
Farsi (Dari)	Luo	Ukrainian	Greek
Bantu	Mandinka	Urdu	Polish
French	Nepali	Uzbek	Wolof
German	Pashto	Vietnamese	

EL Population by School Level

Shown in Table 2 is the student EL population over the past years.

Table 2. EL Student Population by School Level

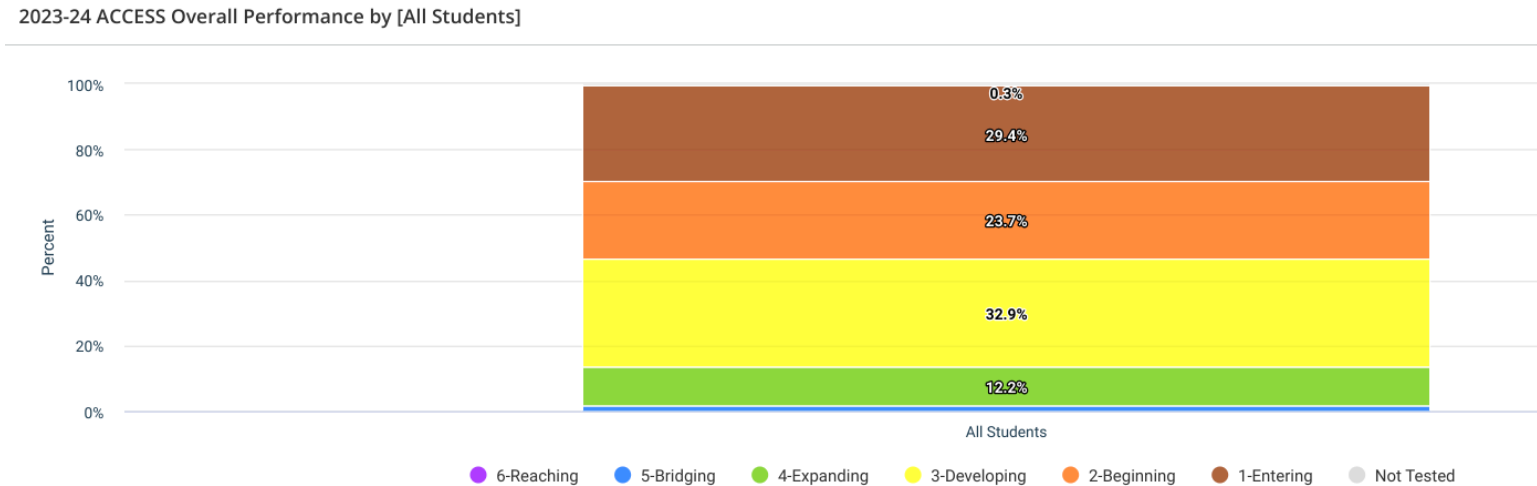
School Year	Elementary Schools	Middle Schools	High Schools	Total
2014-2015	281	90	72	443
2015-2016	303	93	101	497
2016-2017	333	103	82	518
2017-2018	319	122	106	547
2018-2019	323	145	127	595
2019-2020	320	171	145	636
2020-2021	289	125	141	555
2021-2022	307	143	137	587
2022-2023	299	145	170	614
2023-2024	310	144	207	661
2024-2025	385	167	245	797*

**24-25 number taken from current ESOL roster 11-19-2024*

EL Population by Proficiency Level

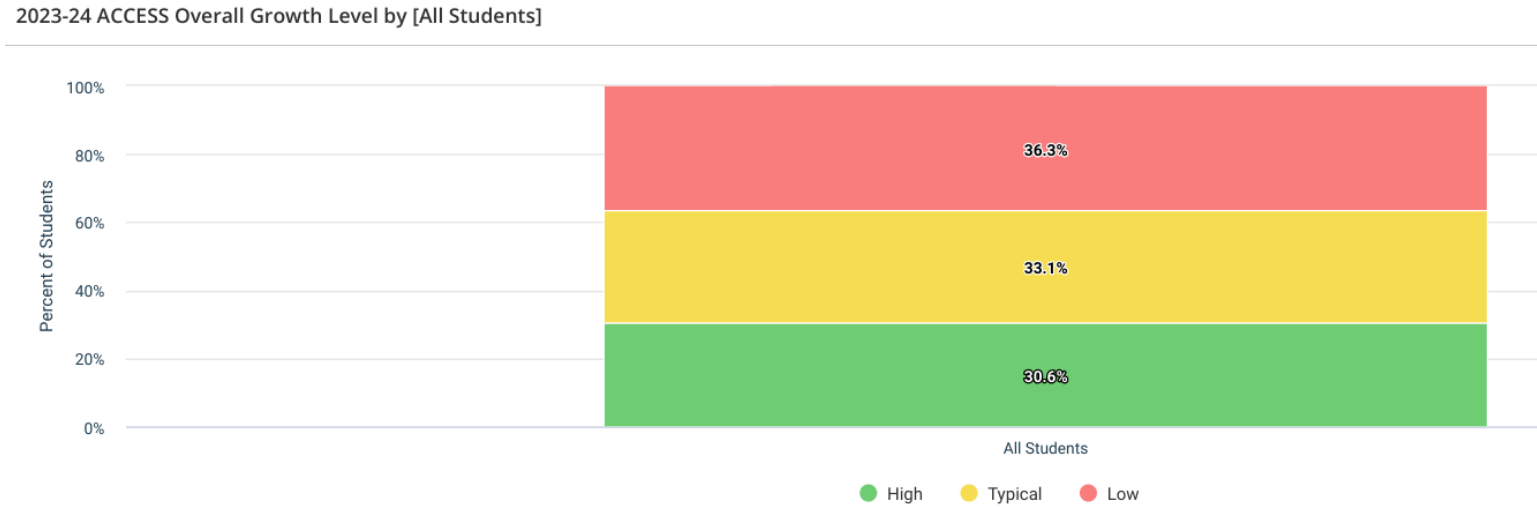
OASD offers its services to students at their present language level. 23-24 ELs are currently performing across the proficiency spectrum, as measured by the ACCESS for ELLs® test. The composite English Language Proficiency Levels are displayed in Table 3, as measured by ACCESS for ELLs® tests for the 23-24 school year.

Table 3. 2023-24 OASD ACCESS Overall English Language Proficiency Levels



The average Student Growth Percentile (SGP) is a reliable indicator of how that school is doing in supporting their ELs. Table 4 demonstrates that 63.7% of ELs had typical or high English language growth in the 2023-2024 school year.

Table 4. 2023-2024 OASD ACCESS Overall Student Growth Levels



Staff Population

Table 5 shows the number of ESOL staff at each school level starting from the 2014-15 school year through the 2023-2024 school year. The district primarily serves the EL student population described above using co-planning co-teaching classroom models, whereby ESOL teachers and general education teachers both provide/support classroom instruction in mainstream education classrooms. (See chapter 8 for programming details)

Table 5. Number of ESOL FTE Teachers by School Level

	Elementary Schools	Middle Schools	High Schools	Total
2014-2015	10.6	4.2	2.6	17.4
2015-2016	10.4	3.6	3.0	17.4*
2016-2017	10.9	3.9	4.0	18.8**
2017-2018	13	4.66	4	21.66**
2018-2019	12.2	5	4.6	21.8**
2019-2020	10.8	5	5	21.8**
2020-2021	10.4	5.4	5	21.8**
2021-2022	11	6	5	22***
2022-2023	11	7***	5	23****
2023-2024	11.86	5.5	6	23.86****
2024-2025	14.86	6.5	9	30.86****

* includes 0.4 FTE ESOL Coordinator in the total teacher FTE

**includes 1.0 FTE ESOL Coordinator/Parochial ESOL Consult in the total teacher FTE

***1.2 ESOL teacher FTE added and ESOL Coordinator/Parochial ESOL Consult 1.0 FTE excluded here

****.5 ESOL teacher FTE added to 4K and included here

Professional Development

OASD defines professional development as the means by which educators acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students. The intent of the district is to construct a professional development process to increase the probability that professional development activities will lead to increased student learning.

The district will implement professional development with building administrators, regular education teachers, English for Speakers of Other Languages (ESOL) teachers, and support staff. Moreover, the district will provide the following opportunities:

Administrators:

- Professional development will be embedded in monthly administration meetings including culturally responsive practices through ICS Equity modules, effective practices for ELs, legal requirements and mandates, students and families with refugee backgrounds.
- Professional development on the intentional integration for culturally responsive practices related to Behavioral Supports (Conscious discipline) and RtI frameworks.

- Opportunities to attend professional network sessions and workshops will be available
- Collaboration with building principals around the ESOL program and EL needs.

Regular education teachers:

- Professional development sessions will be offered during in-service days.
- Opportunities for professional development are available through the collaboration framework including regularly scheduled common planning.
- Opportunities for professional development with trained OASD staff including co-planning to co-serve, students with refugee background resources and supports, effective practices for language acquisition, RtI and ELs.
- Professional development on the intentional integration for culturally responsive practices related to Behavioral Supports (Conscious discipline) and RtI frameworks.
- Opportunities to attend related workshops and courses will be available

ESOL teachers:

- Professional development sessions will be offered during in-service days
- Opportunities for professional development are available through the collaboration framework including regularly scheduled common planning with classroom teachers and quarterly ESOL Department meetings.
- Opportunities to attend related workshops and courses will be available
- Professional development on the universal curriculum and pedagogy in literacy, math and other content areas.
- Opportunities for professional development for the ESOL teacher and the school community focused on the needs, supports and resources for students with refugee background.
- Professional development on the intentional integration for culturally responsive practices related to Behavioral Supports (Conscious discipline) and RtI frameworks.

Bilingual Teacher Assistants, Refugee Youth Mentors, & Translators & Interpreters

- Opportunities to attend trainings that build capacity to provide holistic support for ELs
- Opportunities to attend workshops related to cultural responsiveness
- Professional development on the intentional integration for culturally responsive practices related to Behavioral Supports (PBIS) and RtI frameworks.

Policy

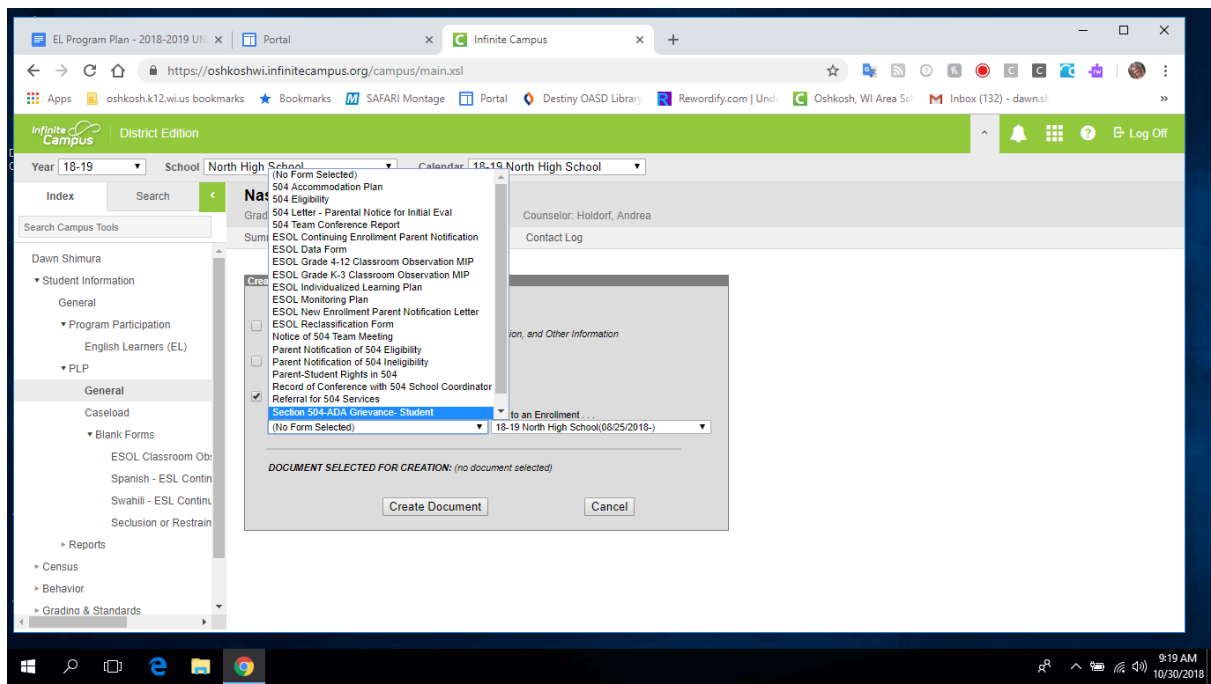
Oshkosh Area School District bases its ESOL program on the following policy initiatives. Other policies will be written and revised as needed. This section ends with grading recommendations from Wisconsin's Department of Public Instruction and the Oshkosh Area School District.

Promotion Policy for EL Students

OASD policies 2260.02 - ENGLISH LANGUAGE PROFICIENCY, 5410 - PROMOTION, PLACEMENT, AND RETENTION and 5460 - GRADUATION REQUIREMENTS provide guidance in promotion, grade placement, and graduation of EL students.

The following fifteen chapters provide OASD ESOL Program Plan details align with the 2020 [Wisconsin Department of Public Instruction EL Policy Handbook](#).

All OASD ESOL forms are located in Infinite Campus under PLP>General>Documents>New Document.



OASD ESOL teachers will inform the Curriculum and Assessment Data Steward of any change in Potential English Learner (PEL) or English Learner (EL) status using the following ESOL Data Form.



ESOL DATA FORM

Today's Date: Form Type:

If "other", please describe:

STUDENT INFORMATION

Last Name: First Name: M.I.:
Date of Birth: Grade: Gender: Special Ed:
Primary Language: Secondary Language:
Current School Name: EL Teacher Name:

ETHNICITY

Hispanic/Latino:

RACE (check all that apply):

☐ American Indian or Alaska Native
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander

☐ Asian
☐ White

EL INFORMATION

Date Screened: WIDA Screener Score: Parent Refusal:

ACCESS INFORMATION

Has Student Taken the ACCESS Assessment?

If YES: Date Taken: ACCESS Score:

EXIT INFORMATION

If exited while attending a **different** district please provide the following information:

Date of ESOL Program Exit Date at Final ACCESS Score
Enrollment at prior district: prior district: at prior district:

If exited while **enrolled at OASD** please provide the following information:

Date Exited: Final ACCESS Score :

RE-ENTRY INTO ESOL PROGRAM INFORMATION

Date of Re-Entry: Re-Entry Reason:

CHANGE OF SCHOOL

Current School: New School:
Transfer Date:

OASD Services are Content-Based ESL (CBE) and Inclusionary Support (IS) unless approved by the Director of Curriculum & Assessment.

Program Type: Content-Based ESL (CBE)

Support Delivery Model: Inclusionary Support (IS)

COMMENTS:

Chapter 1 - The Home Language Survey (HLS)

Content based on [Wisconsin DPI ELPolicy Handbook Chapter 1](#)

Purpose of the HLS

In order to accurately and efficiently identify students who are potential English Learners (ELs), the district is required to administer a Home Language Survey (HLS) to all newly enrolling students. The requirement that this be given to all students is to prevent discrimination, and to create a unified entry procedure that will be more likely to identify potential ELs.

The HLS is designed to help identify students for whom a limited exposure to English may serve as a barrier to academic success. The HLS does not make a final determination of EL status. It is the first step in the process, designed to identify whether or not the prevalence of languages other than English in a student's life could possibly rise to a level where the student's development of English proficiency may not be sufficient to succeed academically. School secretaries send all HLS forms to the OASD Curriculum and Assessment Data Steward for review.

The HLS is designed to produce a binary determination of whether or not to administer an English language proficiency (ELP) screener to a student. It is not appropriate to use the HLS for a purpose other than determining if a student is a potential EL. The Curriculum and Assessment Data Steward confidentially files answers to the HLS and enters HLS data into the students' Infinite Campus academic records to assist OASD staff in understanding students' language backgrounds, in order to provide EL related supports and services. The OASD Curriculum and Assessment Data Steward notifies respective ESOL teachers of the Potential English Learners (PELs) in their school(s). ESOL teachers review HLS data prior to administering the WIDA Screener (see Chapters 2 and 3), following up with the family if responses require additional information. Deeper questions will be triggered for students with more complicated language backgrounds, in order to determine the extent of their non-English language use.

HLS Implementation

The HLS is administered to parents/guardians at a student's initial school enrollment, and should only be administered once in the district. The answers to questions regarding where and how often the student uses a language other than English will indicate whether or not to screen the student.

If an incoming student has either an ELP screener or ACCESS for ELLs score, their EL status should default to what is indicated by that assessment. If there is a discrepancy between the student's previous education record and HLS or screener results, please see Chapter 4 - Students who are Potentially Misclassified. The HLS should still be administered, as this provides information regarding the student's current home language use and may be beneficial in ensuring that the student is offered the appropriate supports. ACCESS for ELLs scores from other districts can be looked up in WISEdash Secure by staff with student detail level permissions.

The HLS may be administered to students in grades younger than 5K. However, formal EL identification requires the use of a screener, and our current screeners are only valid for students enrolling in grades 5K-12. For this reason, HLS results must be captured in the district student information system (SIS) or the student's educational record when enrolling students prior to 5K, to be used as an indicator of potential EL status when 5K enrollment occurs.

Federal law requires that the HLS be given in a language that the student's parents/guardians can understand. (See Chapter 10 - Parental Engagement and Support for more information.) Best practice is that it be completed with assistance from district staff. The HLS is incorporated into the normal enrollment process and completed at the same time that the remainder of the enrollment documents are completed. School staff should reassure parents/guardians that the HLS is administered to all newly enrolled students, is used only to determine appropriate educational services, and is not used for determining legal status or for immigration purposes. ESOL teachers may need to follow up with a family, using an interpreter if needed, to clarify responses to questions 1-9 of section 1 of the HLS form.

All district staff involved in enrolling students must be familiar with these HLS implementation protocols, and it is the district's responsibility to ensure that they understand their legal requirements for identifying ELs. All district and school staff guiding families as they complete this process should be able to clearly explain to parents the purpose of the HLS, how the results are used, how providing accurate information will ensure students receive services for which they are eligible, and the parent/guardian's right to decline EL services. As part of ESEA monitoring, the district retains evidence that these requirements have been completed: printed HLS binder and Infinite Campus data.

Readministering the HLS

On rare occasions, there may be a misunderstanding as to the purpose of the HLS, or the form may be completed incorrectly by parents/guardians. In these cases, the HLS may be re-administered, but it may not change the results of a screener or ACCESS for ELLs. Keep both copies of the HLS on file in the student's academic record, with an explanation for the re-administration.

The OASD Paper-based HLS Form

The OASD Home Language Survey Form

Purpose

The information on this form helps us to identify students who may need help to develop the English language skills necessary for success in school. English Language Proficiency (ELP) testing may be necessary to determine if language supports are needed by your child. Answers will not be used for determining legal status or for immigration purposes. If your child is identified as eligible for English language services, you may decline some or all of the services offered to your child.

Student Information:

Date:	First Name:	Middle Initial:	Last Name:
Grade:	School Name:	Date of Birth (mm/dd/yyyy):	
District: Oshkosh Area School District		District ID: 4179	
Language(s) used by student: <input type="checkbox"/> English <input type="checkbox"/> Other (please specify language): _____			

Parent/Guardian Information:

First Name:	Last Name:	Relationship to Student:
Parental/Guardian preference for language(s) used for school communications (may be multiple): <input type="checkbox"/> Oral (please specify language): _____ <input type="checkbox"/> Written (please specify language): _____		
First Name:	Last Name:	Relationship to Student:
Parental/Guardian preference for language(s) used for school communications (may be multiple): <input type="checkbox"/> Oral (please specify language): _____ <input type="checkbox"/> Written (please specify language): _____		

1. Was the first language used by this student English? ☐ Yes ☐ No
2. Does this student hear or use a language **other than English more than** half of the time when at home, with parent/guardian, siblings, caregiver, or other individuals in the home? ☐ Yes* ☐ No
 - a. If "Yes", what language(s) is used (please specify): _____
 - b. If "Yes", with whom is the language used: ☐ Parent/Guardian ☐ Sibling(s) ☐ Caregiver ☐ Other
3. Is this student a Native American, Native Alaskan, or Native Hawaiian? ☐ Yes ☐ No
 - a. If "Yes", is this student's language influenced by a Tribal language through a parent/guardian, grandparent, or relative? ☐ Yes* ☐ No
4. Has this student recently moved from another district where they were identified as an English Language Learner?
☐ Yes* ☐ No

* ESOL teachers will review ELP records from the former school district and/or administer the ELP Screener at a later time.

Parent/Guardian Signature: _____ Parent/Guardian Signature: _____

Please return this form to your school secretary.

School Secretary: ☐ Copy to Curriculum & Assessment ☐ Original in student's cumulative file.

OASD Online Registration HLS Content in Multiple Languages

The OASD Home Language Survey Content for Online Registration

(Intended to support staff when talking with families. For paper-based family written responses, please use the above [4 question OASD HLS printable form](#) for more reliable responses)

Purpose

The information on this form helps us to identify students who may need help to develop the English language skills necessary for success in school. English Language Proficiency (ELP) testing may be necessary to determine if language supports are needed by your child. Answers will not be used for determining legal status or for immigration purposes. If your child is identified as eligible for English language services, you may decline some or all of the services offered to your child.

Student Information:

Language(s) used by student: <input type="checkbox"/> English <input type="checkbox"/> Other (please specify language): _____

Parent/Guardian Information:

First Name:	Last Name:	Relationship to Student:
Parental/Guardian preference for language(s) used for school communications (may be multiple): <input type="checkbox"/> Oral (please specify language): _____ <input type="checkbox"/> Written (please specify language): _____		
First Name:	Last Name:	Relationship to Student:
Parental/Guardian preference for language(s) used for school communications (may be multiple): <input type="checkbox"/> Oral (please specify language): _____ <input type="checkbox"/> Written (please specify language): _____		

Section 1

1. Was the first language used by this student English?
Yes: Go to Question 2.
No: Go to Question 3.
2. When at home, does this student hear or use a language other than English more than half of the time?
Yes: Go to Question 4.
No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.
3. When at home, does this student hear or use a language other than English more than half of the time?
Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
No: Go to Question 4.
4. When interacting with their parents or guardians, does this student hear or use a language other than English more than half of the time?
Yes: Administer ELP Screener. Record other language(s). HLS is complete. Go to Section 2.
No: Go to Question 5.
5. When interacting with caregivers other than their parents or guardians, does this student hear or use a language other than English more than half of the time?
Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
No: Go to Question 6.
6. When interacting with their siblings or other children in their home, does this student hear or use a language other than English more than half of the time?
Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
No: Go to Question 7.

7. Is this student a Native American, Native Alaskan, or Native Hawaiian?

Yes: Go to Question 8.

No: Go to Question 9.

8. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.

No: Go to Question 9.

9. Has this student recently moved from another school district where they were identified as an English Learner?

Yes: Rescreen the student if they meet the criteria for rescreening. See EL Policy Handbook Chapter 2.

Otherwise, student's ELP should be carried over from the sending district.

No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.

Section 2

HLS Result: Screen / Do not Screen (circle one)

* ESOL teachers will review ELP records from the former school district and/or administer the ELP Screener at a later time.

HLS Administration Guide

OASD administers new student online registration. The HLS form may be administered either online or on paper. The HLS is administered during the initial enrollment in the district; it is not administered annually for continuing students.

The guidance below provides clarification as to what the HLS questions are asking, and defines some terms which could be interpreted in different ways. If HLS administrators or parents have difficulty understanding the meaning of the questions or determining how to answer them, please refer to these clarifications and explanations.

Question 1: Was the first language used by this student English?

This question is designed to determine if the student grew up speaking English, or if they grew up speaking another language. First language is sometimes referred to as 'native language' or 'mother tongue'.

For the purposes of EL identification, American Sign Language (ASL) is not considered a language other than English. However, deaf students using ASL who understand another language or who use a sign language other than ASL are considered to be using a language other than English.

If the student is an English-bilingual student, it is appropriate to indicate 'Yes', provided that English was used roughly as often as the other language(s).

Questions 2/3: When at home, does this student hear or use a language other than English more than half the time?

This question is designed to determine the level of current *exposure* to a non-English language by the student. While they may not be actively using another language, constant exposure might be impacting their English language acquisition.

For students who have changed households within the last year, (adoption, foster care, unaccompanied youth, etc.) this and the following questions may be more applicable to their former living environment than their current one. If the student's current parents/guardians are able to and wish to provide information about the student's former living environment because it better reflects the student's language background, they may be encouraged to answer these questions based on that information.

The phrase "more than half the time" is designed to qualitatively gauge whether or not the student is being substantially immersed in a language other than English, or if they are only being lightly exposed to it. If there is a question as to whether the student's exposure rises to the level of more than half the time, the default should be to choose "Yes".

The phrase "when at home" is designed to capture the time that a student spends outside of the PK-12 school setting. This is designed to capture the significance of the student's consistent daily exposure to a language other than English.

If a student has more than one home, roughly sum up the time spent in English and non-English setting, and determine if the non-English exposure reaches close to half of the time. Again, err on the side of answering "Yes" if it is close to half of the time.

Questions 2 and 3 are the same, yet the answers yield different paths through the HLS. This is due to the conditioning of the first question, as a differentiation must be made between students who have always spoken English and those who have spoken another language.

Question 4: When interacting with their parents or guardians, does this student hear or use a language other than English more than half of the time?

This question and the remaining questions are designed to determine in what contexts a student with a complex language background uses a language other than English. Students who have no second language in their lives and students who have minimal English in their lives will likely not see the remainder of these questions.

Research has shown that parents and guardians have the most significant impact on a child's acquisition of language, even if the child spends less time with them than with other caregivers.

The phrase "more than half the time" is designed to qualitatively gauge whether or not the student is being substantially immersed in a language other than English, or if they are only being lightly exposed to it. If there is a question as to whether the student's exposure rises to the level of "more than half the time", the default should be to choose "Yes".

Question 5. When interacting with caregivers other than their parents or guardians, does this student hear or use a language other than English more than half of the time?

Caregivers are providers who aren't parents, guardians, or siblings who may have responsibility for caring for the child. They can include relatives such as grandparents, at-home care providers, or childcare centers. This does not include public school settings such as 4K or 3K.

The phrase "more than half the time" is designed to qualitatively gauge whether or not the student is being substantially immersed in a language other than English, or if they are only being lightly exposed to it. If there is a question as to whether the student's exposure rises to the level of "more than half the time", the default should be to choose "No".

Question 6. When interacting with their siblings or other children in their home, does this student hear or use a language other than English more than half of the time?

Communication with siblings and other children of a similar age may make up a significant portion of a student's home language use. In addition, sibling adoptees may share and reinforce their first language, despite living in a household where no languages other than English are used.

The phrase "more than half the time" is designed to qualitatively gauge whether or not the student is being substantially immersed in a language other than English, or if they are only being lightly exposed to it. If there is a question as to whether the student's exposure rises to the level of "more than half the time", the default should be to choose "No".

Questions 7 & 8. Is this student a Native American, Native Alaskan, or Native Hawaiian? Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

Many of our Native American students have a heritage language which is a culturally important part of their daily life, but which may not be identified well in the previous questions. Some tribal schools blend English and their heritage language, and this blend of languages may differ from public school academic English.

These two questions are designed to ensure that our Native American students with complex language backgrounds are appropriately identified if they require EL services and supports.

Question 9. Has this student recently moved from another school district where they were identified as an English Learner?

In limited situations, it might be possible that a student with a complex language background would not be a "Yes" to any of these questions, but might already be an EL. This is most likely to happen when the student has been an EL for a few years, and their living situation has changed.

This question is designed as one last check to identify an EL in a timely fashion. While it is likely that the addition of the student to WISEdata or the reception of an academic record would identify the student's EL status, capturing this upon enrollment will benefit both the student and the district.

HLS Checklist

- ☐ Completed for every student during initial enrollment in school
- ☐ Completed ONE time per student enrolling in the school district
- ☐ Translated or interpreted (as appropriate) into a language understood by parents
- ☐ Signed (electronically or on paper) and dated by the parent or guardian
- ☐ Results captured within the student's educational record

The Wisconsin HLS Flowchart

Student Name: _____ Student Number: _____ Date: _____

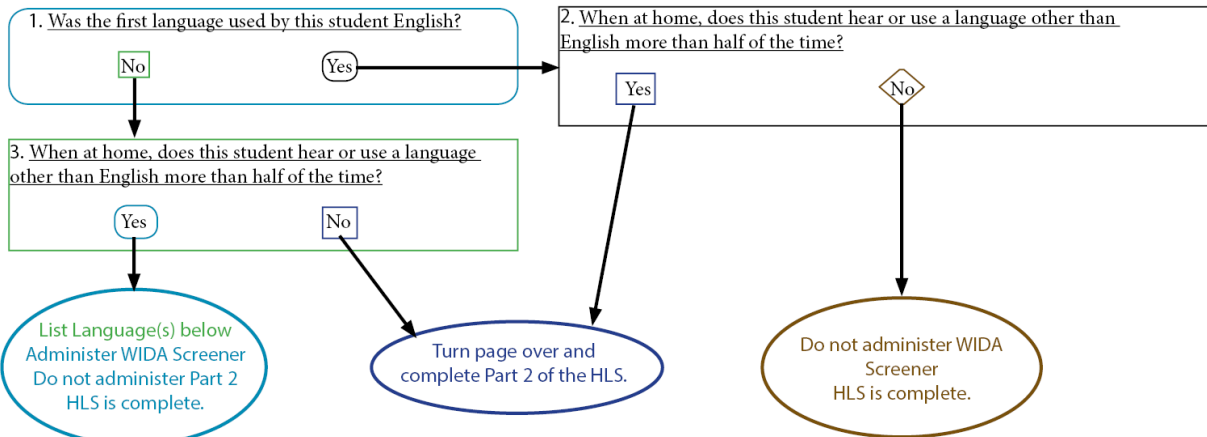
Purpose: The information on this form helps us identify students who may need help to develop the English language skills necessary for success in school. Testing may be necessary to determine if language supports are needed by your child.

Answers will not be used for determining legal status or for immigration purposes. If your child is identified as eligible for English language services, you may decline some or all of the services offered to your child.

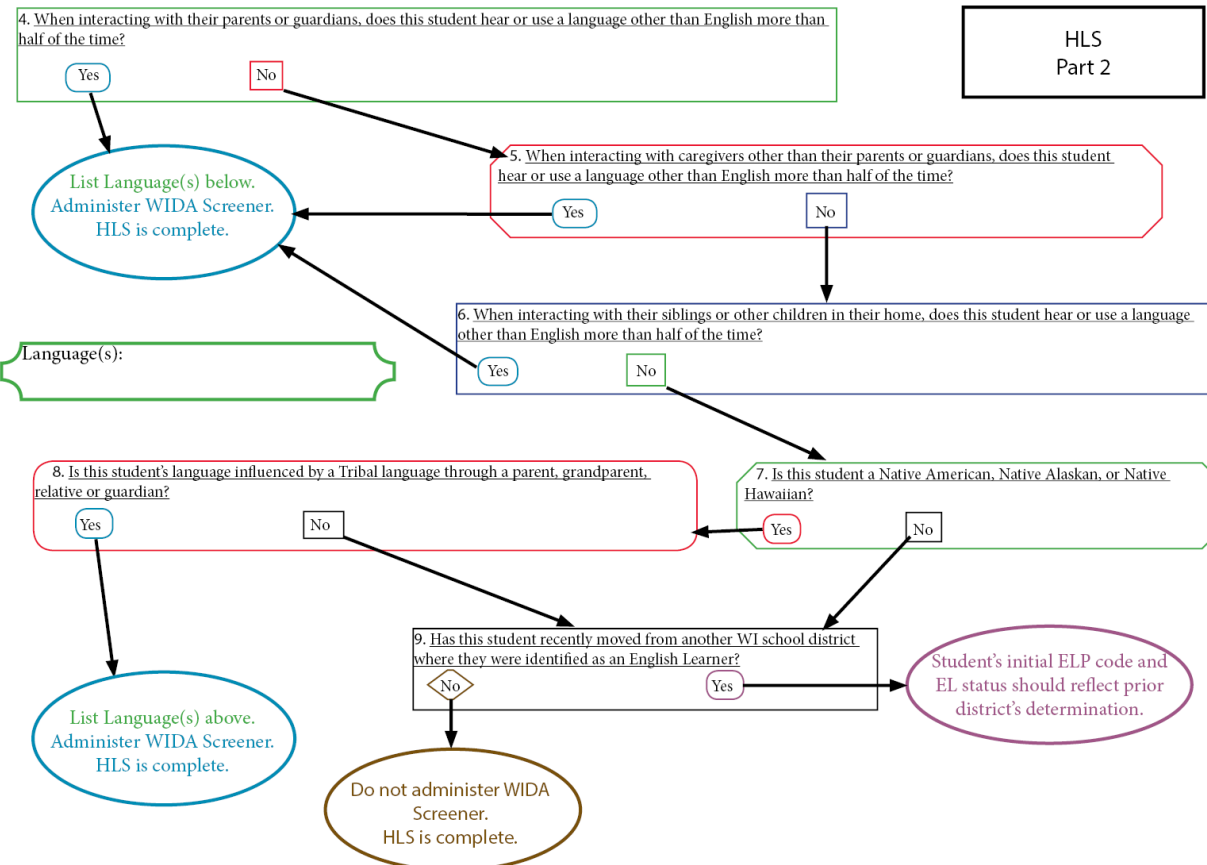
Directions: There are two parts to this Home Language Survey (HLS): Part 1 on this page, and Part 2 on the reverse. Questions are underlined, while answer choices are shown in boxes. Mark the appropriate answer and follow the arrow to the next question. Consult the HLS Administration Guide for more information on choosing appropriate answers.

If you arrive at a circled decision, you have completed that part of the HLS. No further questions on that part need to be answered. You may be directed to another section, or the HLS may be complete.

HLS Part 1



Language(s): _____



Language(s): _____

HLS
Part 2

Chapter 2 - English Language Proficiency Screening

Content based on [Wisconsin DPI ELPolicy Handbook Chapter 2](#)

ELP Screening Process

When the HLS indicates that a student new to the state is exposed to languages other than English at home, the district must administer an English language proficiency screener. This screener provides an assessment of the student's English proficiency, which gives the district more information with which to make an EL determination.

Students for whom the HLS indicates a need for screening must be screened and a final EL determination made within thirty days of their enrollment in the school district. This is applicable both immediately prior to and during the annual ELP assessment window, as the annual ELP assessment results are not available within thirty days. Newly enrolled students who are determined to be EL within the annual ELP assessment window are expected to take the assessment.

Students from out-of-state who come with current ELP assessment records may or may not need to be screened. (More information can be found in Chapter 13 - Unique Circumstances.)

Students who are transferring between districts within the state likely do not need to be screened. Students should generally retain the ELP code from their prior district. This is likely the last ACCESS for ELLs score, found in WISEdash for Districts once the student is enrolled in your district. Exceptions to this can be found below, in the *Rescreening Students* section.

ELP Screeners

An ELP screener is a standardized assessment that identifies the approximate level of English proficiency of a potential EL. Parents of an EL must be notified of their child's ELP level within 30 days of enrollment. While not as precise as the summative ACCESS for ELLs, ELP screeners give districts critical information to finalize a decision of EL status for students identified as possible ELs based on their HLS results. OASD utilizes the [WIDA Screener](#) for ELP screening. The WIDA Screener is scored locally, unlike the Online ACCESS for ELLs assessment.

Eligibility for ELP Screening

Students are eligible for ELP screening upon enrollment only when the results of their HLS indicate that they should be screened. Students who have not been administered an HLS are not eligible for ELP screening. Students whom the HLS indicated should not be screened are also not eligible for screening. See Chapter 4 for information about students who are potentially misclassified. Students who have exited and are being reconsidered for EL status may also be eligible for ELP screening. (See Chapter 5 - Reclassification and Monitoring for more information.)

Parental Notification

Parents must be notified in writing that their student was administered an ELP screener, and they must be informed of the results of the assessment. See Chapter 3 - Making an EL Determination as well as Chapter 10 - Parental Engagement and Support for more information on parental notification.

Screeners

OASD uses the following screeners at each grade level:

Grade(s)	Screener	Speaking Administration
Pre-K	None	N/A
Kindergarten	WIDA Screener for Kindergarten	One-on-One
1-12	WIDA Screener (Online)	Small Group

Pre-K Screeners

WIDA does not produce an ELP screener that has been validated for assessing the English proficiency of students younger than 5K. The WIDA Screener for Kindergarten can be used starting April 15th of 4K, for 5K enrollment. Use prior to this time will produce invalid assessments of students' ELP.

Kindergarten Screener

WIDA Screener for Kindergarten

Students enrolling into **first-semester Kindergarten** tend to be pre-literate, and WIDA recommends administering the Oral components only at this stage in a student's linguistic development. The following table summarizes criteria for English proficiency, taking into account the time of year that the screener was administered:

Oral Composite	English Proficient?
1.0-4.5	No
5.0-5.5 (Before July 1)	No, but screener should be readministered in the fall
5.0-5.5 (After July 1)	Borderline; EL unless demonstrating proficiency on MIP
6.0	Yes

Once students reach **2nd semester Kindergarten** they should have the Literacy skills to be assessed using the Overall Composite according to this chart:.

Overall Composite	English Proficient?
1.0-4.0	No
4.5	Borderline; EL unless demonstrating proficiency on MIP
5.0-6.0	Yes

Grade 1-12 WIDA Screener

The WIDA Screener (online) is freely available for grades 1-12. It is a computer-based tool that mirrors the ACCESS for ELLs.

Students in grades 1-3 will write on paper answer booklets for their Writing responses, downloadable from the WIDA website. Students in grades 4-12 will keyboard their Writing responses. All students will use a computer for Reading, Listening, and Speaking.

Because the WIDA Screener is designed primarily to determine EL status, it does not have the same level of precision as the ACCESS for ELLs. ELP scores are calculated in units of 0.5 on the WIDA Screener, rather than 0.1 as on ACCESS for ELLs. (For example, the WIDA Screener may return an Overall Composite of 4.5, 5.0, 5.5, etc., while ACCESS for ELLs may return 4.4, 4.5, 4.6.)

Choosing an Appropriate Grade Level Screener

When administering a screener, the selection of which grade level to administer depends on the time of enrollment. For first semester 5K enrollment, students are given only the Oral portion of the Kindergarten screener. Second semester Kindergarten enrollment should use the full Kindergarten screener. For grades 1 and higher, students enrolling in the fall should be administered the screener for the previous grade. Students enrolling in the second semester should be administered the screener for their current grade. Consult the appropriate Test Administration Manual for specifics related to each assessment.

Accessing Available Screeners

District EL staff without a WIDA.us account should contact their district assessment coordinator (DAC) and request an account. DACs should contact the WIDA help desk for access if they do not have it, as well as for information on how to create user accounts.

The WIDA Screener (online) is installed on local hardware in the same manner as Forward or ACCESS for ELLs, and administered in the same way. Any district needing to use the WIDA Screener (online) should have it available once a DRC Central Office Services TSM is installed and configured, and INSIGHT is installed on student devices. The software is available from the DRC websites, either eDirect for Forward or the WIDA-AMS for ACCESS. DACs should have access to these websites, and can [contact DPI](#) if they do not.

Training for Screeners

All staff who **administer and score** the screeners must complete the appropriate WIDA training and pass the certification test(s) at least once every year. Training is available on the WIDA.us website and is very similar to the ACCESS for ELLs training. OASD staff with an ESL certification or other background in language development will score the speaking and writing questions, as this requires a fundamental knowledge in language acquisition and use of productive language

Staff are only required to recertify on Speaking scoring once annually for either the ELP screener or the ACCESS for ELLs, as the trainings are identical.

Kindergarten

The kindergarten assessments require that the speaking domain be scored while the assessment is being given. For this reason, it is preferred that staff with EL experience train for and administer the entirety of the kindergarten assessments.

Grades 1-12

For the administration of the assessment and scoring of the speaking and writing sections, staff must be district employees who have gone through the training, and who have passed any required quizzes.

Interpreting ELP Screener Results

The overall composite score from an ELP screener is used to determine if a student is likely an EL. The final determination of EL status may include both an ELP screener result as well as observational data from the Multiple Indicator Protocol (see Chapter 15).

Students Unable to Access One or Two Domains

In rare cases, a student with a disability may not be able to access one or two domains on an ELP assessment. Such students may be eligible for an Alternate Overall Composite calculation. Please see Chapter 13 - Unique Circumstances for more information on serving students with such a need.

Screening Students with Disabilities

Care must be taken to parse a student's struggle with language to understand if this is due to them fundamentally not being proficient in the language, or if it is because they have a disability which prevents them from receiving the information about what they should do, or which prevents them from being able to communicate that knowledge.

Signs of a potential disability during the EL Identification process might require a Special Education referral, and should be an immediate trigger for existing multi-level systems of support (MLSS) within the district. Within the MLSS framework, accommodations and supports can be identified and provided to the student on the ELP Screener, while the Special Education referral takes place

Go to Wisconsin DPI's website for additional information regarding [screening student with disabilities](#)

Rescreening Students

While a student should only be administered an ELP screener once, there are four circumstances which could merit a rescreening:

1. There was a test abnormality when administering the screener the first time.
2. A student was screened and identified as EL, but left the district before the ACCESS for ELLs test window opened and did not take the test. In this case, re-screen a returning student if they have not been administered a screener (or ACCESS in another district) in the last 12 consecutive months.
3. An EL who has taken the ACCESS for ELLs returns to the district and has not taken the ACCESS for ELLs for at least 12 consecutive months. In this case the ELP screener can only determine placement, regardless of if the student scores proficient. If the student does score proficient, their ELP code should be set at 5, and they should be enrolled as an EL.
4. If a student in the two-year monitoring period may be returning to EL status, an ELP Screener can be used to determine eligibility and placement.

Chapter 3 - Final Determination of EL Status

Content based on [Wisconsin DPI ELPolicy Handbook Chapter 3](#)

Using Screener and MIP Data to Determine EL Status

While ELP Screener results form the core of EL status determinations, the district will gather supplemental evidence of student language use prior to making an EL determination. This supplemental evidence is not designed to override definitive screener results, but is instead intended to provide additional information for students who are on the borderline of English proficiency.

The Multiple Indicator Protocol (MIP), described in Chapter 15, is the district process to collect and assess this additional information. The MIP has two variants: a classroom observation protocol and a Language Artifact Portfolio.

The MIP can not override a definitive ELP determination for a student. It may only be used to make a final determination for students who are near proficient. The following scores are eligible to be assessed with a MIP for a final ELP determination:

ELP Screener Borderline Proficient Scores

Grades	Screener	Score(s)
Kindergarten	K MODEL	5.0-5.5
1-12	WIDA Screener	4.0-5.0

For students scoring at these levels, MIP observations should supplement screener results in order to accurately place the student. Chapter 15 - Multiple Indicator Protocol describes how to weigh this supplemental evidence in order to make a proficiency determination.

Students scoring below these levels are ELs, and should receive an ELP code in the district SIS that matches their screener score. Students scoring above these levels are non-ELs, and should receive ELP 7 - Never EL in the district SIS.

Determination and Notification

From the first day of enrollment, the district has 30 calendar days to determine the EL status of new students. The district must notify parents in a timely fashion of this determination. The district has 30 days from the start of the school year to notify parents of ELs enrolled prior to or at the start of the school year. For students enrolling mid-year, the district has 2 weeks to notify parents once they have made an EL determination. Translation of this information into the family’s home language is vital; if written translation is not provided, an oral interpretation of this information should be provided.

In addition, if a student is determined to be an EL, the notification must include the following information:

1. The process of identification, and the assessments, data, and/or observations used to make the determination. This should include the student’s ELP score and a summary of any MIP observations.
2. What their EL status means, and what services this makes their child eligible for.
3. The specific Language Instruction Education Plans (LIEPs) available in the district for students of this age, the method of instruction in those LIEPs, and information on how those programs differ in content, instruction goals, and use of English and a native language in instruction.

4. How the programs can meet the educational strengths and needs of the child, including specifically how the programs will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
5. The specific exit requirements for such programs, the expected rate of transition from such programs into general education classrooms, and the expected rate of graduation from secondary school if applicable.
6. The guarantee to offer programming in the least restrictive environment, and to transition the student to general education classrooms when appropriate.
7. In the case of a child with a disability, how the program will meet the objectives of the individualized education program (IEP) of the child.
8. Information pertaining to parental/guardian rights that includes:
 - a. The right that parents/guardians have to have their child immediately removed from an LIEP upon their request;
 - b. The options that parents have to decline to enroll their child in such programs or to choose another program or method of instruction, if available; and
 - c. Assistance in selecting among various LIEPs, if more than one is offered.
9. The allowable language services and accommodations available to the student should the parents/guardians accept or deny language support services for their student.
10. The school district's obligation to support this student's academic needs should a parent accept or deny services.
11. The requirement to annually assess the student's English language proficiency until the student reaches proficiency, independent of whether or not the parents accept or deny EL services.
12. Notice that a student's status as an EL is viewed as confidential information within school data collection and notification.

Coding Screener Results in the District SIS

Students who score below proficient should receive an ELP code equal to their truncated ELP screener score. Students who score proficient should be coded ELP 7, never EL.

Required Data and Reporting

As part of the new ESEA requirements to create a consistent statewide EL entry procedure, the district must maintain records of all EL-related data. This includes:

- HLS results for every student, including the Screen/Do not Screen determination
- For students identified as needing ELP screening:
 - ELP screener used
 - date ELP screener administered
 - screener result coded as ELP (1-5, 7)
 - date of Parental notification of screener administration
- For students with a screener result of ELP (1-5):
 - date of parental notification of student's EL status
 - parental consent/denial of service
 - parental choice of language for school communications
 - student native language code¹
 - ESOL program type²

¹ https://www.loc.gov/standards/iso639-2/php/code_list.php Valid language codes are ISO 639-2 type T

² See LIEP Section of Chapter 8 - EL Programming

OASD ESOL teachers will inform the Curriculum and Assessment Data Steward of any change in Potential English Learner (PEL) or English Learner (EL) status using the ESOL Data Form (see Introduction).

Parental Notification Requirements

Each ESOL teacher, no later than 30 days after the beginning of the school year, informs parents of an English learner identified for participation or participating in the ESOL program.



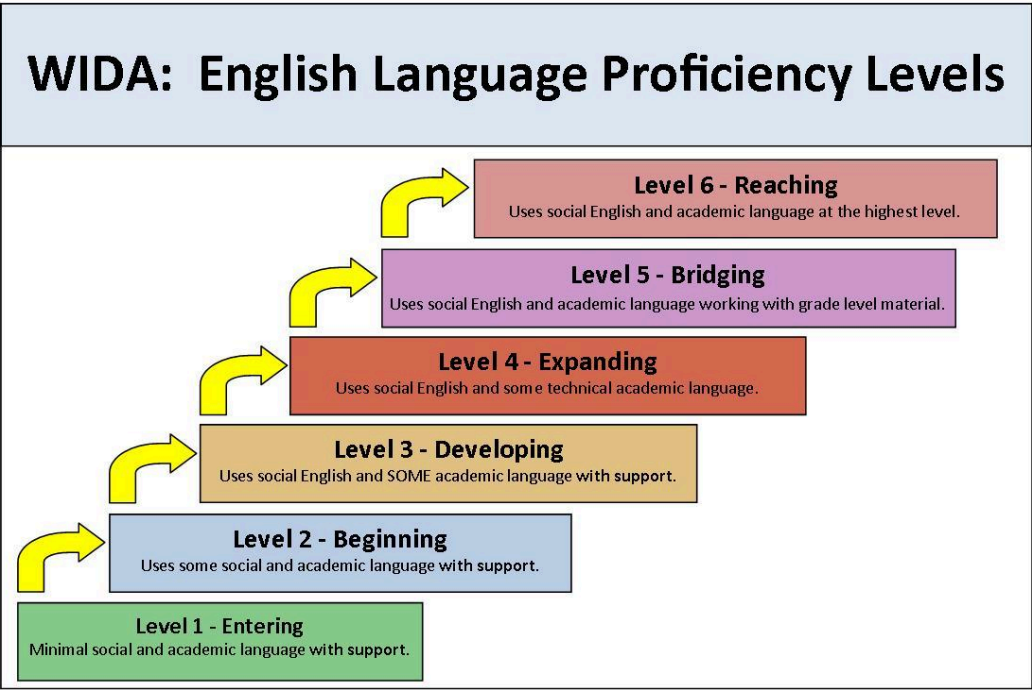
ESOL New Enrollment Parent Notification Letter

Date:

Dear Parent or Legal Guardian of _____:

This letter is to notify you that your child is eligible for English language services. This is due to the results of our English language screening process.

Your child’s English language proficiency was assessed with a WIDA English Language Proficiency screener and their overall screener score was: _____.



Our district provides English language development services to students whose primary language in the home is a language other than English and who may benefit from supplemental English language academic support.

These language development services for your child are based on his/her English language proficiency and current academic experiences. These services may include the use of personalized instructional materials; local and state testing administered with accommodations as needed; sheltered, co-instructional support, first-language support; or one-to-one or small group instruction with a classroom teacher, EL or bilingual teacher, and/or and educational aide. These programs are designed to help students learn English and academic content and promote academic success in school.

You may request changes to your child’s English language development services at any time by directly contacting the school in writing indicating your request. If you refuse direct English language development services for your child, their English language services will then be provided through the general instructional program for students who are fluent in English.

While in a language development program, your child may continue to receive language-related accommodations as appropriate on standardized assessments. Your child will take the ACCESS for ELLs® test once a year until they score an overall composite score of Level 5; when this happens, they will be considered fully English proficient and be exited from the language development program. This test is designed to give teachers information about your child's English language skills and is used for helping to teach your child English. This information remains confidential and does not affect a child's academic standing within schools.

Participation in EL services does not exclude your child from participating in other programs and educational opportunities your child may be eligible for, including engaging with peers, extracurricular activities, gifted programming, and/or special education services.

If you have any questions, please contact the EL teacher.

Sincerely,

[EL Teacher Name]

Permission for English Language Services

Please complete the form below and return to your student's school.

Student Name: _____

Check the box for your choice:

- ☐ **I understand** the English language services that are being offered and **I agree** to the services described in this letter.
- ☐ **I do not understand** the English language services that are being offered and **I do not agree** to the services described in this letter.
- ☐ **I understand** the English language services that are being offered and **I do not agree** to the services described in this letter.

Parent/Guardian Signature

Date

ESOL Continuing Parent Notification Letter



ESOL Continuing Enrollment Parent Notification Letter

Date:

Dear Parent or Legal Guardian of _____:

Your child will take the ACCESS test every year to measure their English language proficiency level and English language support needs. This letter is to notify you that your child continues to be eligible for English language support services.

Our district provides English language development services to students whose primary language in the home is a language other than English and who may benefit from supplemental English language academic support.

These language development services for your child are based on his/her English language proficiency and current academic experiences. These services may include the use of personalized instructional materials; local and state testing administered with accommodations as needed; sheltered, co-instructional support, first-language support; or one-to-one or small group instruction with a classroom teacher, EL or bilingual teacher, and/or and educational aide. These programs are designed to help students learn English and academic content and promote academic success in school.

You may request changes to your child’s English language development services at any time by directly contacting the school in writing indicating your request. If you refuse direct English language development services for your child, their English language services will then be provided through the general instructional program for students who are fluent in English.

While in a language development program, your child may continue to receive language-related accommodations as appropriate on standardized assessments. Your child will take the ACCESS for ELLs® test once a year until they score an overall composite score of Level 5; when this happens, they will be considered fully English proficient and be exited from the language development program. This test is designed to give teachers information about your child’s English language skills and is used for helping to teach your child English. This information remains confidential and does not affect a child’s academic standing within schools.

Participation in EL services does not exclude your child from participating in other programs and educational opportunities your child may be eligible for, including engaging with peers, extracurricular activities, gifted programming, and/or special education services.

If you have any questions, please contact the EL teacher.

Sincerely,

OASD ESOL Program Coordinator

Please complete the Permission for English Language Services form on the reverse side.

Permission for English Language Services

Please complete the form below and return to your student's school.

Student Name: _____

Check the box for your choice:

- ☐ **I understand** the English language services that are being offered and **I agree** to the services described in this letter.
- ☐ **I do not understand** the English language services that are being offered and **I do not agree** to the services described in this letter.
- ☐ **I understand** the English language services that are being offered and **I do not agree** to the services described in this letter.

Parent/Guardian Signature

Date

Chapter 4 - Students who are Potentially Misclassified

Content based on [Wisconsin DPI EL Policy Handbook Chapter 4](#)

Ensuring the Legal Rights of ELs

English Learner status is a federally protected class, entitling students to discrimination protection and educational supports. Given these legal protections, the district will exercise caution when considering changing the EL status of a student who has already been through the EL determination process, regardless of outcome.

Should an issue arise, contact the ESOL director, coordinator and data steward. The district will first determine what evidence has been collected about the student's language background, both in the local district and any other district. Possible sources for this information include the student's academic record, the district SIS, and WISEdash Secure.

After collecting all available information, the district will then consult this handbook to determine if the proper procedures have been followed, all required data have been collected, and the appropriate EL determination has been made based on the data collected. The district will comply with the rules regarding when the Home Language Survey (HLS) and the screener can be readministered, as these data from a previous district may take precedence over any readministration in the current district.

If it appears that the full EL determination process has not been followed, or has been followed incorrectly, the district will complete any procedurally incomplete parts, and collect any missing data. The results of the completed process will be used for classifying the student's EL status appropriately.

Students Misidentified as ELs

Pre-ACCESS for ELLs Administration

If a parent/guardian or the district believes that the initial identification of EL was made in error, the student may be re-evaluated, should their parents consent. The following steps are required when the district re-evaluates an EL who they believe may actually be non-EL:

1. The student's parents must be informed about the potential error and why it might have happened.
2. The parents must be informed about the significance of a change in EL status for their child, including programmatic changes and supports.
3. The district must solicit and receive consent from the parents to re-evaluate the EL status of the student.
4. Receiving this consent, the district must collect evidence using a MIP.
5. The evidence collected through the MIP must be thoughtfully considered and the determination of EL/not EL must be captured in writing in the student's academic record, along with the MIP information and decision rationale.

Results of this investigation must be communicated to the parents, along with the final EL determination.

Post-ACCESS Testing

Students in kindergarten who score a 5.0 or higher on their initial ACCESS for ELLs assessment must be considered Former ELs (ELP 6)

While it is very unlikely that a non-EL would be 1) identified as a possible EL on their HLS, 2) be screened and identified as an EL, and 3) take the ACCESS for ELLs and still score below a 5.0, it could conceivably happen. It is also possible that a student who is a non-EL is tested inadvertently.

The majority of the process to re-evaluate a current EL who has taken ACCESS for ELLs follows the steps listed above for a student who has not. In addition, districts must follow a formalized process to gather and document information about the misclassification, in consultation with the student's parents.

The sample *Resolution of English Learner Misclassification* form at the end of [Chapter 04 of the EL Handbook](#) is designed to both record the evidence gathered on this misidentification, as well as provide required information to the student's parents to ensure that they understand the process and the impact of losing EL status on their student. This form is to be kept in the student's academic record as evidence that the proper procedure was followed to verify that a misidentification was corrected.

Once the *Resolution of English Learner Misclassification* form has been completed and added to the student's academic record, their ELP code in the SIS can be changed to 7, Never EL. At this point WISEdata Portal will issue a warning, which you may acknowledge.

Students Misidentified as English Proficient

If a student is not identified as an EL but there is evidence that they may be, this lack of identification most likely stems from one of the following issues:

- the HLS was not administered
- the HLS indicated that the student was not eligible for screening
- the ELP screener indicated the student was not an EL

If the student's parents/guardians did not fill out a HLS, this should be administered, and the typical process for EL determination should be followed.

If the HLS indicated not to administer a screener, the district will ask the student's parents or guardians if answers on the HLS are correct, and ensure that they understood the purpose of the HLS, the questions, and that it was administered in a language they understand. Consult the HLS Administration Guide in Chapter 1 to ensure that questions were interpreted correctly, and students using a language other than English close to half of the time defaulted to the correct answer.

1. If the parents indicate that the HLS was answered correctly, the student will not be screened, and thus does not have English Learner status.
 - a. If it appears that the student is an English Learner, and this result is due to an issue with the questions on the HLS, the district will notify the DPI of the problem.
2. If the parents indicate that the HLS was answered incorrectly, re-administer the HLS, and follow the standard EL determination procedure.

If the student was administered a screener, and the screener identified the student as English proficient, the district will inform the student's parents or guardians of the concern. At this time, you may ask permission of the student's parents or guardians to administer/re-administer the MIP and use this to reevaluate the student's EL status.

If the student's parents/guardians agree to this reevaluation, readminister a MIP, and follow the Evaluation Process listed in Chapter 15 to reevaluate the student's English proficiency. Record this information and the result of this evaluation in the student's academic record. If the MIP indicates a lack of English proficiency, the student is an EL, and will receive ELP

5. This helps denote that they have been classified as EL despite a proficient score on a screener, and are likely near proficiency.

Discrepancies between HLS and Prior Data

If a new-to-district student is not identified as a potential EL on the HLS but an examination of their educational history shows that the student has taken ACCESS for ELLs, the district will investigate this discrepancy.

Until a resolution to this discrepancy is found, the student will be considered an EL using the most recent ELP score from the ACCESS for ELLs. If the student's educational record is available, the district will determine how the error occurred. If the error occurred during the HLS process due to the parents' misunderstanding the purpose or the implications of the HLS, the district will clear up any misconceptions, potentially reassuring parents about the purpose of the HLS and informing parents of their right to refuse EL services.

In some instances, students will arrive in the district without an educational record. The district should communicate in a timely manner with parents/guardians, with an interpreter if needed, to understand the student's previous school history and previous language services.

Chapter 5 - Annual ELP Assessment

Content based on [Wisconsin DPI ELPolicy Handbook Chapter 5](#)

Administration Requirements

Under the ESEA, all students who have EL status must be annually assessed for English language proficiency using a state-defined ELP assessment. The State of Wisconsin has chosen WIDA's [ACCESS for ELLs](#) as this assessment. The annual ELP assessment window runs from December to February. Check with the [Office of Student Assessment](#) at DPI for exact dates annually.

ESEA defines an EL as an individual

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
 - i. who was not born in the United States or whose native language is a language other than English;
 - I. who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - II. who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - ii. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- C. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - i. the ability to meet the challenging State academic standards;
 - ii. the ability to successfully achieve in classrooms where the language of instruction is English; or
 - iii. the opportunity to participate fully in society

Students who are ELs (ELP 1- 4.9) enrolled in primary or secondary school must take the ACCESS for ELLs annually. In general, this means students in grades 5K-12, although some students may be enrolled beyond grade 12 in transitional or other support programs, or may be enrolled in a secondary school beyond age 18 while they complete graduation requirements. Students who meet the definition above and who have not been reclassified must still take the ACCESS for ELLs annually. (See Chapter 13 - Unique Circumstances for information on exchange students and students enrolled during the ACCESS for ELLs test window.)

Kindergarten students take a paper version of the assessment, while students in grades 1-12 take an online version. Students in grades 1-3 handwrite their Writing responses in booklets, and any student lacking keyboard fluency in grades 4-12 may also be offered this response mode. ACCESS for ELLs is also available in paper form for students with disabilities who have an accommodation need that can't be met by the online platform.

The Alternate ACCESS for ELLs is the alternate ELP assessment Wisconsin uses for students in grades 1-12 with the most significant cognitive disabilities. These are students who are taught to the state's alternate standards, the Essential Elements, and who take or will take the alternate content assessment (Dynamic Learning Maps). Only these students are eligible to take the Alternate ACCESS for ELLs. IEP teams should follow their state's specific alternate assessment participation criteria. For additional guidance, view the [Alternate ACCESS for ELLs Participation Criteria Decision Tree](#). Students who have reached Alternate ACCESS for ELLs levels P2 and P3 may transition to the regular ACCESS for ELLs, if appropriate.

Kindergarten students who are taught to the Essential Elements take the Kindergarten ACCESS for ELLs with appropriate accommodations.

ACCESS for ELLs scores are summative scores used to meet Wisconsin's federal and state reporting requirements, and to provide a standardized measure of English proficiency. Districts can use annual ELP scores to track student progress in obtaining full English proficiency, and to make reclassification decisions.

The WIDA Consortium is Wisconsin's vendor for ACCESS for ELLs. WIDA was founded in the early 2000s by DPI and several other state education agencies (SEAs) to create our first ELP assessment. ACCESS for ELLs is now used by more than 41 states and territories for their annual ELP assessment. Within the [ACCESS for ELLs](#) section of the WIDA website there is information pertaining to the test, including what the scores mean, the underlying standards, test administration materials, and sample items.

The ACCESS for ELLs testing software is identical to that used for the Forward exam. It can be downloaded from Data Recognition Corporation's (DRC's) web platform, either eDirect for Forward or the WIDA-AMS for ACCESS. DACs should have a login to these portals, and may create additional accounts for other users in their district.

Accommodations

Like most assessments, ACCESS for ELLs has accommodations available for students with disabilities. However, some accommodations common to other assessments may not be available for ACCESS for ELLs, as what is being assessed is fundamentally different from what an academic content test is assessing. Examples include word-to-word dictionaries and text-to-speech for reading passages, as both prevent ACCESS for ELLs from measuring what it is intended to measure. WIDA's [Accessibility & Accommodations Supplement](#) details the allowable accommodations for ACCESS for ELLs.

Scores

ACCESS for ELLs scores are available in late spring, both in paper form and electronically. Score reports and parental letters are available in many languages to help communicate to parents what the results mean. Translated Score reports are available in the WIDA AMS, and translated parent letters are available on the WIDA.wisc.edu website.

Parental Opt-Out

The ESEA now contains a provision that states may pass laws that allow for parental opt-out of federally mandated testing. Annual ELP testing is a federally mandated test for all current ELs. While Wisconsin currently has an opt-out law for some *content assessments*, that law does not include *ELP assessments*. A parent may request an opt-out in writing from the district in extenuating circumstances. The opt-out request will be reviewed. The student will count as not tested and will count against the district/school in state and federal accountability requirements.

Paper vs. Online Tests

ACCESS for ELLs is administered online for grades 1-12, but there are some standard paper components:

- Full paper booklets
 - Kindergarten
 - Alternate ACCESS for ELLs
- Paper writing booklets
 - Grades 1-3

There are also a number of situations in which students may test using a paper version of ACCESS for ELLs outside of those listed above:

- Students in grades 4-12 who are not fluent keyboarders may handwrite their Writing domain responses in a booklet.
- Students for whom their IEP Team determines that a paper administration will produce a more valid result may test on paper.
- Students who are not computer-literate are also eligible for paper administration.

If sufficient paper components are not delivered with the initial materials delivery, they may be ordered during the Additional Materials Window, which coincides with the annual ACCESS for ELLs test window.

Who can Administer the Tests

All assessments for accountability must be administered by district employees, whether full-time or limited term.

Those administering ACCESS for ELLs must have completed the WIDA training modules and have passed the associated quizzes. Training is available through the [WIDA.us](https://wida.us) website for all educators in the state of Wisconsin. DACs have the authority to create training accounts for all staff in their district who need training.

A currently licensed educator must administer paper-based Speaking tests, because they must be scored during administration.

Alternate ACCESS for ELLs must be administered by a licensed EL teacher or Special Education teacher.

Accountability

- If the district receives an EL during the annual ELP assessment window, it is that district's responsibility to ensure that the student completes the ELP assessment.
- Students who have completed one or more domains of the ELP assessment in another district in Wisconsin may have those tests transferred to the receiving district, if possible, to prevent retaking those domains.
- Students who have completed the entire test in another district in Wisconsin do not need to take the assessment in their new district, and the completed test will be associated with the former district for accountability purposes.
- If a student is tested twice in two different districts, the first completed assessment will be used for accountability, and any subsequent assessments will be void.
- ELs who have graduated but are still enrolled in a continuing education program or transition program do not need to be assessed.
- ELs who are enrolled in high school more than four years but who have not graduated must continue to be assessed annually.

Training/Recertification

Training and certification for ACCESS administration is available on the [WIDA website](https://wida.us) for users with WIDA accounts. The District Assessment Coordinator (DAC) should check annually to ensure that all staff involved in ACCESS for ELLs administration have an account on that website and access to the required training.

The DAC is expected to monitor staff training on the WIDA website to ensure that all employees involved in ACCESS for ELLs testing have passed the required quizzes and are certified to administer the assessment. The requirements for training differ depending whether staff are administering the online test or if they are administering and scoring the Speaking domain on a paper test.

Test Administrators

Test administrators must recertify at least every two years. However, the DAC is encouraged to monitor the training offerings annually, and to require recertification if any problems with the administration arise.

Test Scorers

For individuals scoring the Speaking domain, annual recertification is required. Speaking domain scoring involves decisions made by individual teachers in many different districts. Annual training helps support consistency in scoring across the state by providing a refresher on the language expectations for the different grades and proficiency levels.

Staff are only required to recertify on Speaking scoring once annually for either the ELP Screener or the ACCESS for ELLs, as the trainings are identical.

Alternate School Settings

The district responsible for a virtual or alternate-setting school is required to test the students within that school. District staff may travel to the students to test them or transport the students to the district or another testing site.

Testing must be carried out on an OASD-owned device or on a device owned by a contracted third party for testing. As with all state-mandated testing, it must be administered by a trained test administrator in a secure setting.

The district responsible for the virtual school may not ask another district to test those students, even if the students reside in or near that other district.

Non-Public Schools

The ESEA equitable service participation requires school districts eligible for ESEA funding to consult with not-for-profit private schools within their jurisdiction to determine the private schools' participation in the Title III program.

Within this consultation process, the EL identification method, assessment tools, and Title III services are negotiated. Wisconsin makes available the Home Language Survey, supporting technical documentation, WIDA screeners, and assessments at no cost to private schools, provided this consultation has occurred. See Chapter 13 - Unique Circumstances for more information regarding private school participation in Title III activities.

Use of ELP Assessment Results

Score Interpretation³

WIDA's standardized assessments have items in the four domains (Reading, Listening, Speaking, Writing) that are initially scored with raw scores, generally between 1-4. These raw scores differ for test items with different degrees of difficulty, and are summed up and translated into scale scores with a total range of 100-600 for each domain. Each of the four domains receives its own scale score, independent of the other domains.

In addition to the per-domain scores, composite scores are calculated to assist districts in understanding where an EL's strengths and challenges lie. Literacy is the weighted average of Reading and Writing, while Comprehension is a weighted

³ See the [Interpretive Guide on the WIDA.us website](#) for more detailed information

average of Listening and Reading. The most reliable score is the Overall Composite, which is a weighted average of all four domains.⁴

Proficiency-level scores are derived from the scale scores for each domain and composite. The proficiency level cuts in the scale scores differ by grade and domain. (For example, a 307 would result in a proficiency level of 3.0 for 2nd grade Reading, while it would take 323 to reach proficiency level 3.0 on a 3rd grade Reading test.) WIDA's last standard setting was in 2016, and took effect for the 2016-17 ACCESS for ELLs test season. A table of scale scores with proficiency level cuts can be found in the WIDA Secure Portal in the Download Library.

WIDA describes six English language proficiency levels, which are derived from the proficiency level scores. In most situations, unless otherwise specified, ELP refers to the Overall Composite proficiency level.

Each ELP code has a number of different descriptors, used in different programs and areas:

ELP Code	Language Use Descriptor	WIDA Descriptor
1	Beginning Pre Production	Entering
2	Beginning Production	Beginning
3	Intermediate	Developing
4	Advanced Intermediate	Expanding
5	Advanced	Bridging
6	Former EL, now Fully English Proficient	Reaching
7 ⁵	Never EL, always Fully English Proficient	

Program Improvement

The ESEA now contains a requirement for State Education Agencies (SEAs) to monitor schools on the effectiveness of their language instruction education programs (LIEP). The LIEP indicator along with other indicators is part of this monitoring protocol.

The ELP assessment, ACCESS for ELL, is designed to assist students, educators, and families in understanding their students' current level of English language proficiency along the language developmental continuum. It provides educators with information they can subsequently use to enhance instruction and learning in their LIEP. It may also provide districts with information to help them evaluate their LIEP effectiveness.

Student Progress Monitoring

The ELP assessment is administered annually. It provides information about a student's level of English proficiency aligned with the English language proficiency levels of 1.0 - 6.0. As an annual measure it is not designed to serve as a progress monitoring tool.

WIDA products such as MODEL or other English language assessment tools may be used to demonstrate student progress in gaining language proficiency. However, these tools are not aligned to ACCESS for ELLs and the scale scores do

⁴ Overall Composite = 35% Reading + 35% Writing + 15% Listening + 15% Speaking
⁵ ELP 7 is a construct used by DPI to indicate a student who was never an EL. It is not a valid ACCESS score.

not correspond. These tools may be used as stand-alone products, but comparisons should not be made across products. A score on MODEL does not equate directly to a score on ACCESS for ELLs. Conversion tools available through WIDA may correct for some of these differences; however, these should be used with caution as the tests are not equivalent.

Student Learning Objectives (SLOs)

Student learning objectives traditionally focus on student growth in English Language Arts, Math, or other academic content areas. SLOs for ELs require a slightly different approach, and care must be taken when creating them. If a teacher has English Learners in her class, or is the EL teacher, an SLO can be written focusing on content instruction or for language development. See DPI’s [Guidance for “Student Learning Objectives” For English Language Learners \(ELLs\)](#) for more information

ELP Growth in Federal Accountability

The ESEA now requires the federal accountability system to include an indicator of progress toward English language proficiency. Wisconsin will calculate this ELP progress indicator using a mean of Student Growth Percentiles (SGPs) on the ACCESS for ELLs assessment.

SGPs are a statistical model that compares the growth of a student to other students with similar score histories. Given that ELs are required to be tested on language proficiency annually from grades kindergarten through 12, Wisconsin will include students in grades 1 through 12 in calculating the school-level mean SGP. Schools that meet the minimum cell size requirement of 20 ELs in a given year will be scored on this indicator.

For schools scored on this indicator, the weighting differs based on the percentage of ELs in the school. For those whose ELs make up 10 percent or more of enrolled students, this indicator will be weighted at 10 percent when calculating the overall accountability score. Schools whose ELs make up less than 10 percent of enrolled students will see this indicator weighted at 5 percent. Schools with less than 20 ELs will have the weighting of this measure distributed among other indicators.

In addition to the ELP progress indicator, a secondary tool to assist districts in understanding student growth towards English proficiency will be implemented. This will be an on-track measure, designed to indicate whether an individual student is on track to become English proficient in their designated time to proficiency. This period of time will differ for students, given their starting ELP level and grade. See the chart below for details.

School Level Long-term ELP Goals and On-track to Proficiency

Wisconsin has set a state-level six-year goal for an 18 percentage point increase in the percentage of ELs on track to English proficiency. This necessitates a 3-point increase in the percentage of English learners on track to reach English language proficiency each year.

The determination of whether or not a student is on track will depend on their ACCESS scale score growth as well as the number of years remaining in their target time-to-proficiency. This target time-to-proficiency differs depending on starting ELP level and grade when students first enter the Wisconsin public school system.

Time-to-proficiency targets for English language proficiency

Starting ELP_Level	Starting Grade											
	KG	Grade_1	Grade_2	Grade_3	Grade_4	Grade_5	Grade_6	Grade_7	Grade_8	Grade_9	Grade_10	Grade_11
1.0-1.4	6	6	7	8	8	8	8	7	7	6	6	6
1.5-1.9	5	6	7	8	8	8	8	7	7	7	6	6
2.0-2.4	4	5	5	6	7	7	7	6	6	5	5	4
2.5-2.9	4	5	4	5	6	6	6	6	5	5	4	4
3.0-3.4	4	4	4	4	5	5	6	5	5	4	4	3
3.5-3.9	4	4	3	3	3	4	5	4	4	4	3	3
4.0-4.4	3	3	2	2	2	2	4	3	3	3	2	2
4.5-4.9	3	2	2	2	1	1	2	2	2	2	2	2

	7-8 years
	5-6 years
	3-4 years
	1-2 years

Students are on track if they meet or exceed their annual growth target, which is calculated as follows:

$$\text{Annual Growth Target} = (\text{Goal Score} - \text{Prior Year Score}) \div (\text{Years Left to Reach Proficiency})$$

In the above formula:

Years Left to Reach Proficiency = difference between years in school and Time-to-Proficiency.

The Goal Score = Scale score required to reach proficiency in the grade that corresponds to the Time-to-Proficiency.

This calculation, while more complex than our previous growth model, provides the following benefits:

- Adjustment in growth target captures the normal plateau in growth (lower is faster/higher is slower) as students move towards proficiency.
- Students offered an opportunity to reach growth targets in the first year and all subsequent years.

Example 1

An EL who first takes the ELP assessment in Wisconsin in kindergarten and scores 140 (an ELP 1) on that first test:

Time-to-proficiency = 6 years

Starting Scale Score = 140

Goal Score = 385 (ELP 5.0 cut score in 6th grade)

KG to Grade 1:

Annual Target Growth = $(385 - 140) / 6 = 41$ scale score points

Grade 1 performance on ACCESS for ELLs: 270

Actual Growth: $270 - 140 = 70$ (Exceeds target of 41 scale score points)

Grade 1 to Grade 2:

Annual Target Growth = $(385 - 270) / 5 = 23$ scale score points (lower target due to high growth in year 1)

Example 2

An EL who first takes the ELP assessment in Wisconsin in Kindergarten and scores 140 (an ELP 1) on that first test:

Time-to-proficiency = 6 years

Starting Scale Score = 140

Goal Score = 385 (ELP 5.0 cut score in 6th grade)

KG to Grade 1:

Annual Target Growth = $(385 - 140) / 6 = 41$ scale score points

Grade 1 performance on ACCESS for ELLs: 170

Actual Growth: $170 - 140 = 30$ (Does not meet the target of 41 scale score points)

Grade 1 to Grade 2:

Annual Target Growth = $(385 - 170) / 5 = 43$ scale score points (higher target due to lower growth in year 1)

Chapter 6 - EL Reclassification (formerly known as Exiting)

Content based on [Wisconsin DPI EL Policy Handbook Chapter 6](#)

Reclassification Process Overview

Reclassification is the process of changing a student's EL's status from EL to Former EL. Former ELs are denoted as ELP 6 in Wisconsin's data systems. This designation indicates that the student was once an EL, and has now reached Full English Proficiency. This also differentiates Former ELs from students who were never-EL (ELP 7) for accountability purposes.

Reclassification from EL to Former EL is a critical period in the life of a student. Research has shown that improperly reclassifying students has an adverse impact on the student and their academic achievement. This applies both to students reclassified too early, as well as those reclassified too late.

A major research study found that Wisconsin students who reclassified a year prior to taking the ACT performed better on it than students who just missed reclassifying. Reclassified ELs also tend to perform better on the Math and ELA sections of Forward assessment than ELs who are ELP 4.5-5.9. These studies indicate that reclassification generally has a positive effect on ELs, and that earlier reclassification is likely more beneficial than a delayed reclassification.

Ideally, reclassification happens at the exact point in time when an EL reaches full English proficiency. However, Full English Proficiency is more of a broad zone than a discrete line. While the term *reclassification* may be used for both the larger transition process and the specific act of changing status from EL to Former EL within school and state information systems, it is important to understand that these are separate and distinct processes.

A student reclassified to Former EL is expected to be able to engage with content in English and demonstrate sufficient command of English to be socially and academically successful. A reclassified student should be able to work independently, provided they have the same access to universal supports as non-ELs.

Requirements for Reclassification

Upon enrollment in a Language Instruction Education Program, districts are required to inform the parents of an EL of the exit requirements of that program. Students can't be enrolled in LIEPs indefinitely. In addition, the definition of an EL is specifically one of English proficiency.

Once students reach full English proficiency, they by definition are no longer ELs. Reaching this mark may have significant implications for an EL, as EL services and supports are predicated on their EL status.

The ESEA now requires that states have a uniform statewide exit process. This led the DPI, in consultation with districts and based on WIDA research, to set qualifying and mandatory exit criteria based on ACCESS for ELLs Overall Composite scores, as outlined in our ESEA Consolidated State Plan.

The ability to allow for more nuanced exit criteria stems from WIDA research showing that full English proficiency likely lies somewhere between ELP 4.5 and 4.9, with students scoring 5.0 or higher being clearly English proficient. As proficiency seems to be a range rather than a clear line, and best practice is to use multiple indicators to make educational decisions for students, Wisconsin has chosen the following exit criteria:

Students reaching an Overall Composite of 5.0 or greater must be reclassified, while students reaching an Overall Composite of 4.5-4.9 may be reclassified, should the district find additional evidence of proficiency using a MIP. (See Chapter 15 - Multiple Indicator Protocol for more information on using this tool.)

This two-tiered exit process is designed to ensure that students are exited once they are clearly English proficient, while including an option for districts to exit students before that point, should they have additional evidence that the student is fully English proficient.

Districts may complete the reclassification based on current year ACCESS for ELLs test results and any MIP results, if used. For record keeping purposes, the student maintains their EL status through the remainder of the current year and begins the next school year as a Former EL. As EL programming for the following school year is conditional on EL status, DPI advises that reclassification decisions be made and the student's ELP code set appropriately in the district SIS prior to the beginning of the next school year.

When a reclassification decision for a student has been made, this must be communicated to their parents, along with any changes in programming or support.

The year after the ACCESS for ELLs assessment that triggers reclassification, Former ELs enter a two-year monitoring period. The purpose of this monitoring period is to ensure that students are Fully English Proficient, and that they are supported in gaining any underlying skills that might be affecting their academic progress, due to a lack of exposure or practice from being enrolled in a LIEP.

For federal reporting, students who have exited EL status in the prior 4 years are included in the EL subgroup for reporting and identifying schools for Comprehensive or Targeted support. For these accountability purposes, the Third Friday of September snapshot will be used to determine which students have reclassified since the prior year. In order for Former ELs to be included in the EL subgroup for the appropriate number of years, reclassification decisions need to be reflected in WISEdata at the time of the Third Friday of September snapshot.

Beginning the Reclassification Process

A student who achieves at least a 4.0 Overall Composite on ACCESS for ELLs is nearing Full English Proficiency. At this point, the reclassification process usually begins. (See the *Overview of EL Support Processes* chart in the Index for an overview.)

The first step is a reevaluation of the student's language and academic support structures. While this will look different in various school environments, the following are some questions that should be considered as a student moves into the reclassification process:

- What are the language program supports for the student? How does the student receive language instruction? Literacy instruction? Academic content support?
- What support is available to the student? How is this support provided? The term support is broadly used here and may include language support, an LIEP, accommodations, or scaffolds.
- Are there language, instructional, or assessment scaffolds that are no longer necessary for the student which can be reduced or eliminated? How well does the student's current and future learning environment embed universal design principles or L1 support within the student's educational setting?
- For supports the student still needs, how can the growth of the underlying skills be supported to reduce the need for the support in the future?
- Are there academic content areas in which this student still struggles?
- Is this student significantly less proficient in one or more language domains? What changes need to be made to support growth in this area?

The goal in this evaluation is to gather information to better target supports and programming to ensure that students nearing proficiency accelerate toward it.

Students who jump from below ELP 4.0 to the reclassification trigger in the span of one year should still go through this process, because this information is required in order to create a transition plan.

Planning for Transition

When a student attains a 4.0, or above, a transition plan is incorporated into the ILP, as stated in chapter 8. This will provide a map for the student, capturing where they are in terms of proficiency and supports now, and their path towards full fluency in the next few years. This plan should include specific goals (e.g., time, performance) which would indicate that the student no longer needs language support or that the student requires a change in programming. These goals should be designed to transition the student away from supports that are no longer needed, and to nurture learning in any areas of need.

Transition plans are not specifically the language programming a student may need, but rather a system which ensures a student and their family will have access to the school-based resources they need outside of the previous EL programming. Effective transition plans extend into the monitoring period after the student is reclassified as Former EL. The transition plan may include career planning, behavior planning, social and emotional learning, and academic considerations unrelated to language development but important to academic achievement.

Just as parents must have meaningful communication and equal access to educational decisions made about their child during the identification process, partnering with parents during the exiting process is equally as critical. Keeping parents informed and participating in the exiting process allows them to see the progress their child is making and gives them the opportunity to voice any concerns.

Any concerns about a loss of support could be mitigated by clearly defining what evidence the student will need to demonstrate in order to show that they are successful without support (defining specific goals and linking evidence to these individual goals). In addition, making the student's parents aware of these areas of need may allow them to aid in the transition out of EL programming and to support their child through this process.

Triggers for Reclassification

When an EL reaches an Overall Composite Proficiency Level of 5.0 or greater on the ACCESS for ELLs, they must be reclassified as Former EL.

When an EL reaches an Overall Composite Proficiency Level of 4.5 or greater on the ACCESS for ELLs, the district may opt to gather supplemental evidence of proficiency, assess this evidence, and reclassify if the student demonstrates a high degree of proficiency based on this additional data. This process is called the Multiple Indicator Protocol, and the protocol, assessment rubrics, and decision rules can be found in Chapter 15.

Use of the MIP for Reclassification

If supplemental evidence of proficiency will be used in the reclassification decision, this evidence should be gathered once the ILP including the transitional goals is created. Chapter 15 - Multiple Indicator Protocol lays out two possible ways to collect this evidence. One is a portfolio of student work, while the other is a classroom observation of student language use.

In general, the focus should be on collecting authentic representations of the student's efforts demonstrating their reading, writing, speaking and listening skills in English. Care should be taken to disentangle this from academic content skills and proficiency, as many native English speakers are not fully proficient in all academic content areas. Proficiency in academic content areas can be related to English proficiency, but is not a predictor of English proficiency.

Students who are assessed for reclassification using a MIP should have the decision and information used to make this decision captured in their academic record. In addition, the student's parents will be notified of this process and the resulting determination.

Timing of Reclassification

Final reclassification decisions will happen prior to the beginning of the school year, and students who are reclassified will have their ILPs updated with information relevant to transitioning. This should include any necessary programmatic changes made to support the student's reclassification.

Students with Disabilities Who Cannot Access One or Two Domains

Students with a documented disability that does not allow them to access one or two domains will be unable to obtain an Overall Composite due to the missing domain(s).. In this case, students may be eligible for an Alternate Overall Composite calculation. The Alternate Overall Composite calculation requires minimum ELP scores in each of the domains the student is able to access. Please see Chapter 13 - Unique Circumstances for information on how Alternate Overall Composite calculations are conducted.

Final Reclassification Steps

When a final determination to reclassify has been made, the student's ELP code will be set to 6 in the district SIS to indicate their reclassification as Former EL. At minimum, current-year ELP codes reflective of reclassification decisions will be entered into the district SIS no later than the Third Friday of September WISEdata snapshot, as this snapshot will be used for accountability purposes. Entering the annual ELP code prior to the start of the next school year is recommended, to help ensure that students receive the correct educational services and to help ensure accuracy of the ACCESS for ELLs testing roster which is generated from WISEdata in late October.

Monitoring

The student's two-year monitoring period begins the school year following the year of the assessment which triggered their reclassification. A student who is reclassified in May or June after ACCESS for ELLs results come back will begin monitoring in the fall.

Data collected in this period will include district and state academic content assessment scores. It's recommended that student performance evidence include a minimum of two standardized measures demonstrating access to grade-level content without the use of adapted or modified EL-related accommodations. An MIP may serve as an added measure beyond the required two. If a student was exited from an EL program in their former district at any time during the last two years, monitoring and reporting is completed in their current district

Issues Identified in Monitoring

While it is anticipated that the majority of students will be able to rapidly transition away from EL supports after reclassification, some students may occasionally demonstrate a need for targeted assistance. Students will continue to receive universal supports while EL staff advise content teachers to ensure that appropriate bridges are being made to support the transition out of EL status for the student.

During the two-year monitoring period there may be an adjustment period as students learn to navigate outside of the ESOL program. If it appears that a student is not succeeding academically or emotionally, the first step is to reconsider the former ILP and the transitional goals. If the student's needs cannot be met by updating and adjusting the transition plan, the district should consider restoring EL status for the student.

Prior to restoring EL status, the district must administer the MIP, and assess the results of that tool.

If it is decided that restoring EL status may be the best option for a student, that student will be assigned ELP 5, and services should be given based on the student's needs.

Students who return to EL status must take ACCESS for ELLs annually, and progress through the reclassification process the same way as any other EL when they meet the criteria after the next ACCESS assessment, even if this occurs during the same school year.

Reclassified students

Former ELs should be independently engaging in all aspects of school, comparable to their Never-EL peers. If a Former EL is not able to independently engage in all curricular and extracurricular activities to the extent of their peers, districts are required to determine the root cause and rectify the issue.

EL or Former EL status may not be a factor for precluding a student's eligibility for enrollment in any curricular or extracurricular activities, including Advanced Placement courses, gifted and talented programs, clubs, athletics, etc.

Reclassification and Monitoring for Students Opted out of Services

Students whose parents have opted them out of EL services follow the same process for reclassification as any other EL.

Former ELs in Need of Support

Students who have been exited from EL services and who have completed their two-year monitoring period are assumed to be fully English Proficient. If such a student is struggling academically, the district will investigate other supports to address areas of need. However, if these interventions suggest that the underlying cause is indeed a lack of full English proficiency, the district may reassess the student once again using the MIP. If the evidence collected in the MIP suggests that the student is not English proficient, the WIDA Screener can be used to make an EL classification determination.



EL Monitoring Plan

Student Name: _____

Grade: _____

Primary EL Contact: _____

Parent Liaison: _____

Counselor: _____

Standardized Assessments

	Math	ELA	Science	Other
Year 1*				
Year 2				
Year 3				

*Year of qualifying ACCESS score for Reclassification.

If applicable: Student's L1 proficiency _____

Assessment used _____ Grade _____

Civics test completed: Yes / No Language _____ Date _____

Language Accommodations

Year/Semester	Support	Needed in Future?

Student engaged in school and extracurricular activities Yes / No

Areas of concern or supports needed: _____

Other Supports

Year/Semester	Support	Needed in Future?
	Language Support Outside of School	

	Peer Mentoring outside EL Program	
	Access to Homework Support	

Student Progress Summary

Year/Semester	Area of Observation	Extra Support Needed?
	English Language Use	Yes / No
	Academics	
	Extracurricular Activities	
	Social/Emotional Wellbeing	

Middle School/High School Career Planning

Goals:

Comments or notes:

Chapter 7 - Academic Content Assessments

Content based on [Wisconsin DPI EL Policy Handbook Chapter 7](#)

Content Assessment

The ESEA mandates that all students in grades 3-8 and one high school grade be annually assessed in mathematics and reading/language arts. In addition, all students must be assessed in science once in grades 3-5, once in grades 6-9, and once in grades 10-12.

Wisconsin has chosen to meet these requirements with the Forward Exam in grades 3-8, and the ACT in grade 11. Science is assessed in grades 4, 8, and 11. In addition, the Dynamic Learning Maps (DLM) is administered to students in these grades who have the most significant cognitive disabilities and who, as a result, are unable to meaningfully participate in the Forward or ACT exams.

State law requires that a 9th and 10th grade assessment also be administered, and the ACT ASPIRE has been chosen to meet this requirement.

ELs must be given meaningful supports to enable them to participate in these assessments. The availability of these supports need to be communicated to teachers, parents, and students. ELs must be encouraged to use the supports which will best allow them to demonstrate what they know and can do. See Chapter 9 - EL Supports and Accommodations for more information on selecting appropriate supports for ELs.

Recently Arrived EL Exemption

While EL supports are provided on all statewide assessments, limited EL supports are appropriate for the English Language Arts content area. Recently Arrived ELs are allowed a one-time exemption from the ELA section of any mandatory statewide assessment.

A Recently Arrived EL for whom a district is requesting an ELA exemption must meet the following criteria:

- has been enrolled in U.S. schools for less than 12 cumulative months. Note: U.S. schools are defined for this purpose as only the 50 states and Washington, D.C. Students from Puerto Rico and other U.S. territories may claim this exemption.
- has not taken the one-time exemption before

If a student meets these criteria, the Data Assessment Steward will indicate the exemption within the vendor portal using the non-tested code of RAE for Recently Arrived EL.

Please Note:

- This applies to all ELA sections on any statewide content assessment. Different assessments use different terms for these sections, and the qualifying content areas may include Reading, Writing, English, etc.
- Districts set their own policies for locally mandated assessments such as Star or MAP. Districts should consult with their test vendors to determine available and applicable language supports and accommodations, and to determine if the tests were normed for ELs and newcomers. In setting policies for the administration and evaluation of district-mandated tests, districts should consider the validity and reliability of the assessment for newcomers at lower levels of English proficiency and familiarity with the U.S. school system.

- ELs for whom this exemption is claimed must take the ACCESS for ELLs during the school year of the exemption, which counts for participation on the ELA section(s) exempted. Students arriving in the small window between the end of ACCESS for ELLs testing and the end of academic content testing are exempt from this requirement.

ELs and Accountability

Former ELs who have exited programming within the last four years are included in the EL subgroup on report cards. This helps ensure that ELs do not have long-term academic deficits from their time spent in EL programming. The ESEA also requires states to report the average amount of time it takes ELs to become proficient, and how many long-term ELs are in our schools. Wisconsin's definition of long-term EL is a student who has been an EL for more than six years.

Wisconsin must establish ambitious long-term goals (six-year time period) and aligned interim (annual) measures of performance. Wisconsin's primary goal is a 6.0 percentage point increase in grade-level proficiency for all students, which translates into a 1.0 percentage point increase annually. As part of the long-term goals, we also aim to cut the achievement gap in half for each subgroup within six years. This means higher annual increases are required for the other groups, including English Learners. For ELs, the targeted annual increase is 3.8 percentage points in ELA, 3.5 percentage points increase in Math, and a 2.6 percentage points increase in graduation rates.

Chapter 8 - Programming Decisions & Individual Learning Plans

Content based on [Wisconsin DPI ELPolicy Handbook Chapter 8](#)

Educational Rights of ELs

ELs are entitled to age-appropriate core curricula at all levels of English proficiency. ELs must not only have access to, but must be able to meaningfully and equally participate in, all aspects of schooling. This includes the core and non-core curriculum and extracurricular activities.

OASD must provide ELs with appropriate language assistance services that are educationally sound in theory and effective in practice. The requirement to provide a language education program is a basic obligation outside any requirements associated with ESEA Title I or Title III.

OASD is required to have the personnel and resources necessary to effectively implement the chosen EL program(s). This obligation includes having an adequate number of highly qualified teachers to provide language assistance services, trained administrators who can evaluate these teachers, and adequate and appropriate materials for the EL program(s). Highly effective programming takes into account language, literacy and content instruction, family engagement, school climate and culture (including first language support), and staffing.

District Plans

OASD receives Title I and Title III funds; therefore, it must have a plan for supporting ELs. This includes current ELs, as well as potential ELs, should the district currently not have any ELs enrolled. The district plan for EL programming can differ by school, and may differ within a school. There are many ways to support ELs, ranging from dual language immersion to newcomer initiatives. What is appropriate for one EL may not be for another, and plans should be tailored to meet the needs of the students currently enrolled.

When designing or assessing a language education program, critical questions to ask are:

- Is the program results-focused?
- Is the program focused on moving the student toward English proficiency?
- Does the program support a student's maintenance of, or growth in, the student's first language?
- Is the program based on research and evidence?
- Does the program meet state and federal law?
- Is there a plan for continuous improvement of the program?
- How is the program's effectiveness measured?
- Is the program properly staffed by highly qualified individuals?
- Is there meaningful engagement with parents?
- Is the program culturally and linguistically responsive?

Parental Communication

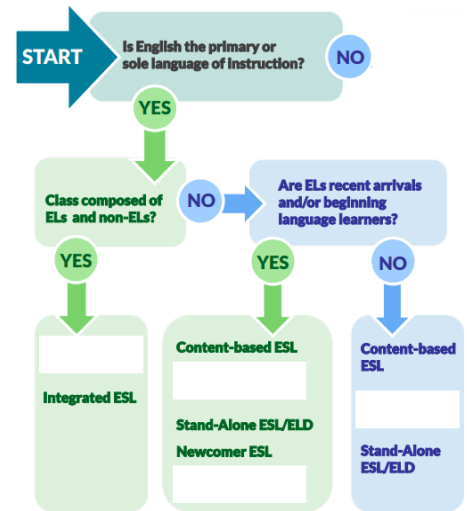
OASD is required to engage with parents and communicate the specific types of language education programming offered within the district. Parents should be enabled to advocate for a particular program if they feel it would benefit their child. Parents also have the right to accept or decline these services in whole or in part. OASD notifies parents annually of their student's eligibility for programming and of the programs available, to ensure that parents can opt in, opt out, or change these services for their child. (See Chapter 10 - Parental Engagement and Support for more information.)

LIEP Reporting

Within state and federal reporting frameworks, a district language plan is referred to as a Language Instruction Education Program (LIEP). Wisconsin DPI has developed a crosswalk of the different categories that a program could fall into. Please see the [LIEP Crosswalk](#) document on the Bilingual/ESL Program page on the DPI website for more information on how these terms map to each other in the different reporting systems. A student should only be assigned one LIEP type. If more than one might apply, the student should be assigned the one that the majority of their time is spent in.

Programming options applicable for OASD ESOL services include:

- **Integrated ESL** (*ELD support in integrated EL & nonEL learning environments*)
 - Integrated ESL is when the ESOL teacher or paraprofessional may be supporting ELs during a mini-lesson or wait for instruction to be complete before working in a small group with ELs. Teachers may be supported in language proficiency development.
- **Content-based ESL** (*Content is medium for ELD*)
 - Content-based ESL is Instruction in which content is used as the medium for building English Language skills, the primary focus remains on learning English. Content-based ESL has BLBC eligibility if the students' home language is used to advance content learning but teacher must be a certified bilingual educator
- **Stand-alone ESL/ELD** (*specialized ESL Instruction outside of general classroom, e.g. Reading Recovery, LLI*)
 - Stand-alone ESL/ELD is Special Instruction in English in which English Learners are served outside of the general classroom or enrolled in specialized ESL classes.
- **Newcomer ESL** (*for new arrival needs, usually stand-alone, e.g. ATLAS*)
 - Newcomer ESL are generally stand-alone learning environments designed to meet the socio-cultural, language, and academic needs of newly arrived immigrants.



Effective Programming

The ESEA requires the DPI to ensure that districts provide effective programming for ELs. Language assistance programming for EL students must be educationally sound in theory and effective in practice. This programming must be regularly assessed and continually improved, and districts must be able to demonstrate that they are effective in supporting ELs in both their academic content needs and their growth towards English proficiency. This programming must include adequate staff, time, and materials.

In schools where the number of EL students is small, EL students must still receive language assistance services, provided by highly qualified teachers. However, program models may vary, as they must adapt to the uniqueness of a small school environment.

Staffing Requirements

Educators providing language educational services must be trained and highly qualified. Teachers who are highly qualified to teach English Learners must hold an ESL or bilingual license pertaining to the appropriate or relevant subject matter and grade levels. Teachers providing Title III instructional services must be fluent in English and any other language used for instruction, including having written and oral communications skills.

Districts must be able to show evidence that such educators have sufficient competencies in English language development theory and teaching methods to instruct students.

“...If an SEA or school district uses a sheltered instruction model for serving EL students that includes core academic subjects at the secondary school level (e.g., “ESL Math” or “ESL Science”), the teacher must be adequately trained in the sheltering techniques, meet any State requirements for EL teachers, and be highly qualified in the core academic subject (e.g., Math or Science) as well....In addition, teachers in school districts that receive funds under Title III must be fluent in English and any other language used for instruction, including having written and oral communications skills....”⁶

In Wisconsin, teacher-to-student ratios are locally determined. According to the Education Commission of the States, teacher-to-student ratios in the U.S. vary between 1:15 and 1:30. Any program supporting ELs must be effective, and staffing ratios are a critical element to consider. Factors connected to students’ individual needs should also play a role in determining the appropriate teacher-to-student ratio for each EL or bilingual program offered. In many situations, lower teacher-to-student ratios are necessary to effectively support ELs with more dynamic backgrounds and varied educational histories.

OASD Pre-K Program Support Teacher and Family Liaison

The OASD Pre-K Program Support Teacher and Family Liaison supports teachers and families of Potential English Language Learners at the Pre-K level. Pre-K students are not eligible for ESOL service screening until April 15th of their 4K year. This support prepares students for ESOL services. Students at the Pre-K level are referred to as Dual Language Learners (DLL).

Paraprofessionals and Instructional Aides

Paraprofessionals and instructional aides may not take the place of qualified teachers. Paraprofessionals may only be used to provide EL support as an interim measure while the district hires or trains qualified teachers to provide language support services.

Any school staff assigned to work with EL students to provide language education support must work with appropriately trained and licensed teachers to deliver ESL or Bilingual programming. This includes paraprofessionals, instructional aides, classroom translators, and interpreters.

Highly qualified paraprofessionals who work in classrooms directly with students either in the capacity of multilingual interpreters and translators for the purpose of fostering participation and meaningful access to grade-level core content, or to augment English language acquisition within the classroom:

- meet the basic requirements of knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality;
- have knowledge and skills in second language acquisition and work under the supervision of an ESL licensed and knowledgeable educator; and
- are proficient in English and a language other than English and have a secondary school diploma or its equivalent.

Individualized Learning Plan

OASD captures a student’s linguistic supports in an Individualized Learning Plan (ILP). An EL ILP can be combined with other related plans such as a Student Learning Plan, an Academic and Career Plan, an EL Transition or Monitoring Plan, or as part of an EL’s learning portfolio. OASD ILPs are created within EduClimber.

⁶ [Dear Colleague Letter, January 7, 2015, FN 39](#)

An ILP is a written plan for an EL which details strategies, accommodations, and supports to be implemented in the classroom and on assessments. An ILP is a critical tool to help districts support their ELs as they grow in their English proficiency and work to meet Wisconsin's challenging academic standards. A student's ILP should be created by the ESOL teacher in consultation with the student's classroom teacher. The content of the ILP should be shared with the student and their family. Teachers and other instructional staff who work with the student should have access to the ILP in order to implement it within their classrooms. ILPs typically contain the following information:

- student demographic, educational, and biographical information;
- student English language and academic needs;
- language instruction program and curriculum being used;
- learning goals for language development and academic content;
- assessment data including ELP levels;
- language background for bilingual programs; and
- recommended instructional strategies, accommodations, and supports.

ELs with disabilities who have IEPs should have either an ILP or an [I-7-ACCESS for ELLs/Alt. ACCESS for ELLs worksheet](#), and in some cases, it may be relevant to reference this supplemental supporting document in the student's IEP. In OASD both an ILP and an [I-7-ACCESS for ELLs/Alt. ACCESS for ELLs worksheet](#) are typically completed.

Access to Gifted and Talented Programs

ELs may not be denied equitable access to all the educational opportunities offered to their English proficient peers. This includes access to ALPs Charter school, a program that provides an exciting and unique environment for advanced learners in grades four through eight, and other accelerated course options.

The OASD Director of Curriculum and Instruction examines its process for selecting students for inclusion into such programs to determine whether or not their process unintentionally requires English proficiency. DPI provides a [Gap Analysis Chart](#) to assist in ensuring that all students have equitable access to Gifted and Talented programs.

Bilingual Education Requirement

[Wisconsin Statute 115.95](#) states the requirements for school districts who have enrolled a concentration of students who are ELs from the same language group. Once one school in a district has enrolled sufficient ELs who speak the same language, the district is required to create a plan for a bilingual-bicultural program and communicate that plan to parents in the school district. The number of students which trigger this requirement differs by grade level:

- 10 students in grades K-3
- 20 students in grades 4-8
- 20 students in grades 9-12

Once all requirements of Wisconsin Statute 115.95 are met for the district's bilingual-bicultural program, the district becomes eligible for reimbursement of a percentage of the cost. See the DPI [Bilingual-Bicultural](#) page for the complete list of criteria for reimbursement and more information about applying for this aid.

Monitoring Program Effectiveness

The ESEA now requires that districts demonstrate that they use effective approaches and methodologies for teaching ELs. Districts must provide effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement. DPI, through the Title III monitoring process, must take steps to identify district strategies that are not effective, and to provide technical assistance as needed.

ATLAS Courses for Newcomers/SLIFE

The district provides courses and/or course pathways emphasizing Acquisition Through Language and Academic Supports (ATLAS) to address the needs of Students with Limited or Interrupted Formal Education (SLIFE) in grades 6 through 12. SLIFE are newcomers to U.S. schools, above the age of seven, who have missed more than six consecutive months of formal schooling prior to enrolling in a U.S. school, and/or are more than two years below grade level in content due to limited educational supports.

Short-term ATLAS courses (2 years or less) provide specialized instruction to beginning-level English Learners who have recently arrived in the U.S. These courses can be useful for schools with a large number of students with limited or interrupted formal education who may have low literacy in their native language. ATLAS courses are typically offered at the secondary level to provide a foundation of both basic English skills and content instruction to facilitate students' transfer into mainstream OASD courses.

Transitional ATLAS classes are designed to address:

- Endurance - something a student will need to know for a longer period of time - standards that are used during subsequent units of instruction and over a period of years
- Leverage - the standard is taught and used in more than one curricular area
- Readiness for the next level of learning - prerequisite skills for future learning

In addition to academic language support, ATLAS courses familiarize newcomers with the U. S. cultural and educational systems. The amount of time students spend taking ATLAS courses can vary both in daily schedule and program length. OASD should not retain EL students in any ATLAS course longer than necessary. ATLAS courses and supported mainstream courses should ensure that students have access to integrated school activities with non-ELs in subjects like physical education, art, and music, and refrain from separating students during activity periods outside of classroom instruction (i.e., during lunch, recess, assemblies, and extracurricular activities).

The optional ATLAS courses are available for ELs age 12-21 with English Language Proficiency levels 1 & 2 who have attended schools in the United States for less than twelve months and who, upon initial enrollment are two or more years below grade level in mathematics and/or other core content classes due to interrupted schooling prior to arrival in the United States. Once a student in the ATLAS program is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, he/she is automatically transitioned to mainstream content courses with ESOL staff support where possible.

Determining Supports and Placement

The educational experience of newcomers may vary significantly, and this impacts the supports they need to be successful in school. Age, gender, the language of school, and social and cultural context vary widely among newcomers. For example, students arriving from refugee camps may have varying amounts of exposure to literacy in their home language, the language of the country where the refugee camp is located, or exposure to languages of host countries. Boys and girls from the same country may be taught differently, may have different educational expectations, or may have been taught in separate settings.

To the extent possible, determine the student's knowledge of content in their language of learning. If a district receives advance notice that a family is coming, it may suggest that the family bring copies of the students' academic records in order to streamline the placement of students into courses and the process of determining supports.

Because the prior schooling environment may vary significantly for a newcomer student, it may take a student a little time to understand the U.S. educational system. As they adapt to their new school environment, the ESOL teacher should reevaluate placement and supports.

For ELs with disabilities, the ESOL program must meet the objectives of the student's IEP, as well as the student's language instruction needs.

ATLAS Course Options

Instructional Goals: To develop English language competence and academic skills and prepare students to succeed in U.S. schools.

Course Completion Information:

ATLAS courses are standards-based. ELs must meet the course requirements for credit. A student remains in ATLAS courses for no more than 24 months. ELs in need of more time may require additional non-EL supports. The expected rate of graduation for high school in this program is the same as any other OASD student.

The four core academic areas (English, Math, Science and Social Studies) are targeted at the high school level; two core academic areas are targeted at the middle school level (English and Math). The ATLAS course names and numbers are set up in Infinite Campus. These courses are taught by ESOL teachers and/or by content area teachers in stand-alone learning environments with other SLIFE.

ATLAS courses are standards-based. ELs must meet the course requirements for credit. A student remains in ATLAS courses for no more than 24 months. The expected rate of graduation for high school in this program is the same as any other OASD student. For this reason, it is important for students to transition quickly from ATLAS into mainstream coursework. If a student is unable to move on from ATLAS courses into mainstream courses within the expected time frame, a school-based team should investigate further into the reasons for not meeting transition expectations, and design a plan using available district and community resources to address identified concerns.

Age-Appropriate Grade Placement

ELs should be enrolled in classes with their same-aged peers and in age-appropriate settings. EL Status, limited proficiency in English, or interrupted or limited formal education resulting in academic delays do not warrant a student's placement in lower grade levels. Newly arrived or EL status is never a reason to alter a student's appropriate age and grade-level placement. Research suggests that students show greater gains when placed among peers.

Determining Student's Chronological Age (Proof of Age)

For newcomers, especially refugees, unaccompanied youth or students from places with limited access to schooling, identifying a student's chronological age may pose a challenge. School officials may request documentation to show that a student falls within the school district's minimum and maximum age requirements. School districts typically accept a variety of documents for this purpose, such as a religious, hospital, or physician's certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent; a birth certificate; or previously verified school records.

Although a school district might request documents such as those listed above to verify a student's age, they may not prevent or discourage parents from enrolling their child because he or she lacks such documentation.

Cultural factors need to be well understood when determining a student’s chronological age. For example, students may come from cultural backgrounds where a student’s date of birth is not recognized according to U.S. norms. It may be important to work with the family, consulate, or refugee organization to determine a student’s chronological age.

General Education Classroom Support

Meaningful access to and engagement with the core curriculum is an essential component in ensuring that EL students acquire the tools to succeed in general education classrooms within a reasonable length of time. Appropriate language assistance strategies such as scaffolded instruction, L1 (learner’s first language) support, language-based accommodations, language-related universal design principles, and differentiated instruction serve as vehicles for EL students to participate meaningfully as they acquire English.

Language assistance services must be educationally sound in theory and effective in practice. This also applies to adapting instruction in the general education classroom. Districts should ensure that their specialized instruction does not result in a watered-down curriculum that could leave EL students with academic deficits. It’s appropriate for districts to balance the requirement to provide meaningful access with a level of rigor that is just right for a student. They must ensure access to the core curriculum with appropriate language supports, to give students the opportunity to attempt material of increasing complexity, in either content or language, as their skills increase.

The U.S. Department of Justice’s Civil Rights Division and the U.S. Department of Education’s Office of Civil Rights have released a number of joint “Dear Colleague” letters. These are large documents which seek to comprehensively outline the legal requirements to serve and support ELs, and are designed as resources for states and districts. The Dear Colleague letter from January 7, 2015, is the most comprehensive document currently available. The guidance below draws from the recommendations, requirements, and best practice outlined in that document.

Supports and Accommodations

Instructional supports and accommodations should be determined individually for each EL by the EL teacher or English language support team. It is critical that individuals with experience in second language acquisition strategies be involved in these decisions. Accommodations and language related supports should be used in both instruction and assessment as much as feasible.

This necessitates training for general education teachers in implementing the accommodations and scaffolds determined appropriate for each EL. Allowable supports must be clearly communicated to teachers, and EL staff should engage with teachers to help them understand how to effectively drive language acquisition through their daily instruction.

Grading

The OASD is a standards-based learning system and provides accommodations and modifications based on need. See this [memo on grading students](#) related to teaching, scoring, and grading students with disabilities and English learners.

ELs must be given the opportunity and the tools to demonstrate what they know and can do. The expectations for ELs are the same as for non-ELs, although ELs may need help in communicating their knowledge. Grading of EL students should therefore reflect daily instructional and testing accommodations, and should not penalize the student for not being English proficient.

Introductory ATLAS courses that temporarily emphasize English language development for new ELs, must still measure the progress of ELs in core subjects to assess whether they are gaining or losing ground.

ELs must receive grades based on accommodations or alternative assignments appropriate to the student’s language proficiency level, and receive the same report card that is used for students in general education. Newly arrived students at the lowest ELP level may be assessed using a Pass/Fail grading for a limited period of time (one grading quarter or semester) if the student is unable to demonstrate knowledge in the language of instruction or assessment and if their LIEP is focused on language development.

ELs cannot be penalized for missing work in the general education classroom if they are pulled from class for ESL services. Teachers can only grade students on the components for which they are present and have the ability to access (i.e., where English proficiency is not a barrier). Class grades should be based on student work and on evidence that the student has met the appropriate benchmark or content standard.

To ensure that ELs are receiving equal access to core curricula and are enabled to demonstrate what they know and can do, districts should examine the academic progress of ELs on a regular basis. As ELs near full English proficiency, districts must provide timely services within the school day to accelerate the academic progress of ELs towards parity with their never-EL peers. As ELs progress towards full English proficiency, it is expected that any academic gaps due to their initial lack of proficiency will be addressed.

Compensatory and Supplemental Education

ELs who miss academic content instruction for EL programming must have compensatory and supplemental education to remedy any academic deficits accrued while they were out of the classroom. This supplemental education can come at a later time, after the student has acquired enough academic English to more fully participate in the school. However, it can’t be delayed so long that students are unable to meaningfully participate in age-appropriate classes due to a lack of prior content knowledge, or if it would delay graduation due to a lack of sufficient credits or required coursework.

5460 - GRADUATION REQUIREMENTS

The board of education awards high school graduation diplomas in recognition of those students fulfilling the academic requirements of the district. In order to graduate from high school and receive a diploma, a student in the district must meet the requirements set out in this policy in accordance with 118.33(1)(f) Wisconsin Stats. Any student transferring into the district must meet the district’s graduation requirements.

Credit Requirements

Students may be granted a high school diploma only when the student satisfies the following [Wisconsin graduation criteria](#) and successfully completes twenty-three (23) credits for graduation including:

English	4.00 credits
Social Studies	3.00 credits
Science	3.00 credits
Mathematics	3.00 credits
Physical Education	1.50 credits
Health	0.50 credits
Financial Literacy	0.50 credits
Electives	7.50 credits
TOTAL	23.00 credits

To be eligible for a diploma, students must have: a minimum, cumulative unweighted GPA of 1.67 up to the point of graduation; and a passing score on the state-required civics test. (See 118.33 (1m)(a)(1).

Students who do not meet the above requirements may be eligible for a diploma through the district's PK-12 Supportive and Alternative Education Plan.

Before a student is granted a high school diploma, the high school principal shall determine whether the student has satisfied the graduation criteria outlined in this policy and any other criteria in district policy applicable to high school graduation and shall certify that all students presented for graduation have satisfactorily completed district graduation requirements.

Parent(s)/Guardians and non-minor students may appeal decisions to deny graduation to the superintendent.

The titles of high school courses taken by middle school students shall appear on the student's high school transcript, but no grades shall be indicated on the transcript nor shall any high school graduation credit be awarded for such courses.

Students with disabilities who properly complete the programs specified in their Individualized Education Program (IEP) and have received the recommendation of the IEP Team may participate in graduation activities and may be awarded a diploma (provided the student satisfied the district's high school graduation requirements).

The principal of the high school shall prepare a report describing the district's policies on high school graduation standards, including a list of courses required under state law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the district's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the board and signed by the board president, the superintendent, and the principal.

A student may be denied participation in graduation activities for disciplinary reasons and/or for non-payment of fees.

It shall be the policy of the board to periodically review and revise this policy specifying the criteria for awarding a diploma.

Credit Accrualment & Graduation

Newcomers who arrive partway through high school with limited formal education and limited language proficiency pose a unique challenge for schools. In order to provide an equitable education, schools must identify pathways for graduation that are age-appropriate and consider mechanisms for students to receive appropriate credit for work completed in other countries. For students in high school, districts must provide for these students to acquire English and academic content within a four-year time period, as ELs are entitled to equitable educational opportunities, including graduation and post-secondary opportunities.

Identifying Credit and Student Placement

Consulates or embassies are one means to find out how schools from the student's country of origin operate. International organizations such as [AFS](#) have established programs from countries throughout the world and may be able to offer some insights regarding a student's specific country and its education system, especially for students enrolling in high school.

Some countries, like the U.S., operate schools at a state, provincial or local level, and these schools may vary from place to place in terms of grading systems, course completion and compulsory education requirements. Other countries may provide a national school system, and some countries may even capture student records in a nationwide database. Districts need to understand the landscape of education in the student's country of origin, and explore how to find information about coursework and credits to ensure proper placement of students.

OASD policy #5460 - GRADUATION REQUIREMENTS states that, “The board awards high school graduation diplomas in recognition of those students fulfilling the academic requirements of the district. In order to graduate from high school and receive a diploma, a student in the district must meet the requirements set out in this policy in accordance with 118.33(1)(f) Wisconsin Stats. Any student transferring into the district must meet the district’s graduation requirements.” Once an understanding of a student’s educational background is complete, schools plan for how the student will meet graduation requirements.

It is important to understand that [Wisconsin provides for multiple pathways to graduation](#), including traditional and alternative paths.

When considering a traditional diploma, a student may meet credit requirements for work demonstrated by:

- evidence on school or academic transcripts for course completion
- academic content assessments in the language of the students to determine student placement in content area classes
- GED in the language spoken by the student to show evidence of knowledge of coursework targeted

If a traditional diploma is not appropriate for a student, alternate pathways include:

- competency-based
- project-based
- [GED Option #2](#)
- conversion of HSED to a regular diploma

The PK-12 Supportive and Alternative Education Plan shall be used in providing guidance on strategies for support, interventions, programs, and alternative education options.

ELD Standards

Wisconsin has adopted the WIDA English Development (ELD) Standards as our official state standards for EL instruction. These ELD standards are in correspondence with Wisconsin’s college- and career-ready standards. For more information on the philosophy behind the WIDA ELD Standards, please visit WIDA’s page on [Standards and Instruction](#).

WIDA Can-Do Philosophy

Teacher familiarity with the [WIDA Can Do](#) philosophy helps foster high expectations of students, which in turn can shape the learning opportunities offered to those students.

Culturally and linguistically responsive teaching helps students connect what they already know to what they’re learning by validating and affirming their home culture and language. It is much less intimidating for a student to be able to access what they already know when learning new material than to have that information discarded, requiring that they relearn everything in English.

Deficit-based decisions regarding a student’s ability to access instruction generally lead to more negative outcomes for students than asset-based decisions. As an example, consider a student who never participates in class. A teacher might try to encourage participation or otherwise focus on what that student can’t do.

This issue can be better framed in terms of what the student can do: “This student can participate more actively in class when provided a response model and more time to develop a response.” This is an asset-based strategy, and such strategies can provide better support for students. The combination of asset-based supports and culturally and linguistically responsive teaching can significantly improve an EL’s ability to meaningfully participate in classroom

instruction and other facets of daily school life. This is a cornerstone of meeting the legal requirement to provide equal access to both core and extracurricular content for ELs.

Serving ELs Opted-out of EL Programming

Parents may opt out of EL services for their student at any time, provided that they are knowingly and voluntarily choosing to do so. This does not exempt districts from their obligation to administer an annual ELP assessment and support a student's growth to full English proficiency. Students found to be ELs via the processes outlined in this handbook remain ELs even if their parents opt out of language services. They retain all protections and districts must meet all requirements for serving them, except for inclusion in a LIEP.

The U.S. Department of Education's Office of Civil Rights provides these guiding principles:

- Parents have the right to opt their children out of an EL program or a particular EL service. This decision must be voluntary and based on a full understanding of their child's rights, the range of services available to the child, and the benefits of such services to the child.
- Parents of ELs must be informed of these rights and services in a language they understand.
- If a parent decides to opt their child out of an EL program or particular EL service, their child still retains their status as an EL.
- A school district must continue to monitor the ELP growth and academic progress of students who opt out of EL programs and services. If a student does not demonstrate appropriate ELP growth or maintain appropriate academic levels, the school district must inform the parents in a language they understand and offer EL services.

Tools

Linking

Print

The ILP, Individualize Learning Plan, for ELLs is a document that describes the English language proficiency goals of a student for the current school year. This form details the following information:

- Student Profile
- Language goals and progress
- ACCESS data
- District assessment data
- Linguistic supports

Student Name: [REDACTED]

Grade: 9th

Date of Birth: 01/19/2005

IEP:

IEP Case Manager:

School: West High School

Home Language:

Limited/Interrupted Formal Education: :

Primary ESOL Teacher:

Other Teachers/ Team Members:

Other Teachers/ Team Members :

Required Language Instruction Educational Program

Primary Service Delivery: ESL/Bilingual - Content-Based ESL-Bilingual (ESOL Supported Classes)

Secondary Service Delivery:

Notes (Duration/Frequency):

Supplemental Academic Support (check all that apply)

Literacy:

Math:

ATLAS:

In-class Para:

Other:

If other, explain:

ENGLISH LANGUAGE PROFICIENCY ANNUAL GROWTH EXPECTATIONS		
Beginning ACCESS Score	Expected Number of Years to Attain English Language Proficiency	Growth Expected
		1.0 - 1.9
6 years	.5 to .75 growth expected	2.0 - 2.9
5 years	.5 to .75 growth expected	3.0 - 3.9

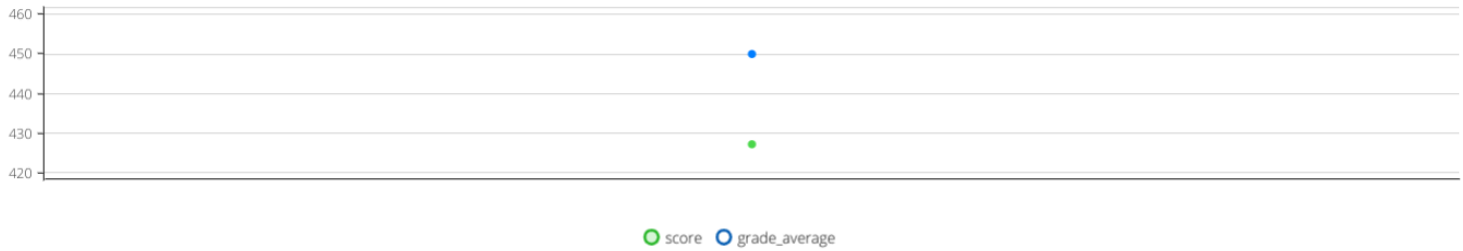
4 years	.3 to .5 growth expected	4.0 - 4.9
3 years	.3 to .5 growth expected	5.0 - 6.0
2 years	.3 to .5 growth expected	

Formula: Annual Growth Target = (Goal score - Prior year's score) ÷ (Years left to reach proficiency)

Example: If your student begins at a 3.2 ACCESS score, their next ACCESS score is expected to be at least 3.5.

District Assessments (ACCESS, PALS, DRA, AVMR, iReady)

iReady - iReady Overall - Math



LANGUAGE GOALS

Grade Level:

- K: ☐ 1: ☐ 2-3: ☐ 4-5: ☐
 6-8: ☐ 9-12: ☐

Standard Assessment Supports

The following are options for supports for each district/state assessment. Make sure you check the current assessment handbook for updates on supports.

ACT:	ACT Aspire:	Forward:	iReady:
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
		<input type="text"/>	

Environment Supports

Assign peer buddies: ☐

Use a visual schedule: ☐

Preferential/Intentional seating: ☐

Materials Supports:

Visual aids: ☐

Structured student guides: ☐

Highlighted text: ☐

Chapter outlines: ☐

Skeleton notes: ☐

Leveled text: ☐

Use native language: ☐

Assistive Technology: ☐

Taped texts/Books on tape: ☐

Other:

☐ If other, explain

Classroom Assessment Supports

Extended time: ☐

Test/Assessment/read aloud to student: ☐

Show knowledge in alternative way: ☐

Rewording of language: ☐

Study guides given to student 1 week in advance: ☐

Assessment scribed: ☐

Assessment scribed: ☐

Allow corrections on test: ☐

Word banks: ☐

Multiple choice: ☐

Oral responses: ☐

Eliminate distractors: ☐

Grading: Pass/Fail: ☐

Other: ☐

If other, explain:

Instructional Supports

Use simplified ☐
language:

Utilize ☐
manipulatives
and realia:

Model/demonstra☐
topics:

Provide ☐
background
knowledge:

Plan hands on ☐
activities:

Print when ☐
writing on the
board:

Other: ☐

Pre-teach ☐
vocabulary:

Use cooperative ☐
learning:

Use graphic ☐
organizers:

Repeat ☐
directions/paraph

Use gestures: ☐

Use oral, ☐
auditory, visual &
kinesthetic
modalities:

Provide writing ☐
support:

Illustrate ☐
vocabulary:

If other, explain: :

Assignments Supports

Extended time: ☐

Give directions
in written form: ☐

Reduce ☐
assignments:

Alternate ☐
assignments:

Model the first
problem: ☐

Grading: ☐
Pass/Fail:

Have students ☐
repeat/rephrase
the directions:

Rubrics due
dates clearly
marked: ☐

Allow student to
make
corrections: ☐

Allow student to
print instead of
cursive: ☐

Spelling ☐
mechanical
errors do not
count:

Other: ☐

If other Please Explain:

Parent Communication

Email: ☐

U.S. Mail: ☐

Telephone: ☐

Parent/Teacher ☐
Conference:

Date:



Signature ESOL teacher (create action item to ESOL Coordinator):

Form verified by ESOL Coordinator:

☐

Mid-end note: Highlight student progress (include personal accomplishments, achievements and noteworthy actions):

2000

Year-end note: Highlight student progress (include personal accomplishments, achievements and noteworthy actions):

2000

If you have any questions, please contact your child's ESOL teacher.

Chapter 9 - EL Supports and Accommodations

Content based on [Wisconsin DPI ELPolicy Handbook Chapter 9](#)

Legal Requirements

ELs have a right to access the full core curriculum in the school they are enrolled in, as well as the right to participate meaningfully in all other school programs and activities including counseling services. Advanced Placement courses, gifted and talented programming, distance learning opportunities, arts, athletics, clubs, honor societies, etc. To access the full breadth of the educational system on par with their peers, ELs should be placed in age-appropriate grade levels with full access to grade-appropriate curriculum while receiving cultural and linguistic assistance needed to participate fully while acquiring English proficiency.

The ESAA requires states to assess ELs in a valid and reliable manner, including providing appropriate accommodations to ensure that all ELs are able to participate in all assessments. These accommodations must not deny an EL the opportunity to participate in state-mandated assessments or deny them any benefits from participating in assessments that are provided to students who are not ELs.

Wisconsin state statute allows for extensive supports for ELs on assessments, and later administrative rules require districts to provide accommodations to ELs that are sufficient to fully access any tests, while maintaining the validity of those tests.

[Title VI of the Civil Rights Act of 1964](#) requires that all ELs have equal access to a high-quality education and the opportunity to achieve their full academic potential.

Choosing Appropriate Supports and Accommodations

Research suggests that ELs who get supports that are appropriate for their needs on individual tests score higher on those tests than ELs who get inappropriate supports. ELs who get inappropriate supports may score **lower** than ELs who receive no supports at all.

This and related research suggest three critical considerations when selecting accommodations for ELs on academic content assessments:

1. What is the student's level of proficiency in each language domain, both in English and in their native language?
 - a. Which accommodations and supports are necessary to best allow the student to fully participate in each domain, and in each language, if appropriate?
 - b. If the student is fluent or near fluent in a domain, do they need any supports at all in that area?
2. What is the student's comfort level with the school system?
 - a. If the student attended school in their native country, how similar was that experience to the U.S. school system, and what types of assessments have they taken?
 - b. Will this be a very unfamiliar experience, which might necessitate more extensive test practice to become familiar with the test platform and supports?
 - c. Does the student need an alternate setting or extended time, if appropriate and allowable for the assessment?

3. What kinds of supports does the student currently use in the classroom?
 - a. What kinds of assessments has the student taken, and with what supports?
 - b. How is the district monitoring the student's use of their supports, and the effectiveness of those supports?
 - c. What is the process for reevaluating supports, both to identify ones that may be needed as well as those which may no longer be benefitting the student?

First Language Supports

Please be aware that assessment vendors do not always adhere to the below naming conventions. Often Universal Tools and Supports are lumped together, and it is not uncommon for EL supports to be listed under the Accommodations heading. As this varies by assessment, it is essential to understand which category EL supports truly fall into for each assessment.

In addition, some supports serve different roles for ELs and students with disabilities, and may be categorized differently depending on the reason for the support. Extra time might be an accommodation for a student with a cognitive difficulty who needs more processing time, while counting as a designated support for an EL who needs to use a word-to-word dictionary.

While test administration guides and accommodation guides may be helpful in making this determination, when in doubt, you are encouraged to reach out to more knowledgeable individuals. These should include district and CESA specialists, test vendors, and, for specific state- mandated assessments, DPI staff in the [Office of Student Assessment](#).

It is important that ELs not be limited in what supports they are allowed just because there is a difference in nomenclature between assessments.

Assessment supports are generally broken into categories of universal tools, designated supports, and accommodations: Universal tools are available to any student on demand. An example of a universal tool is a highlighter or line guide.

Supports or Designated Supports are generally available only to students who need them, and are not designed for all students to use. An example of a support is a pop-up glossary. Most EL-related supports fall under this category, and do not need written documentation to be offered.

Accommodations are generally available only to students with a need documented in an IEP or 504 plan. An example of an accommodation is a braille edition of a test.

General Principles

While perhaps obvious, when deciding on supports for an EL, ask the student. Most students who have experience using supports are able to indicate which ones they feel are helpful and which ones are not.

While students may not know the exact name of a support, they will likely be able to describe what they need, allowing you to pick the appropriate support for them. If possible, allowing the student to practice using the support before the start of testing is preferred. This helps ensure that the student understands how to use it, and that it will be useful and not a hindrance to the student.

Schedule regular reviews of supports for ELs. As they grow in fluency, their needs will change. A student using a word-to-word dictionary might need extra time to look things up, but when they no longer need this support, they may no longer need the extra time.

Implementing Supports and Accommodations

The Council of Chief State School Officers (CCSSO) has published a five-step process for implementing EL supports and accommodations. Districts are encouraged to consider these factors as they implement assessment and classroom supports and accommodations.

1. Expect English Learners to achieve grade-level academic content standards.
2. Learn about accommodations and supports for instruction and assessment. Each assessment may have slightly different options and ways of describing those options.
3. Select accommodations and supports for instruction and assessment based on the needs of individual students.
4. Provide accommodations and supports during instruction and assessment. Differentiate instruction by using a variety of supports to fit the needs of individual students while keeping cognitive function and rigor the same. Make sure students have experience with the selected assessment supports and accommodations before the day of the test.
5. Evaluate and improve the use of accommodations and supports for individual students.

Documentation

Supports for ELs should be captured in a written document, such as an Individualized Learning Plan (ILP). (Chapter 8 - EL Programming has additional information on ILPs.)

ELs who have IEPs should have their EL supports captured in an ILP or in the specific [I-Z](#) worksheet for a statewide assessment, and this supplemental document should be referenced in their IEP.

SELECTING APPROPRIATE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES TOOL

ELs with disabilities may need accommodations for instruction and assessment. Decisions about whether to use accommodations, and what accommodations to use, should be made on an individual student basis and consider each student’s needs and past and present level of performance. Accommodations should also be written in the IEP.

“DOS” AND “DON'TS” WHEN SELECTING ACCOMMODATIONS

The following table lists common “dos” and “don’ts” for selecting appropriate accommodations for students with disabilities. (This table is from the [Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodation for Instruction and Assessment of Students with Disabilities](#), produced by the Council of Chief State School Officers (CCSSO) State Collaborative on Assessment and Student Standards Assessing Special Education Students.) As noted in this document, “the guidance in the manual pertains to students with disabilities who participate in large-scale assessments and the instruction they receive.” This table, while generic to all students with disabilities, can be adapted for ELs based on state educational agency and district policies and requirements.

Do...make accommodation decisions based on individualized needs.	Don't...make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).
--	--

Do...select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.	Don't...select accommodations unrelated to documented student learning needs or are intended to give students an unfair advantage.
Do...be certain to document instructional and assessment accommodation(s) on the IEP or 504 plans.	Don't...use an accommodation that has not been documented on the IEP or 504 plans.
Do...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	Don't...assume that all instructional accommodations are appropriate for use on assessments.
Do...be specific about the "Where, When, Who, and How" of providing accommodations.	Don't...simply indicate an accommodation will be provided "as appropriate" or "as necessary."
Do...refer to state accommodations policies and understand implications of selections.	Don't...check every accommodation possible on a checklist simply to be "safe."
Do...evaluate accommodations used by the student.	Don't...assume the same accommodations remain appropriate year after year.
Do...get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP team or 504 planning committee meetings.	Don't...make decisions about instructional and assessment accommodations alone.
Do...provide accommodations for assessments routinely used for classroom instruction.	Don't...provide an assessment accommodation for the first time on the day of a test.
Do...select accommodations based on specific individual needs in each content area.	Don't...assume certain accommodations, such as extra time, are appropriate for every student in every content area.

Retrieved from: <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

Source: Council of Chief State School Officers. (2011). *Accommodations manual: How to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities*. Washington, DC: Author. Retrieved from https://www.osepideasthatwork.org/toolkit/accommodations_manual.asp

Chapter 10 - Parent Engagement and Support

Content based on [Wisconsin DPI ELPolicy Handbook Chapter 10](#)

Introduction

While all parents play a crucial role in their child's education, the parents of ELs may play a more pivotal role, serving as an anchor for their child as they try to adapt to a culturally and linguistically different environment. Potentially limited in English proficiency themselves, parents of ELs may require additional supports in order to ensure that they are able to engage with their child's education and able to support their learning and English language development. In addition, some parents may not be fully English proficient, even though their child is fully proficient. All parents have a right to be involved in their child's education regardless of their English proficiency, and districts must develop effective means of outreach in order to ensure they can.

Determining Language Needs of Parents

The first and most critical step in supporting parents is to determine in which language(s) they are comfortable communicating. The process determines:

- if parents have limited English proficiency,
- what their primary language is, and
- what their language needs are.

The district will use the Home Language Survey (HLS), to discern whether a parent requires oral and/or written communication in a language other than English. Schools should take parents at their word about their communication needs if they request language assistance.

Aside from required translated forms (see below), it is essential to communicate educational information in a way that parents can access. Parents may not be literate in their spoken language and may require interpreting or plain language text, rather than a complete written translation. Therefore, through the enrollment process, districts should identify the written and oral languages used in the home by all key communicators.

Parent Communication

Strong relationships between families and schools can be established and nurtured in numerous ways to create a welcoming school community. The cornerstone of this relationship is honoring the linguistic needs of parents. It is a parent's right to be offered communication about any program, service or activity that is offered to parents who are proficient in English, to the extent practicable, in a language that they can understand.⁷

This includes, but is not limited to:

- registration and enrollment in school and school programs (including medical and immunization forms)
- lunch/meals, including free and reduced lunch forms
- grievance procedures and notices of nondiscrimination
- language assistance programs

⁷ [Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#) and [20 U.S.C. § 6312 \(e\) \(4\)](#)

- parent handbooks
- report cards
- gifted and talented programs
- student discipline policies and procedures
- magnet and charter schools
- parent-teacher conferences
- federal and state title reporting and notices
- other forms relevant to student success, including field trip, sports forms, art, after school and summer engagement opportunities, transportation
- special education and related services (Individual Education Plan forms) and meetings to discuss special education

Effective and Regular Parent Meetings

One of the changes to the ESEA under ESSA is that districts are required to conduct effective outreach to parents of English Learners, including having regular meetings⁸. Districts can view this requirement as a catalyst to consider their parent engagement strategies as a whole, and to create a plan that clearly documents and explains the ways they communicate with parents and how they measure the effectiveness of these communications. The U.S. Department of Education has provided substantial guidance and tools to assist in meeting this requirement in [Chapter 10 of the EL Toolkit](#).

Parental Notification of EL Services

The U.S. Department of Education has additional requirements for notification to parents of ELs. Districts must provide parents resources that communicate⁹:

- the purpose of the Home Language Survey (HLS) and what it can and cannot be used for
- how to complete the HLS
- the steps in the identification process
- that the HLS is not used to determine legal nor immigration status
- parents' rights to translators and interpreters
 - translation and interpreting services should be posted clearly in both English and the most commonly used languages within the district
 - if oral interpretation is used, the interpreter should be trained and competent
- types of services and programming options available to a qualifying student within the district
- that if a child is eligible for services, a parent/guardian has the right to accept or deny EL services at any time
- the rights of ELs with disabilities, including the right to special education and EL support as appropriate
- notification of the annual English proficiency assessment

Translators and Interpreters

The district, to the extent practicable, communicates with parents in a language they can understand. If a written translation is not provided, an oral interpretation will be made available as necessary. OASD is alerted in Infinite Campus to the need for an interpreter using the red double silhouette with "Interpreter".

⁸ [20 U.S.C. § 6312 \(e\) \(3\) \(C\) \(ii\)](#)

⁹ [20 U.S.C. § 6312 \(e\)](#)

Infinite Campus District Edition

Year: 18-19 School: North High School Calendar: 18-19 North High School

Index Search < [Redacted Name] Interpreter

The specific language needed is housed under Program Participation>English Learners (EL):

Infinite Campus District Edition

Year: 18-19 School: North High School Calendar: 18-19 North High School

Index Search < [Redacted Name] Interpreter

Search Campus Tools

Dawn Shimura

▼ Student Information

General

▼ Program Participation

English Learners (EL)

EL EL Assessments EL Services EL Accommodations

Save Delete

Active EL Record

*Program Status: EL

Identified Date: 09/20/2016

Census Information

**To update read only fields, please go to Census->People->Identities

Home Primary Language: swb: Swahili

These guidelines should be followed when providing language services for parents:

- Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.
- School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- It is not sufficient for the staff member merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language, but may not be able to interpret in and out of that language, or to translate documents.

Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents. In particular, the Family Education Rights and Privacy Act (FERPA) restricts access to student educational records and personally identifiable information to school employees with a legitimate educational interest.

OASD staff may request a translator or interpreter using the [Interpreter Request Process](#).

Digital Tools for Multilingual Communication

TalkingPoints is a multilingual two-way messaging platform available for staff to communicate with ELs' families and families with English communication preferences in over 150 languages! It is a district-approved platform that automatically translates your messages to families' preferred languages and their responses back to English. TalkingPoints has been piloted during the 2023-2024 school year at select schools. District-wide implementation will be occurring with principals, staff, and families in December of 2024.

Telephonic support for in person communication and translation of essential documents was piloted for OASD in 23-24, a Premium account of Tarjimly Essentials is being piloted with grant funding for 10 pre-selected OASD staff. Each OASD PREMIUM account user must submit a form each time Tarjimly is used for interpretation/translation services.

That said, free basic Tarjimly accounts are available for general use for any non-profit organization and public school staff. Currently the Tarjimly app is only available as a mobile application for phones and tablets. It's not possible to use Tarjimly from a Chromebook or laptop:

[Tarjimly Quick Start](#)

Youtube channel with [instructional videos](#)

Website page with basic instructions on using Tarjimly in [30 languages](#)

Engaging Parents as Equal Partners

While a cornerstone of creating a partnership with parents is translation and interpretation, there are many other ways to engage parents and ensure that they feel a strong bond with the school and are invested in their child's education. Some examples of these outreach activities include inviting families to volunteer in the school and encouraging families to help children integrate their cultural and linguistic traditions into school assignments and other curricular and extracurricular activities.

WIDA has produced two documents on this topic in their [Focus Bulletin](#) series. (Select Type > Focus Bulletin.) The first is their Focus on Family Engagement, and the second is their ABCs of Family Engagement. Both provide significant real-world examples of how districts have creatively approached family engagement.

The U.S. Department of Education also has released a [Toolkit of Resources for Engaging Families and the Community as Partners in Education](#). This toolkit provides resources for family engagement in diverse communities, and is designed to help school staff examine their own backgrounds and cultural experiences as a means to build a bridge between their experiences and those of others in their community.

Chapter 11 - ELs with Disabilities

Content based on [Wisconsin DPI EL Policy Handbook Chapter 9](#)

Legal Requirements

English Learners have the same rights as all students to a free and equal education, including special education services when appropriate. When an EL is determined to also be a student with a disability, as defined by the Individuals with Disabilities Education Act (IDEA), or Section 504 of the Rehabilitation Act of 1973 (Section 504), the student's EL and disability-related educational needs must both be met.

The district is required to notify parents of these rights to Special Education services in a language that they can understand.

If a student who is an English Learner is suspected of having one or more disabilities, the district must evaluate the student promptly to determine if the EL student has a disability or disabilities and whether the EL student needs disability-related services.

Disability evaluations may not be delayed because of a student's limited English language proficiency or the student's participation in a language instruction educational program. Any assessments involving a child or their family must be conducted in their native language, unless clearly not feasible to do so. Furthermore, a student's English language proficiency or status as an EL cannot be the basis for determining that a student has a disability.

Students in Special Education may attend school until the end of the semester in which they turn twenty-two, if they have not matriculated from an accredited secondary institution. (See Chapter 13 for more information on enrollment beyond age eighteen.)

ELs with Potential Disabilities

English Learners with potential disabilities present a complex challenge in both the identification of potential disability and of the student's language skills in their home language and in English. It is the responsibility of a district to correctly identify both an English Learner's disability and their language skills in both languages, and provide appropriate support in both areas. This requires clear communication and cooperation between staff on both the Special Education and ESOL teams.

Research has shown that there is variation in identification of ELs as eligible for special education services; some school districts over-identify and others under-identify ELs as eligible for special education services when compared to non-ELs. The following factors have been cited in the misidentification of special education needs in students who are ELs:

- the evaluating professional's lack of knowledge of second language development and disabilities,
- poor instructional practices,
- weak intervention strategies, and
- inappropriate assessment tools.

Creating accurate and appropriate disability identification processes that evaluate a student's disability-related educational needs in the context of their multilingual language development will assist school staff to correctly identify students in need of disability-related services. Furthermore, culturally sensitive and appropriate assessment tools should

be used to evaluate an EL suspected of having a disability. This is essential in capturing an accurate picture of what an EL can demonstrate, and is necessary so as not to be discriminatory on a racial or cultural basis.

Districts need to ensure that any standardized tests that are given to a child have been validated for the specific purpose for which they are used. They must also be administered by trained and knowledgeable personnel in accordance with the instructions provided by the producer of the test. Interpreters and translators used for a special education referral need to have specialized knowledge and training about the special education referral process, student testing, and relevant educational jargon.

ELs with Disabilities

When an English learner has been determined to be a student with a disability, the student's EL and disability-related educational needs must both be met. It is essential that the IEP team include educators who have knowledge of the student's language needs and expertise in second language acquisition.

Within the IEP process, the district is required to provide qualified translators and interpreters for Limited English Proficient parents. For ELs, IEP teams must include a qualified language educator, such as an ESOL teacher or speech and language pathologist, who has foundational knowledge about language development and acquisition. Interpreters serving on an IEP team as the language professional must meet both the requirements for interpreters and the language professional.

A district must take whatever action is necessary to ensure that the student's parents understand the proceedings of the IEP team meeting. This includes arranging for an interpreter for parents with limited English proficiency or parents who are deaf. A parent with limited English proficiency is to have meaningful access to an IEP or Section 504 plan meeting, so it may also be necessary to have the IEPs, Section 504 plans, or related documents translated into the parent's primary language.

Should parents decline disability-related services, districts are still required to provide appropriate language assistance services to ELs. If parents opt out of specific EL programs and services while accepting disability-related services for their child, districts are required to provide the services as listed in the student's IEP or Section 504 plan. The requirement to annually assess student ELP growth remains, as does the requirement to support student language growth outside of a formal EL program.

ELP Assessment Supports

Students who are identified as needing accommodations can receive accommodations per their IEP or 504 plan to complete the ACCESS for ELLs. Screeners can be administered with the same or similar accommodations as a student would use to complete an ACCESS test, provided that these accommodations will produce meaningful assessment results. No accommodation used should undermine the construct being tested. Please visit the WIDA website to see the appropriate [accommodations](#) for ELs with disabilities.

Multi-level Systems of Support

The district uses a [multi-level system of support](#) (Response to Intervention framework) for students to provide equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. Core instruction, or universal instruction, provides access to the curriculum through academic and behavioral supports that create quality instruction that is culturally responsive to the students in a particular school community.

For English Learners, English language development instruction is defined as part of core instruction within an MLSS framework (e.g. Integrated ESL, Content-based ESL, Stand-alone ESL/ELD, Newcomer ESL). A culturally and linguistically appropriate Tier 1 EL-appropriate core instruction must make the content they are teaching comprehensible to the students as well as differentiate instruction according to their language proficiency levels.

Students Unable to Access One or More Domains

In rare cases, a student with a disability may not be able to access one or more domains on an ELP assessment. Such students may be eligible for an Alternate Overall Composite calculation. Please see Chapter 13 - Unique Circumstances for more information on serving students with such a need.

Students who are Deaf or Hard of Hearing

For the purposes of Title III and EL identification, American Sign Language (ASL) is not considered *a language other than English*. If a parent/guardian completes the HLS and notes that the student is deaf or the family uses English or English plus ASL as the only languages used by the student, the student should not be screened for English language support services. When using a MIP or other observational tool, use of ASL should be considered equivalent to using English.

Students who reside in a household where another language besides ASL and English is spoken should be screened in the domains that are accessible to the student.

Students with Visual Impairments

For the purposes of Title III and EL identification, Braille is a form of English writing and can be used as an accommodated form for an ELP proficiency exam. Students who use a language other than English and Braille in the home may be assessed for English language services. The student may be administered the assessment in accessible domains.

Alternate ACCESS for ELLs

[Alternate ACCESS for ELLs](#) is designed for students with the most significant cognitive disabilities. These are students who are instructed to the alternate state standards, the [Essential Elements](#), and who are or will be expected to take the alternate assessment, [Dynamic Learning Maps](#).

Differences from ACCESS for ELLs

Alternate ACCESS for ELLs Scoring

The Alternate ACCESS for ELLs® test expands upon ELP levels 1 and 2 by increasing the sensitivity of the measure by further dividing these levels into six Alternate-ELP scores. This assessment is available to students in grades 1-12 with or without accommodations. These scores on the Alternate ACCESS For ELLs map to the regular ACCESS For ELLs ELP scores as follows:

Alternate ACCESS for ELLs® Score	English Language Proficiency Level
A1, A2, A3 and P1	Pre-1
P2	1

When a student reaches P2/P3 on the Alternate ACCESS for ELLs, the student should move to the regular ACCESS for ELLs, with appropriate accommodations.

A CHECKLIST FOR IEP TEAMS: DEVELOPING THE IEP

In developing an IEP for a student with limited English proficiency, the IEP Team must consider the student's level of ELP, including both first and second language conversational skills as well as academic language proficiency. The IEP Team may find it helpful to ask the following framing questions:

Framing Questions	Yes	No
1. Has the dominant language in the home been considered?		
2. Has the child's primary language of communication been considered?		
3. Have the cultural values and beliefs of the parents been considered in planning for the child's education?		
4. Does the instructional plan incorporate a variety of instructional strategies?		
5. Is there a member of the IEP Team who has expertise regarding the student and understands how language develops as well as strategies that can be used when educating a student with English as a second language?		
6. Does the IEP Team have access to assessment data that are accurate and unbiased?		
7. Does the assessment information use a variety of methods and environments?		
8. Does the "present levels" statement in the IEP address both how the student uses his or her native language and how the student uses English?		
9. Do progress monitoring activities measure progress toward the mastery of English?		
10. Do the goals delineate in which language they will be addressed and who will be responsible for measuring the outcomes?		
11. Is there collaboration between general and special education as well as English as a Second Language and bilingual education if appropriate?		
12. Is an interpreter for the parents and the student present at the IEP meeting?		
13. Are the IEP Team members trained in how to use an interpreter?		
14. Is the evaluation process that will be used carefully defined in the native language and in English during the reviews and reevaluations?		

Framing Questions	Yes	No
15. Are the behaviors that are being measured carefully defined in the native language and in English during the reviews and reevaluations?		
16. Is the setting that the language is being measured in defined?		
17. Is the type of language that is being measured defined?		

Source: Center for Parent Information and Resources. (n.d.). Considering limited English proficiency: Developing the IEP. Retrieved from <http://www.parentcenterhub.org/repository/considering-lep/>

The above list of questions is included as part of a National Dissemination Center for Children with Disabilities training tool on IDEA. It is a tool to assist educators in developing IEPs for an EL student with a disability.

From: U.S. Department of Education EL Toolkit Tool #3

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

Chapter 12 - Students who are Immigrants

Content based on [Wisconsin DPI EL Policy Handbook Chapter 12](#)

Equal Rights Under the Law

Students who are immigrants retain all the rights of U.S.-born students to a free and equal public education. In addition, they receive certain protections to ensure that policies and procedures which are not barriers for U.S. born students do not impact their ability to receive the same high-quality education.

The ESEA defines immigrant children and youths as individuals who:

- are aged 3 through 21;
- were not born in any state (defined as each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico); and
- have not been attending one or more schools in any one or more states for more than 3 full academic years. (Months counted for schooling need not be consecutive.)

Individuals who meet the above definition are immigrants. Immigrants may or may not be ELs depending upon the languages spoken in the student's home, the language of schooling in the student's country of origin, and their level of English proficiency.

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 *Plyler v. Doe*, schools are required to provide equal access to a basic public education to all students, regardless of immigration status, and may not inquire about a student or their parents' immigration status.

Newcomer Students

Newcomer students are recently arrived English Learners who have been enrolled in US schools for less than 12 cumulative months. These students are granted some flexibility by the state with regard to federally mandated testing. Newcomer students may be given a one-time exemption on the English/Language Arts sections of any federally mandated assessments. However, OASD prefers to assess all students, regardless of newcomer status. These are the assessments found within the Wisconsin State Assessment System (WSAS). See Chapter 07 - Academic Content Assessments for more information.

Refugees

Refugee status is a form of protection that may be granted to people who meet the definition of refugee and who are of special humanitarian concern to the United States. Refugees are generally people outside of their country who are unable or unwilling to return home because they fear serious harm. [UNHCR](#) defines a refugee as “a person who is outside his or her country of nationality or habitual residence; has a well-founded fear of being persecuted because of his or her race, religion, nationality, membership of a particular social group or political opinion; and is unable or unwilling to avail him— or herself of the protection of that country, or to return there, for fear of persecution”

The Oshkosh Area School District has always welcomed students with refugee backgrounds (SRBs). OASD ESOL teachers, ESOL bilingual paraprofessionals, ESOL coordinator, grant funded SRB support staff, classroom teachers, and pupil services, provide a nurturing, learning environment for students with refugee backgrounds as well as professional development for school staff to ensure successful student pathways.

Table 6

School Year	SRB Enrollment
2024-2025	370
2023-2024	276
2022-2023	199
2021-2022	167
2020-2021	133
2019-2020	151
2018-2019	146
2017-2018	133
2016-2017	104
2015-2016	100
2014-2015	58
2013-2014	57
2012-2013	33

Students with Limited or Interrupted Formal Education

Abbreviated both SLIFE and SIFE, a working definition (not a formal federal definition) defines SLIFE students as newcomers to U.S. schools, above the age of seven, who have missed more than six consecutive months of formal schooling prior to enrolling in a U.S. school, and/or are more than two years below grade level in content due to limited educational supports.

Students with Limited or Interrupted Formal Education (SLIFE) also face challenges that other ELs do not. These challenges may derive from the specific circumstances of a student's academic background beyond English language proficiency, including, but not limited to:

- lack of access to school
- different curriculum
- exposure to non-western education settings
- different school behavior/cultural expectations
- limited exposure to technology

Social and emotional challenges can also arise from the conditions that caused the student to have interrupted schooling; consideration should be given to the unique socio-emotional needs (poverty, post-traumatic stress disorder, family separation or reunification, etc.) of SLIFE students.

SLIFE students, especially in the higher grades, may be below grade level in some or all subjects when they enter a school district. In order to ensure that SLIFE students have the opportunity to meet grade-level standards within a reasonable period of time, districts must provide an appropriately specialized program to meet their needs. The content of this program must relate to the core curriculum, be credit-bearing toward graduation or promotion requirements, and be able to demonstrate students' ability to catch up to age-appropriate standards.

SLIFE students may not be placed in a school that does not instruct students of their age. Placing a 16-year old SLIFE student in middle school, for example, would not permit them to meet graduation requirements within a reasonable amount of time. SLIFE students may be given sheltered instruction within their school, should this enable them to better access credit-bearing coursework.

SLIFE students need learning programs that address their unique academic and socio-emotional needs. School staff should form a team to craft a schedule that addresses all areas of need, and in the case of high school students, create a long term plan that addresses credit accrual and graduation. The district provides courses and/or course pathways emphasizing Acquisition Through Language and Academic Supports (ATLAS) to address the needs of SLIFE students in grades 6 through 12.

The members of a SLIFE Response team should include staff from representative areas of the school (i.e., EL teacher, guidance counselor, administrator, content teacher), meet regularly to discuss student's progress, and keep parents/guardians informed of the plan and the implications of the academic plan on the student's post-secondary options.

This learning plan must be flexible to meet the changing academic, language development, and interests of the student. As a first step, schools should interview students and their families to identify and support their specific needs.

The Department of Public Instruction has created a document that addresses flexibility in creating academic plans for students in unique circumstances. The document [*Fostering Innovation in Wisconsin Schools: Beyond Credits and Seat Time and Toward Innovative Practices that Lead to College and Career Readiness*](#) includes information about project-based learning, evidence-based credit, and other alternative ways of demonstrating proficiency that might be suitable for SLIFE students.

Unaccompanied Minors

Unaccompanied children residing in a Wisconsin school district may not be living with a parent or formal legal guardian. At the time the Department of Health and Human Services (HHS) places a child with a sponsor, the sponsor typically will not have legal custody or guardianship. While HHS recommends that the sponsor seek guardianship, sponsors are not required to do so. Therefore, unaccompanied children placed by HHS in the care of a sponsor may face additional challenges in establishing formal residency within a district.

For purposes of residency determinations, it is not required that a sponsor establish custody or control through a formal guardianship proceeding. Accordingly, lack of evidence of a formal guardianship proceeding should not delay enrollment of an unaccompanied immigrant child if the sponsor's home is the child's permanent residence and the sponsor has full authority and responsibility with respect to the child's support and custody.

Unaccompanied children have all the rights to a free and equal education as other children, and this includes access to special education and LIEPs. Districts should work closely with the sponsors of unaccompanied children, as both may be learning who the child is, and what their specific needs are. Collaboration will be essential to fully support the child, and ensure that they can thrive in the school environment.

School Enrollment

Students are eligible to attend school within the district, except students who have reached the age of 21 or matriculated from an accredited secondary institution. This is especially important for students with a limited formal education, as they may need additional time to build critical skills that a regular matriculation age of 18 might not provide.

Students coming from some countries may finish compulsory education in their mid-teens, and may have a certificate or diploma stating this. In addition, some countries provide diplomas or certificates of attendance for individual grades, with formal schooling ending prior to 12th grade. Neither of these documents constitutes completion of secondary education in a U.S. school district, and the way U.S. schools culturally discuss graduation and diplomas may differ from how parents of newcomer students understand the terms. The district will take care that students are not excluded from education due to such a misunderstanding.

For the purposes of enrolling students, required documentation demonstrating proof of residency within school district boundaries is limited on civil rights grounds. A school district may not ask about a child's citizenship or immigration status to establish residency within the district, nor may a school district deny a homeless child (including a homeless child who is undocumented) enrollment because he or she cannot provide the required documents to establish residency.

While the district may accept a parent's state-issued identification or driver's license as proof of residency, the district may not require such documentation to establish residency, nor require it for other purposes where such a requirement would unlawfully bar a student whose parents may be undocumented from enrolling in school.

Migrant Students

A migrant student is defined as a student who is, or whose parent/guardian is, a migratory fisher, dairy worker, or agricultural worker (including canning and meatpacking), AND who in the preceding 36 months has moved from one school district to another in order for the worker to obtain temporary or seasonal employment in agricultural or fishing work.

While not all students who are migrants are ELs, many come from immigrant families and may qualify as ELs. Students who are migrants can be challenging to serve due to their transient nature, but they are entitled to the same rights as any other student. ELs who are migrants should be served according to the policies in this document.

For EL students who are migrant, districts should pay close attention to the rules regarding when screening and rescreening are permissible, which can be found in Chapter 2 - ELP Screening.

EL students who are migrants and enrolled in a district during any part of the annual ELP assessment window should be assessed.

Legal Requirements and Guidance--Immigrant Students

Immigrant students have many rights codified in federal law and affirmed by court decisions. The Department of Justice's Civil Rights Division and the Department of Education's Office of Civil Rights enforce these rights, and provide guidance on how districts can best comply.

The most prominent court cases involving the rights of immigrant students are Plyer v. Doe and Martinez v. Bynum. Plyer v. Doe found that all students have the right to a free and equal education, regardless of their ability to prove their immigration status. Martinez v. Bynum found that ELs not residing with their parents or legal guardians are still residents of a district and are entitled to a free and appropriate public education. (More information on both cases can be found in Chapter 14 - Legal Framework for Serving ELs.)

The Office of Civil Rights' [Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents](#), [Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents](#) and [Guidance for School Districts to Ensure Equal Access for All Children to Public Schools Regardless of Immigration Status](#) are slightly more reader-friendly summaries of the relevant legal framework for supporting immigrant children and youth.

Chapter 13 - Unique Circumstances

Content based on [Wisconsin DPI EL Policy Handbook Chapter 13](#)

Given the complexities in the law, our data systems, and the diversity in our student population, it is inevitable that low-frequency situations will occur which require some guidance. This chapter addresses such situations.

Exchange Students

Exchange students are citizens of another country who have traveled to the U.S. for a short period of time as part of a cultural exchange, and they are viewed as immigrants while attending school in the US. The Oshkosh Area School District accepts foreign exchange students with J-1 visa status. See Policy 5114.

Exchange students enrolled in the Oshkosh Area School District must have sufficient command of the English language to enable them to function well in an English-speaking academic and community environment.

Students required to be proficient in English (J-1 visa holders often hold this status) are not considered ELs, and should be enrolled as non-EL, ELP 7. If it is determined that they may not be fully English proficient at a later time, districts should use the procedures outlined in Chapter 4 - Students who are Potentially Misclassified to ensure that they are fully supporting the student.

Exchange students not required to be proficient in English should be treated like any other student upon entry. They should be administered the HLS, screened if the HLS indicates this is appropriate, and a final EL determination made within 30 days of enrollment.

If identified as an EL, programming for foreign exchange students should be based on the needs of their unique circumstances, with an understanding of the requirements of their home country and length of time in U.S. schools. Decisions about programming and scheduling may be made in consultation with the most appropriate individuals, which can include the student's home family, host family, and the exchange services organization. Foreign exchange students who are ELs must be annually assessed.

Private or Nonpublic schools

Equitable Resources

The ESEA specifies that because the district accepts Title III funds, services must be extended to private schools, and that assistance to ELs in private schools should be equitable to that of ELs in public schools. The recommended method to determine equity is to use the per-pupil allocation of Title III funds as the basis for the cost of Title III products and services to be provided to the private school.

ELs in nonprofit private schools are eligible to access Title III programs, services, and products when they are identified in an appropriate manner, and when the public school district and private school(s) within its jurisdiction have conducted meaningful and timely consultation. ELs in a private school may participate in programs and receive services and products funded by Title III.

A plan between the Oshkosh Area School District and private school is developed as a result of initial consultation to address these items. This meeting occurs in May or June of the prior school year. Title III funds may only be used for supplemental EL services that are reasonable, allocable, and allowable.

Data

DPI collects data on the number of EL students enrolled in private schools who are eligible to receive Title III funding. DPI aggregates these data by public school district and adds this number to the number of EL students enrolled in those public schools to determine funding amounts. Current year allocations are based on the previous year ACCESS for ELLs tests.

Private schools are not responsible for meeting Title III accountability requirements. ELP assessment data of private school EL students can be used for program evaluation and programming purposes, but is not used for state accountability.

When administering the ACCESS for ELLs, private schools should use a WISEid for students who have one. If a student does not have one, the following formula should be used to ensure that every student has a unique ID:

9NNNNNScNb

- 9 is not a valid WISEid starting number, which differentiates students without a WISEid from students with one
- NNNNN is a five-digit student number within that school from 00001 to 99999
- ScNb is the 4-digit School Code that DPI has on file for that private school

EL Program Design

Private schools are free to determine their own language instruction program, and are not required to use the same program(s) that the public school district uses. However, private schools and districts receiving Title III funds must work collaboratively to ensure that the private school ELs are supported, regardless of program design. Consultation and coordination are essential tools to ensure that the private school has the resources to build a high-quality program. Like public schools, private school programs must assist students in attaining English proficiency while meeting the same challenging academic standards as non-ELs.

Teachers providing Title III instructional services must be fluent in English and any other language used for instruction, including having written and oral communications skills.

The district maintains control of the federal funds used to provide services to private schools. It also maintains title to materials, equipment, and property purchased with those funds. However, the public school district may allow private schools to keep items from year to year, in accordance with approved activities specified in the agreement between the two entities.

Transfers from Private Schools to Public Schools

For students transferring from private schools which administer ACCESS for ELLs, their ELP level and EL status should transfer to the public school, should that information be available.

If this information is not available and the student's HLS indicates that they are a potential EL, the district should ask the student's parents if the student reached proficiency in their previous school.

- If the student's parents indicate that the student was not an EL in the previous school and is not an EL, code them as ELP 7 (Never EL) in your SIS.

- If the student's parents indicate that the student achieved proficiency in their previous school, code them as ELP 6 (Former EL) in your SIS. Monitor the student as if they were recently reclassified, and provide supports as necessary.
- If the student's parents indicate that the student was an EL in their previous school but was not assessed on ACCESS or those scores are not available, screen the student to determine their current ELP level and EL eligibility.

Students moving into WI from another State

If a student moves to Wisconsin from another state, it is appropriate to administer the Wisconsin HLS, regardless of the existence of an HLS from another state. If the HLS indicates that the student is likely an EL:

- If the student's academic record is available and includes an ELP assessment result or other information regarding the student's English proficiency:
 - a) If there is documentation that the student has met the prior state's exit criteria and is classified as a Former EL, code them as ELP 6, and treat them as a newly reclassified student.
 - b) If the student comes with an ACCESS test record from the previous school year, use that record for the student's starting ELP level if they have not yet been reclassified as Former EL.
 - c) If the student comes with a non-ACCESS ELP score which indicates they are not proficient, their ACCESS test record is more than a year old, or if there is no information regarding their English proficiency, administer the WIDA Screener to determine EL eligibility and placement.
- If the student's academic record is not available or does not include any ELP assessment results or other information regarding the student's English proficiency, use the HLS results to determine whether or not to administer an ELP Screener, and make an EL determination as you would for any newly enrolling student.

Students Enrolling During the ACCESS for ELLs Test Window

Federal law requires that an EL determination be made within 30 days of enrollment, but as ACCESS for ELLs results do not come back within 30 days, ACCESS can't be used to make an EL determination. Students newly enrolling in WI just prior to or during the annual ACCESS for ELLs test window must go through the standard ELL Identification process.

If a student is identified as EL prior to the last day of the ACCESS for ELLs test window, they must take the ACCESS for ELLs during that window. If a student is identified after the window closes, they are not required to take ACCESS until the following year. It is not required that an EL determination be rushed to allow a student to take ACCESS during the window; it just must be completed within 30 days of enrollment.

Native American Students and Bureau of Indian Education (BIE) Schools

BIE schools develop and follow their own protocols for EL identification, support and assessment. As of 2017, BIE schools are members of the WIDA Consortium, and use WIDA products for ELP assessment.

Students who are Homeless

School districts must ensure that homeless children and youth have access to a high-quality education. This includes access to the school which is in the child's best interest, transportation, and access to all programs and services for which they are eligible.

Homeless students must have equal access to the same educational supports as non-homeless students, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education, gifted and talented programs, magnet schools, charter schools, summer learning, online learning, and before and after-school care.

Additionally, unaccompanied youths must be accorded specific protections, including immediate enrollment in school without proof of guardianship.

The [Education for Homeless Children and Youth](#) (EHCY) program implements the federal requirements for serving and supporting homeless students. See the [Supporting the Success of Homeless Children and Youth Factsheet](#) for a summary of this program and its goals.

Potential ELs Below 5K

Students enrolling for the first time in a district-sponsored early childhood education program, 4K, may be administered a HLS at the time of enrollment. However, there are currently no valid ELP screeners for students in this age range. For this reason, we cannot technically identify students as ELs before their 5K enrollment.

That said, for students who are Dual Language Learners and/or where observational evidence suggests the student is a potential EL, a district may provide language support and services to foster the language acquisition of that student. The district should maintain a record of potential EL status, including the HLS result, as well as a record of any services provided, along with parent notification and consent for supplemental services, if any.

Enrollment Beyond Age Eighteen

Students who have not graduated may attend school until the end of the semester in which they turn twenty-one. For students in Special Education, they may attend school until the end of the semester in which they turn twenty-two. A district must enroll a student meeting the above criteria, even if it may be difficult for the student to gain sufficient credits to graduate prior to the close of the semester of their twenty-first birthday.

Students who are enrolled beyond age eighteen in a public secondary school and who have not yet exited EL status are still considered ELs and are still expected to take the annual ACCESS for ELLs. This includes students with disabilities in a transition program, unless such a program is an enrollment which is separate and distinct from the secondary school, or the student has graduated but is still receiving services.

Students Unable to Access One or Two Domains

In rare cases, a student with a disability may not be able to access one or two domains on an ELP assessment (Screener or Summative). If this is clearly documented in the student's IEP, and the IEP team has found that all of the available accommodations (for both the online and paper versions of the assessment) are insufficient to allow the student to access a domain, the student may be eligible for an Alternate Overall Composite calculation.

The Alternate Overall Composite calculation is based on the scores of the language domains that a student is able to access. Students who reach the domain minimums in all domains they are able to access are likely English proficient. This means they are likely not EL if being screened, or are eligible for a reclassification determination if taking the annual ELP assessment.

Domain minimum scores are:

- Reading: 6.0
- Listening: 6.0
- Writing: 4.5
- Speaking: 4.5

For kindergarten, minimum scores are:

- Reading: Exceptional (6)
- Listening: Exceptional (6)
- Writing: Mid (4)
- Speaking: Mid (4)

(The K scores should be interpreted as noted in the parentheses for ELP code determination.)

Students meeting these domain minimums should be considered ELP 4.5 or above, and districts are also required to administer a MIP to collect additional evidence of English language proficiency. This MIP should be modified to account for the student's lack of access to all domains, and assessed as described in Chapter 15 - Multiple Indicator Protocol.

After use of a MIP to supplement a Screener score, students who are deemed fully English proficient should receive ELP 7 in the district SIS. Students not deemed proficient should receive ELP 5.

After use of a MIP to supplement a reclassification decision, students who are deemed fully English proficient should receive ELP 6 in the district SIS. Students not deemed proficient should receive ELP 5.

Students not meeting all of the domain minimums accessible to them should receive an ELP code which is the average of those domains. Students may only be considered for reclassification if they meet the minimum in every accessible domain, regardless of overall ELP average.

The district must take care to appropriately modify observational protocols used for students who receive Alternate Overall Composite scores. MIPs and monitoring protocols must accommodate their disability, and support observations of their receptive and productive language use to supplement an understanding of student language use.

Chapter 14 - Legal Framework for EL Identification and Support

Content based on [Wisconsin DPI EL Policy Handbook Chapter 14](#)

Introduction

The legal requirements for identifying, supporting, and reclassifying ELs stem from several sources, including federal law and the associated regulatory guidance, court cases, and state law. Non-regulatory guidance for how to meet these requirements is also published by the U.S. Department of Education's Office of Civil Rights. The Office of Civil Rights is the primary enforcer of equal education requirements, and many of the legal precedents which govern how districts must support ELs stem from federal Civil Rights compliance lawsuits brought on behalf of ELs and their parents.

Federal Law

The core federal law which governs how districts must support ELs is the Elementary and Secondary Education Act (ESEA). The ESEA was enacted in 1965, and contained the first federal language defining equal access to education as a civil rights issue.

The ESEA has been amended several times since it was first signed into law, most notably by the No Child Left Behind Act (NCLB) of 2001, which codified many of the EL-specific rules that we continue to follow today. In 2015 the ESEA was amended by the Every Student Succeeds Act (ESSA), which further clarified our responsibilities as they pertain to ELs.

The ESEA including the changes from ESSA can be found here:

- <https://www.federalregister.gov/d/2016-27985>

The ESEA, as amended by ESSA can be found here:

- <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

(In other chapters we have linked to alternate sites to refer to this law. Those sites allow linking to subsections of the law, whereas official federal publications of the law do not.)

Every state is required to submit a state plan for approval to the U.S. Department of Education describing how they will comply with the current ESEA regulations. Wisconsin's plan is available on the [DPI website](#). This plan is the template for how the DPI has built its assessment and accountability systems, describes policy changes, and may be helpful in understanding exactly how we will meet the requirements of ESSA.

[The Civil Rights Act of 1964](#) also codifies significant rights for ELs. Within the Civil Rights Act are provisions against nondiscrimination, with no qualification based on age. While more frequently talked about in the context of racial discrimination between adults, the provisions of the Civil Rights Act cover individuals of all ages, which includes both the employees of school districts and the students residing within the district. Title VI of the Civil Rights Act of 1964 also prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English

[The Equal Education Opportunity Act of 1974](#) was primarily focused on ending school segregation, but it also contains requirements to serve and support ELs. In particular, [20 U.S.C. § 1703 \(f\)](#) prohibits the denial of equal educational opportunities due to:

“the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs”.

While funding to supplement EL support and services is available via Title III of ESEA, the responsibility of districts to serve and support ELs is not tied to the acceptance of funding. It is a civil right of all students to have access to a free and equal education.

For this reason, within the ESEA and the IDEA is language regarding use of federal funds to support special populations, such as ELs. Often referred to as supplement not supplant, this language requires that districts meet the civil rights of their students using their own funding. While federal funds can be used to *supplement* the district-offered programs, these funds can't *supplant* those funds. Thus, funding for an EL program can't depend on federal or even state funds.

Title I and Title III Services

Through the ESEA, students may be eligible for supplemental support services. Title I and Title III provide funds for supplemental support services to English Learners to help students learn English, meet age-appropriate academic achievement standards, and graduate. Under both Title I and Title III, districts are required to notify parents if their student is eligible for supplemental services. Parents' decisions on their child's participation (or lack thereof) in these programs must be knowing and voluntary. Districts may not withhold information about supplemental services, nor push parents to accept or deny services for their child.

Communication to parents about supplemental Title I and/or Title III services extends beyond the required language education programming notification letter provided to parents during initial identification and for the continuation of fundamental language education programming. Title I/Title III services are supplemental to the required language education services a district is required to provide to English Learner students.

State Statutes

Districts with larger concentrations of students from one language group are required to implement a bilingual-bicultural program. [Wisconsin Statute 115.95](#) outlines the threshold numbers for when districts are required to create a written plan for students who speak the same home language, in one school:

- 10 students in grades K-3
- 20 students in grades 4-8
- 20 students in grades 9-12

Districts meeting the above criteria, in one school, are eligible for state categorical aid if all other statutorily set requirements are met. See Chapter 8 - EL Programming for more information about Bilingual-Bicultural programming requirements.

Wisconsin Administrative Rule [PI 13](#) also documents how we serve and support ELs. It largely mirrors the federal laws listed above.

U.S. Supreme Court Cases

While the ESEA provides a legal framework for supporting ELs, a number of provisions in law stem from court rulings. Below are some of the historical precedents which have codified the rights of ELs to an equal education.

- [Lau v. Nichols](#): An EL is not getting equal access to education if the curriculum is not presented in a language they can understand. Schools must ensure that students' academic growth is not impacted by a language barrier. This

mandates appropriate supports for ELs, as well as a language program designed to support their growth towards English fluency.

- [Castañeda v. Pickard](#): Districts must meet three requirements to demonstrate that their support program is serving ELs: The program must be based on a sound educational theory, implemented effectively with sufficient resources and personnel, and evaluated to determine whether it is effective.
- [Cintron v. Brentwood](#): ELs shouldn't be segregated from their English-speaking peers unnecessarily. Least restrictive environment applies to ELs as well as other special populations.
- [Plyler v. Doe](#): All students have the right to a free and equal education, regardless of their ability to prove their immigration status.
 - See [Fact Sheet: Information on the Rights of All Children to Enroll in School](#) for a summary of students' legal rights.

Summarization of Legal Requirements to Serve ELs

Given the large amount of legal precedent that governs services and supports for ELs, the U.S. Department of Education has summarized standing requirements in several publications. These publications are well cited, and provide clear guidance on how states and districts can meet the requirements stemming from federal law and numerous court cases.

Dear Colleague letters are designed to highlight specific policies that the Department finds to be inconsistently applied across states and districts. Two major letters are those from May 2014 and January 2015. Within these letters the department lays out the legal framework for their guidance, and references applicable federal law and court cases.

- The [Dear Colleague Letter: School Enrollment Procedures](#) from May 2014 summarizes districts' obligation to enroll all school-age students, regardless of background.
- The [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#) from January 2015 is a comprehensive document which outlines the core requirements of districts to identify and support ELs.

The [EL Toolkit for State and Local Education Agencies](#) is another resource, which has more actionable information for districts. The EL Toolkit merges meeting the legal requirements to serve and support ELs with the best practice to do so, and includes templates and other guides to help districts organize their support for ELs.

Chapter 15 - Multiple Indicator Protocol

Content based on [Wisconsin DPI ELPolicy Handbook Chapter 15](#)

Introduction

The Multiple Indicator Protocol (MIP) is a tool for collecting evidence of a student’s English language use within the classroom setting as supporting evidence of English proficiency. The MIP supplements results from a standardized ELP assessment or screener, and provides a window into a student’s contextual engagement with Academic English. MIP evidence can be collected in two formats:

- Language artifact portfolio - Language use over time
- Classroom observation protocol - Single point in time

For both of the MIP formats, the data collected should be authentic representations of the student’s independent efforts demonstrating their English skills. MIP data should be collected in settings where grade-level curriculum is in use to ensure that the student is demonstrating an appropriate level of academic English. Both MIP forms are designed to capture holistic data on whether or not a student’s English proficiency is currently a barrier to accessing grade-level academics.

MIP processes should be formalized, captured in the district’s EL plans, and communicated to both staff and parents. The data collected with the MIP and the resulting determination of English proficiency must be maintained as part of students’ academic record.

EL Entry

MIP observations augment ELP Screener results to help provide a robust assessment of a student’s English proficiency. As an initial EL determination must be made within 30 days of enrollment, the Classroom Observation MIP will generally be used due to the time required to collect portfolio work.

MIP observations are designed to support EL status determinations for students near the cusp of proficiency. They are not designed to override definitive Screener results.

ELP Screener Borderline Proficient Scores

Grades	Screener	Score(s)
Kindergarten	WIDA Screen for Kindergarten	5.0-5.5 (if administered after July 1)
1-12	WIDA Screener	4.0-4.9

Scores lower than those listed in the table above indicate a student is an EL, and scores higher indicate that they are English proficient. ELs below these scores should receive their screener score as their ELP code, and ELs above should receive ELP 7 - Never EL as theirs. Students assessed with the MIP should receive ELP 7 if proficient, and their screener score if not proficient.

Timing of Screener and MIP Use

Regardless of which version of the MIP is used, an EL determination for each student must be made within 30 days of their enrollment in school.

EL Exit

While students must be reclassified upon reaching an Overall Composite ELP of 5.0 or greater on the ACCESS for ELLs, students scoring 4.5-4.9 may be evaluated with the MIP and exited, should they demonstrate full English proficiency. The timing for when a district begins collecting data for this purpose depends on what type of MIP the district wishes to use.

If using the classroom observation MIP, the ESOL teacher can wait until a student reaches an Overall Composite of 4.5-4.9 to administer the MIP. For a Language Artifact Portfolio, the ESOL teacher may consider starting to collect data once a student reaches an Overall Composite of 4.0 or greater. This will allow for a longer period of time in order to capture a representative sample of student work. Language Artifact Portfolio work should only be assessed with the MIP if it was completed during the school year in which the student reached an Overall Composite of 4.5 or greater, and ideally only if completed during the second semester of the school year.

Regardless of when MIP data begins to be collected, an EL must have an Overall Composite of 4.5 or greater before the reclassification decision can be made. At this point in time, the MIP data should be evaluated as described in this chapter, and a holistic determination about the student's EL status made.

Students for whom the MIP does not indicate English Proficiency should retain the Overall Composite ELP which triggered the MIP process.

Students who demonstrate evidence of English Proficiency on the MIP should be given ELP 6, Former EL.

Two Year Monitoring

Once a student has been reclassified, the MIP may be used as one of multiple Monitoring indicators during their two year Monitoring period.

Students Unable to Access One or More Domains

In rare cases, a student with a disability may not be able to access one or more domains on an ELP assessment. Such students may be eligible for an Alternate Overall Composite calculation, described in Chapter 13 - Unique Circumstances. For students meeting these criteria, the MIP must be used as supplemental evidence of language proficiency, as the Alternate Overall Composite is a significantly less reliable score than an Overall Composite calculated from all four domains.

MIP Use for Misidentification

Reevaluating Non-ELs for Misidentification

For students who have been evaluated by an ELP screener and deemed English proficient, the MIP may be used (with parental permission) at a later date if concerns emerge about the student's lack of demonstrated English proficiency. If the MIP indicates that the student may be unable to fully engage in the classroom due to a lack of English proficiency, the ELP screener may be re-administered, provided at least six months have passed since the initial administration.

Reevaluating ELs for Misidentification

For a student identified as EL but potentially misclassified, the MIP may be used prior to administration of the ACCESS for ELLs to gather additional evidence of the student's English proficiency. Post-ACCESS for ELLs testing, the MIP is not an appropriate tool to use to correct this misidentification.

If a student was identified as an EL upon enrollment, but later seems to be proficient, the student is an EL, and should go through the reclassification process as any other EL.

Recording MIP Data

MIP data provides evidence of a student's English proficiency level and their comfort in using Academic English in their daily school environment. This is valuable information which can help support programmatic decisions for the student, and thus the MIP form and results should be maintained as part of the student's academic record. In addition, this information should be included as part of the student's Individual Learning Plan.

Chapter 15a - Classroom Observation MIP

Content based on [Wisconsin DPI ELPolicy Handbook Chapter 15a](#)

Introduction

The Classroom Observation MIP is designed to assess an individual student's holistic English use while engaged in classroom activities. Students' use of English should be observed in a typical classroom under typical conditions to ensure an authentic expression of their English abilities. Observations should not be completed in specialized language settings such as ESL pullout or sheltered instruction classes. While the observation should be structured as described below, the students being observed should be engaged in organic, unscripted use of English with their teacher and peers.

There are two versions of the Classroom Observation MIP: Version A is for use in K-3 settings, and Version B is for use in grades 4-12. There are four largely identical forms for both grade bands. *Form 4: Classroom Observation Scoring Rubric* differs due to the language expectation increases as students reach higher grades.

More than one observation may be chosen to capture a student's classroom language use. When making this decision, it is important to ensure that the student being observed has had an adequate opportunity to use receptive and productive English.

The Classroom Observation MIP can be used a maximum of one time annually for screening or as part of a reclassification determination.

Modifications

Classroom Observation MIP forms can be implemented either online or on paper. The scoring-related content of forms cannot be adjusted. (In particular, most of *Form 4: Classroom Observation Scoring Rubric*.) Demographic sections can be adjusted to meet individual school needs, and additional information can be collected such as first language use and instruction, setting, WIDA descriptors, LIEP used for instruction, etc. This information can supplement but not replace the language used within the rubrics for decision making.

Classroom Observation MIP Components

Form 1: Classroom Observation Result

This form summarizes the entire observation and records the final determination of the student's English proficiency, stemming from the summary information on *Form 3: Classroom Observation Summary Sheet*. This form must be kept in the student's academic record.

Form 2: Classroom Observation Cover Sheet

This form captures the student's demographics and information about the observation environment. This form must be maintained as part of the student's academic record for a minimum of two years, and may be included as part of the student's ILP or Monitoring/Transition Plan.

Form 3: Classroom Observation Summary Sheet

This form provides a summary of the results determined using *Form 4: Classroom Observation Scoring Rubric*. This form must be maintained as part of the student's academic record for a minimum of two years, and may be included as part of the student's ILP or Monitoring/Transition Plan.

Form 4: Classroom Observation Scoring Rubric

This form is used for collating evidence of student classroom language use. Once a final determination of English proficiency for the student has been made and captured on *Form 1: Classroom Observation Result*, this form may be securely destroyed at any time. It does not need to be kept as part of the student's academic record.

Pre-Observation

In order to ensure that the observation meets its objective, the following pre-observation steps must be completed: selecting a qualified observer, determining the appropriate language use situation or environment, and planning out and completing portions of the Classroom Observation MIP forms.

Select Observer

The observer should be an educator familiar with WIDA's ELP levels, [English language development standards](#), and [Can Do Descriptors](#). The observer must also be well-trained with the Classroom Observation Scoring Rubric and the MIP process itself. The observer must have sufficient knowledge, skill, and familiarity with the tools to capture the student's language use during the observation in order to make a firm determination of English proficiency.

Determine Observation Environment(s)

The observation environment(s) should have the following characteristics:

- students located in typical classroom settings, without atypical events scheduled (party or celebration, fire drill, etc.)
- students engaged in typical classroom activities
- grade-level curriculum being used
- students using authentic, original, and non-scaffolded or modeled English

Understanding the observation environment better allows the observer to separate the student's command of English from their command of subject matter content. This pre-observation knowledge should include:

- the activities the class will be engaged in
- whether or not a new skill is being introduced
- how much of the lesson focus will be on reinforcing previously presented information
- language expectations in the classroom
- the general level of engagement, motivation, and comfort of all students

An observer should plan on a minimum of 20 to 30 minutes per observation plus 10 minutes to collect notes and summarize the results for each student. If the observer will be observing more than one student, each observation should be carried out separately, and each Classroom Observation Scoring Rubric must be completed prior to starting the next observation. The Classroom Observation MIP Schedule at the end of this chapter can be used as a template for scheduling multiple observations.

Prepare Classroom Observation Forms

The observer will need to ensure that they have the four parts of the form for each student being observed. Demographic data should be completed on all forms to ensure the student is clearly identified, and as much additional information as possible regarding the observation environment should be captured.

During the Observation

During the observation the observer should note the context in which language is being used, and determine if the student's use of English makes sense within that specific context.

For each category on *Form 4: Classroom Observation Scoring Rubric*, the observer should mark the *Evidence Observed* box when they see evidence of the student engaging in proficient use of English within the specific *Language Use Activity*. When evidence of language proficiency may be present but not clearly evident, the observer should mark the ? box.

Notes may be used to capture information on these unclear expressions of English use, in order to determine whether in aggregate they provide evidence of proficiency. If sufficient evidence is observed, the observer should mark the *Evidence Observed* box. When taking notes, the observer should avoid labels or speculating on the student's mindset (he's confused, she's daydreaming, etc.)

Prior to the end of the observation, a determination of whether or not evidence has been observed for each *Language Use Activity* must be made.

Accommodations

Students with IEPs may have accommodations to support their language use during classroom instruction. As these supports are accommodating their disability, they should be used normally, and the use of such supports should not impact the assessment of the student's English use. The observer should be familiar with an individual's disability related supports and accommodations prior to making an observation.

Accommodations that could undermine the intention of observing language use should not be used. Students who are unable to access a domain should be assessed on the Key Language Use Categories that they can access. If able to access three of the categories, they should be assessed on those three, but if a student is only able to access two of the categories (a deaf-blind student, e.g.), then they may be assessed on only those two.

Post Observation

Once the observation is complete, *Form 3: Classroom Observation Summary Sheet* should be completed based on the observations captured on *Form 4: Classroom Observation Scoring Rubric*.

Whenever a Classroom Observation MIP Worksheet and accompanying Cover Sheet are used for EL determination, the most recent form should replace previous forms used within a student's record.

Form A1: Grade K-3 Classroom Observation Result

This form captures the result of the *Classroom Observation* MIP and should be kept in the student's academic record along with forms A2 and A3.

Classroom Observation MIP EL Determination		
Student Name:	Date:	Classroom Observation MIP for Grades K-3 Grade: _____
School:	Student I.D.:	
Most recent ACCESS or Screener Score:		
Observer's Name:		Date Completed:
<p>(Mark the result of Form A3 below.)</p> <p><u>Student demonstrates English proficiency</u></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><u>Classroom MIP used for (mark only one)</u></p> <p><input type="radio"/> Initial EL determination / <input type="radio"/> Exiting EL designation/ <input type="radio"/> Re-designation/evaluation</p>		

Form A2: Grade K-3 Classroom Observation Cover Sheet

The *Classroom Observation* MIP is designed to be administered in a classroom to capture supplemental information on a student's language use to aid in EL classification. The most recent completed copy of this Cover Sheet should be kept in the student's record for a minimum of two years. This supplements the results of an ELP screener, but cannot serve as the sole measure of English proficiency.

Section 1: Demographic Information		
Student Name:		Date:
School:		Student I.D. :
Age:	L1:	Class:
Current Grade level:	ACCESS or Screener Score:	Current ELP Level:
Observer's Name:		Position:
		IEP: <input type="radio"/> yes <input type="radio"/> no <input type="radio"/> unknown
Section 2: Language Learning Environment		
Subject:		
Learning Goal:		
Topic:		
Linguistic Environment (mark one in each row below)		
Teacher-directed interaction (such as modeling, debriefing)		Student-directed interaction (such as presentation, debate)
Students working independently	Students working together (no or intermittent teacher facilitation)	Students working together, facilitated by the teacher in large group or small group
Learning Environment Notes: ¹⁰		

¹⁰ Are there any unique circumstances or potential distractions? (fire drill, disruption, special event?)

Form A3: Grades K-3 Classroom Observation Summary Sheet

Student: _____ Grade: _____ I.D. _____

Observer: _____ Date: _____

Grades K-3 Classroom Observation Summary Scoring Sheet	
Key Language Use Category	Student Demonstrates Proficiency
Interaction	<input type="radio"/> Yes <input type="radio"/> No, additional language support needed
Listening	<input type="radio"/> Yes <input type="radio"/> No, additional language support needed
Speaking	<u>Proficiency</u> <input type="radio"/> Yes <input type="radio"/> No, additional language support needed
Reading	<u>Proficiency</u> <input type="radio"/> Yes <input type="radio"/> No, additional language support needed
<p>The student must be evaluated in at least three of the categories listed above.¹¹ If the student scores Yes for proficiency in all of the Key Language Use Categories evaluated, the student has demonstrated full English proficiency. If the student does not score Yes in all of the categories evaluated, they have not shown evidence of English proficiency. Mark the result below and transfer to form A1.</p> <p><u>Student demonstrates English proficiency</u></p> <p> <input type="radio"/> Yes <input type="radio"/> No </p>	

¹¹ Key Language Use Categories for first semester Kindergarten screening are Interaction, Speaking and Listening.

Form A4: Grades K-3 Classroom Observation Scoring Rubric

Observe the student as they engage in a typical classroom activity. Make a mark in each cell for Evidence Observed when the student is observed engaging in proficient English in a Language Use Activity. Resolve any question marks (?) prior to completing the observation.

After completing the observation, complete the scoring section for each category. Transfer these summary scores to Form 3: Classroom Observation Summary Sheet.

Student Name: _____

Student ID: _____

Language Use Activity	Evidence Observed	?	Notes
Key Language Use: Interaction			
Engages in shorter social exchanges with peers, and sustains conversations with little or no structured support.			
Uses cues and existing language frames to model responses and to further conversations that are familiar, of personal interest, or connected to everyday life.			
Initiates social conversations and exchanges, or demonstrates that they can enter into and sustain a social conversation without prompting.			
Independently formulates ideas and opinions with precision and relates contributions skillfully to those of other speakers.			
Uses language spontaneously, flexibly, and effectively for social and academic purposes, even when engaging on unfamiliar or uncommon topics.			
Interaction Scoring: student is proficient if they show evidence of proficiency in three of five Language Use Activities above.			<u>Overall Interaction Proficiency</u> <input type="radio"/> Yes <input type="radio"/> No, additional language support needed
Key Language Use: Listening			
Main Idea Understands the main points in structured speech on familiar topics in discussions with the teacher or other students.			

Understands extended speech even when it is not clearly structured and when main idea and relationship connections are only implied and not signaled explicitly.			
Understands common words and phrases and shows a moderate understanding of contextualized academic vocabulary.			
Is able to derive understanding of uncommon phrases or academic vocabulary using context.			
Listening Scoring: student is proficient if they show evidence of proficiency in three of four Language Use Activities described above.			<u>Overall Listening Proficiency</u> <input type="radio"/> Yes <input type="radio"/> No, additional language support needed
Key Language Use: Speaking			
Syntax Uses short, simple sentences or phrases to talk in simple terms and connects phrases to talk about familiar topics using simple sentences.			
Presents clear, detailed descriptions of complex topics using some variation in text structures and patterns appropriate for the grade level.			
Reasoning States opinions with contextualized reasons given for support.			
Gives extended reasons or explanations for reactions, opinions, or plans.			
Speaking Scoring: student is proficient if they show evidence of proficiency in three of four Language Use Activities described above.			<u>Overall Speaking Proficiency</u> <input type="radio"/> Yes <input type="radio"/> No, additional language support needed
Key Language Use: Reading			
Literal language Reads very short, simple texts and can find specific, predictable information in everyday materials (e.g., class letter, schedules, and menus).			
Understand texts with a familiar organization			

which include high-frequency content-specific language.			
Understands longer texts and can categorize the purpose of a text. (Stories vs information, e.g.).			
Key details With supplemental text structure support (pictures, graphic organizers, or oral cues) can identify key ideas in a text, or main story elements (characters, plot, etc.).			
Independently identifies key ideas from text or main elements.			
Independently identifies key details from a story, and can recount the moral or message of text/story.			
Reading Scoring: student is proficient if they show evidence of proficiency in four of six Language Use Activities described above.			Overall Reading Proficiency <input type="radio"/> Yes <input type="radio"/> No, additional language support needed

*Rubric adapted from CCSSO's [Discerning - and Fostering - What English Learners Can Do With Language](#).

Form B1: Grade 4-12 Classroom Observation Result

This form captures the result of the *Classroom Observation* MIP and should be kept in the student’s academic record along with forms B2 and B3.

Classroom Observation MIP EL Determination		
Student Name:	Date:	Classroom Observation MIP for Grades 4-12 Grade: _____
School:	Student I.D.:	
Most recent ACCESS or Screener Score:		
Observer’s Name:		Date Completed:
<p>(Form B3 result is captured below.)</p> <p><u>Student demonstrates English proficiency</u></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><u>Classroom MIP used for (mark only one)</u></p> <p><input type="radio"/> Initial EL determination / <input type="radio"/> Exiting EL designation/ <input type="radio"/> Re-designation/evaluation</p>		

Form B2: Grade 4-12 Classroom Observation Cover Sheet

The Classroom Observation MIP is designed to be administered in a classroom to capture supplemental information on a student's language use to aid in EL classification. A copy of this Cover Sheet should be kept in the student's academic record. This supplements the results of an ELP Screener, but cannot serve as the sole measure of English proficiency.

Section 1: Demographic Information		
Student Name:		Date:
School:		Student I.D. :
Age:	L1:	Class:
Current Grade Level:	ACCESS or Screener Score:	Current ELP Level:
Observer's Name:		Position:
		IEP: <input type="radio"/> yes <input type="radio"/> no <input type="radio"/> unknown
Section 2: Language Learning Environment		
Subject:		
Learning Goal:		
Topic:		
Linguistic Environment (mark one in each row below)		
Teacher-directed interaction (such as modeling, debriefing)		Student-directed interaction (such as presentation, debate)
Students working independently	Students working together (no or intermittent teacher facilitation)	Students working together, facilitated by the teacher in large group or small group
Learning Environment Notes: (Include unique circumstances or potential distractions such as a fire drill, disruption, special event.)		

Form B3: Grades 4-12 Classroom Observation Summary Sheet

Student: _____ Grade: _____ I.D. _____

Observer: _____ Date: _____

Grades 4-12 Classroom Observation Summary Scoring Sheet	
Key Language Use Category	<u>Student Demonstrates Proficiency</u>
Interaction	<input type="radio"/> Yes <input type="radio"/> No, additional language support needed
Listening	<input type="radio"/> Yes <input type="radio"/> No, additional language support needed
Speaking	<u>Proficiency</u> <input type="radio"/> Yes <input type="radio"/> No, additional language support needed
Reading	<u>Proficiency</u> <input type="radio"/> Yes <input type="radio"/> No, additional language support needed
<p>The student must be evaluated in at least three of the categories listed above. If the student scores Yes for proficiency in all of the Key Language Use Categories evaluated, the student has demonstrated English proficiency. If the student does not score Yes in all of the categories evaluated, they have not shown evidence of English proficiency. Mark the result below and transfer to form B1.</p> <p><u>Student demonstrates English proficiency</u></p> <p> <input type="radio"/> Yes <input type="radio"/> No </p>	

WIDA. (2015). THE EARLY YEARS: Observing Language Use to Promote Dual Language Development. Board of Regents at the University of Wisconsin System. Retrieved from <https://www.wida.us/get.aspx?id=1902>.

Molle, D., Linquanti, R., MacDonald, R., & Cook, H. G. (2016). Discerning—and fostering— what English Learners can do with language: Guidance on gathering and interpreting complementary evidence of classroom language uses for reclassification decisions. Washington DC: Council of Chief State School Officers. <http://www.ccsso.org/resource-library/discerning-and-fostering-what-english-learners-can-do-language-0>

Specific Learning Disability Assessment and Decision-Making Technical Assistance Guide (pp .27-28). (2003, January). Madison, WI: Wisconsin Department of Public Instruction.

Form B4: Grades 4-12 Classroom Observation Scoring Rubric

Observe the student as they engage in a typical classroom activity. Make a mark in each cell for Evidence Observed when the student is observed engaging in proficient English in a Language Use Activity. Resolve any question marks (?) prior to completing the observation.

After completing the observation, complete the scoring section for each category. Transfer these summary scores to Form 3: Classroom Observation Summary Sheet.

Student Name: _____

Student ID: _____

Language Use Activity	Evidence Observed	?	Notes
Key Language Use: Interaction			
Engages in shorter social exchanges with peers, and sustains conversations with little or no structured support.			
Uses cues and existing language frames to model responses and to further conversation that are familiar, of personal interest, or connected to everyday life.			
Initiates social conversations and exchanges, or demonstrates that they can enter into and sustain a social conversation without prompting.			
Independently formulates ideas and opinions with precision and relates contributions skillfully to those of other speakers related to academics.			
Uses language spontaneously, flexibly, and effectively for social and academic purposes, even when engaging on unfamiliar or uncommon topics.			
Interaction Scoring: student is proficient if they show evidence of proficiency in language use in three of five Language Use Activities described above.			Overall Interaction Proficiency <input type="radio"/> Yes <input type="radio"/> No, additional language support needed
Key Language Use: Listening			
Main Idea Understands the main points in structured speech on familiar topics in discussions with the teacher or other students, or in presentations or educational videos.			

Understands extended speech even when it is not clearly structured and when main idea and relationship connections or inferences are only implied and not signaled explicitly.			
Understands common words and phrases and shows a moderate understanding of contextualized academic vocabulary.			
Is able to derive understanding of uncommon phrases or academic vocabulary using context.			
Listening Scoring: student is proficient if they show evidence of proficiency in three of four Language Use Activities described above.			<u>Overall Listening Proficiency</u> <input type="radio"/> Yes <input type="radio"/> No, additional language support needed
Key Language Use: Speaking			
Syntax Uses sentences or phrases to talk in basic terms and connects phrases to talk about familiar topics using both simple and complex sentences.			
Presents clear, detailed descriptions of complex topics using a variety of text structures and patterns that are appropriate for the student's grade level.			
Reasoning States opinions with contextualized reasons given for support for reactions, opinions, and plans.			
Offers extended reasons or clear, detailed explanations integrating subject matter to support specific points. Wraps up topic or includes appropriate conclusions.			
Speaking Scoring: student is proficient if they show evidence of proficiency in three of four Language Use Activities described above.			<u>Overall Speaking Proficiency</u> <input type="radio"/> Yes <input type="radio"/> No, additional language support needed
Key Language Use: Reading			
Literal language Reads and understand texts with a familiar organization that include high frequency content-specific language.			

Reads and understand texts which include idiomatic expressions and complex, nuanced or genre specific language such as words/phrases with multiple meanings.			
Understands longer fiction and non-fiction texts on unfamiliar topics, and recognizes style distinctions.			
Key details Identifies key ideas in a text or main story elements (characters, plot, etc.).			
Independently identifies key details from a story, and can recount purpose and the moral or message of a text/story.			
Independently conveys meaning and recounts the moral or message of text/story.			
Reading Scoring: student is proficient if they show evidence of proficiency in four of six Language Use Activities described above.			<u>Overall Language Proficiency</u> <input type="radio"/> Yes <input type="radio"/> No, additional language support needed

*Rubric adapted from CCSSO's [Discerning - and Fostering - What English Learners Can Do With Language](#).

Classroom Observation MIP Schedule

Allow 20 to 30 minutes per observation and 10 minutes to consolidate or summarize results.

Student Name	Observation Date	Observation Start/End Time	Grade	Classroom Teacher (Contact)
1.				
2.				
3.				
4.				

Chapter 15b - Language Artifact Portfolio MIP

Content based on [Wisconsin DPI ELPolicy Handbook Chapter 15b](#)

Introduction

The Language artifact portfolio MIP is designed to assess an individual student's holistic English use on grade-level, age appropriate classroom activities over a period of time. Collection of a portfolio of artifacts allows for a deeper view into a student's English use than the Classroom Observation MIP, and allows the scorer to evaluate the student's use of English without the student needing to be present.

The Language artifact portfolio MIP can be used to supplement an ELP Screener or as part of a reclassification determination.

Modifications

Language artifact portfolio MIP forms can be implemented either online or on paper. The scoring-related content of forms cannot be adjusted. Demographic sections can be reconfigured to meet individual school needs, and additional information can be added such as first language use and instruction, setting, WIDA descriptors, LIEP used for instruction, etc. This information can supplement but not replace the language used within the rubrics for decision making.

Language Artifact Portfolio MIP Components

Form 1: Portfolio Result

This form summarizes the entire portfolio and records the final determination of the student's English proficiency, stemming from the summary information on Form 3: Portfolio Summary Sheet. This form must be kept in the student's academic record.

Form 2: Portfolio Cover Sheet

This form captures the student's demographics and information about the portfolio. This form must be maintained as part of the student's academic record for a minimum of 2 years, and may be included as part of the student's ILP or Monitoring/Transition Plan.

Form 3: Portfolio Summary Sheet

This form provides a summary of the results determined using Forms 4 & 5: Portfolio Scoring Rubrics. This form must be maintained as part of the student's academic record for a minimum of 2 years, and may be included as part of the student's ILP or Monitoring/Transition Plan.

Forms 4 & 5: Portfolio Scoring Rubrics

These forms are used for collating evidence of student language use. Once a final determination of the student's English proficiency has been made and captured on Form 1: Portfolio Results, these forms may be securely destroyed at any time. They do not need to be kept as part of the student's academic record.

Portfolio Assembly and Scoring

The following protocol should be followed for assembling and scoring the Language artifact portfolio MIP.

Assembling Artifacts

A minimum of one unique artifact should be collected for each domain scored. Artifacts should be examples of the student's authentic, realistic and independent use of English on grade-level curriculum. Care should be taken to ensure that artifacts represent the student's use of original and non-scaffolded or modeled use of language. They should be of sufficient scope to allow the scorer to view the student's holistic use of English while taking into account language use at the word, sentence and discourse levels.

Not all student work is appropriate to be assembled into an artifact portfolio. A group project or a revised piece of writing which includes feedback is not independent work, while class notes may simply be copied information rather than authentic writing.

Any artifact collected should include sufficient context to allow the scorer to evaluate the English within. A description of the project, writing prompt, and other instructions or framing should be provided along with the artifact.

A single artifact can be used as evidence in multiple domains. For instance, an essay response about a story read independently by a student may be used in evaluating both Reading and Writing. However, such an artifact may only count as one unique artifact needed for the portfolio. For example, if counted as the unique artifact for the Writing domain, a second artifact would be required to meet the need of a unique Reading artifact. However, both artifacts would be holistically scored for Reading.

While considering these limitations, be open to using artifacts that are realistic, authentic, and representative of English language use both in and out of school. Examples include:

- Sample writing: essays, lab notebooks, short-stories, articles, opinion pieces, letters to the editor, journals, class writing assessments, and on-demand writing for classroom assessment test questions.
- Sample reading: book reports, reading comprehension quizzes, multimedia presentations of book content, storyboards, theatrical reproductions of book content, graphic organizers demonstrating student's knowledge of key story elements or events.
- Samples of oral language interaction including speaking and listening: a summary description provided by the teacher of an oral dialog between a student and a teacher about a specific topic. A video recording or audio recording of a classroom or school event, or a student audio journal.
- Specific to listening: a student's written explanation for content provided orally, demonstration of the ability to follow specific directions, quiz result for listening comprehension test, or summary of an oral interview.

Select a Scorer

The scorer should be an educator familiar with WIDA's ELP levels, the [English Language Development Standards](#), and [Can Do Descriptors](#). The scorer must also be well-trained with the Language artifact portfolio MIP Scoring Rubrics and the MIP process itself. The scorer must have sufficient knowledge, skill, and familiarity with the tools to interpret the student's English language from the artifacts collected in order to make a firm determination of English proficiency.

The scorer can be an educator who works closely with the student, as such educators may have a higher familiarity with the artifacts collected and the context that they were completed in.

Scoring

On Forms 4 and 5, the scorer should make note of the evidence they see while assessing the portfolio in the space provided. When the assessment is complete, the scorer can determine if enough evidence is listed to demonstrate that the student is proficient in that area, and they should mark the “Evident?” box if so.

Accommodations

Students with IEPs may have accommodations to support their language use. As these supports are accommodating their disability, they should be used normally, and the use of such supports should not impact the assessment of the student’s English use. The observer should be familiar with an individual’s disability related supports and accommodations prior to scoring the artifacts.

Accommodations that could undermine the intention of assessing language use should not be used. Students who are unable to access a domain should be assessed on the domain categories that they can access.

Post-Scoring

Whenever a Language artifact portfolio MIP is used for EL determination, the most recent forms should replace any previous forms in a student’s record.

Acronym Glossary

ACCESS for ELLs®	a WIDA-constructed standardized language proficiency test
CCSS	Common Core State Standards
DAC	District Assessment Coordinator
DLL	Dual Language Learner (commonly used in the 4K environment)
ELA	English Language Arts
ELD	English Language Development
ESEA	Elementary and Secondary Education Act
ESOL	English for Speakers of Other Languages
EL	English Learner
ELP	English Language Proficiency
FTE	Full Time Equivalent
HLS	Home Language Survey
ILP	Individual Learning Plan
L1	Learner's First Language
LEP	Limited English Proficient
LIEP	Language Instruction Educational Program
OLR	OnLine Registration
PEL	Potential English Learner
RAE	Recently Arrived EL
RtI	Response to Intervention
SGP	Student Growth Percentiles
SIFE	Student with Interrupted Formal Education
SIS	Student Information System
SLIFE	Student with Limited/Interrupted Formal Education
SRB	Student with Refugee Background
PBIS	Positive Behavioral Interventions and Supports
WIDA	World-class Instructional Design and Assessment