



English Learners in South Dakota:



Identification & Screening Manual

Yutzil Becker

State EL/Title III Coordinator

Yutzil.Becker@state.sd.us

605.773.4698

<http://doe.sd.gov/oess/TitleIIIela.aspx>

Identification & Screening Manual

This manual is designed for your reference and to be used in conjunction with the SD DOE Title III and EL Assessment websites. This manual provides specific information regarding the identification and screening process of potential English Learners in South Dakota.

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English Learner Definition

In South Dakota an English learner student is classified according to the Federal government definition as described in ESEA Section 3201 (5). An English learner student is classified as one:

- a. who is aged 3 through 21;
 - b. who is enrolled or preparing to enroll in an elementary school or secondary school;
 - c. (i.) who was not born in the United States or whose native language is a language other than English;
(ii.) (I) who is a Native American or Alaska Native, or a native resident of 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-**
(iii.) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **-AND-**
 - d. whose difficulties 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 achieve successfully in classrooms where the language of instruction is English; **-OR-**
 - (iii.) the opportunity to participate fully in society.
- Must meet either i, ii, **OR** iii
- If part ii, then must meet both pieces I and II

Native American Students:

Please note that the demographic racial category of Native American is not sufficient to satisfy the EL definition. According to the Federal EL definition above, Native American students **must** also meet the second criteria in c. ii. which states, "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."

The Identification Process

At the beginning of the school year, identification, screening and parental notification of eligible students must be given within **30 calendar days** of enrollment. Once the school year is underway, the window for identification, screening and parental notification of eligibility is within **2 weeks** of enrollment.

Home Language Survey

A local school district is required to administer a home language survey to **ALL** students enrolling in the district as the first step in the screening process to identify students with limited English proficiency. Many districts include this survey on their initial enrollment card or document. Districts are also required to add the HLS to their new student registration packet. Completing the HLS needs to be done only during initial enrollment (not annually). The home language survey consists of the following four questions.

- What is the language most frequently spoken at home?
- Which language did your child learn when he/she first began to talk?
- What language does your child most frequently speak at home?
- What language do you most frequently speak to your child?

If any single response indicates a language other than English, school districts are then required to collect more information to determine if the student is an English learner.

If there is no indication that the student speaks another language from the home language survey there are other indicators that can be used to initiate the administration of the WIDA Screener. These indicators may include, but are not limited to: documented staff concerns based on classroom observations or performance or if the student was receiving ESL services in another state.

LEAs need to explicitly communicate with parents that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes. If the LEA believes that the data provided was inaccurate, the LEA may contact the parent/guardian for further clarification regarding the information provided on the HLS. If the information is inaccurate the LEA will make the appropriate changes by initiating and dating the document.

A copy of the HLS is part of a student's cumulative record. You can find a sample home language survey in Appendix A and an electronic copy here <http://doe.sd.gov/oess/TitleIIIlela.aspx>

Screening for English Language Proficiency

After a LEA has administered the home language survey, the next step in the identification process is to determine if the student meets the EL definition. The HLS is a tool to help LEAs identify potential students for assessment of language proficiency and English language development program placement. There are a couple of things to consider when a new student is enrolling in the LEA. Does the student have available records that may be used to help determine whether the student has demonstrated “the ability to successfully achieve in classrooms where the language of instruction is English”. Students’ cumulative folder should also be examined to determine whether the student was previously identified and was receiving English language development services. If the student came from another WIDA state and has a WIDA proficiency level from an assessment within the last calendar year, then the receiving district does not need to administer the screening assessment. If the student had previously been identified in another district or WIDA state, then the student should be placed in the district’s English language development program.

Initial Assessment

Once the student has been identified as potential English Learner through the HLS and a review of the EL definition, the next step in the identification process is to assess for English Proficiency utilizing the World-class Instructional Design and Assessment (WIDA) screener tools.

South Dakota LEAs will administer the placement test Kindergarten WIDA-ACCESS Placement Test (W-APT), Kindergarten MODEL, and WIDA Online Screener for Grades 1-12 developed by World-class Instructional Design and Assessment (WIDA). The KG W-APT and WIDA Online Screener identifies a student as an English Learner.

To gain access to KG W-APT, a login/password is needed. Only District Assessment Coordinators have access to download the KG W-APT. The WIDA Screener Online is free, online, and administered through INSIGHT Browser in conjunction with WIDA-AMS. Contact the South Dakota Department of Education office of Assessment & Support. The KG W-APT can be downloaded from <http://www.wida.us/assessment/w-apt/index.aspx>.

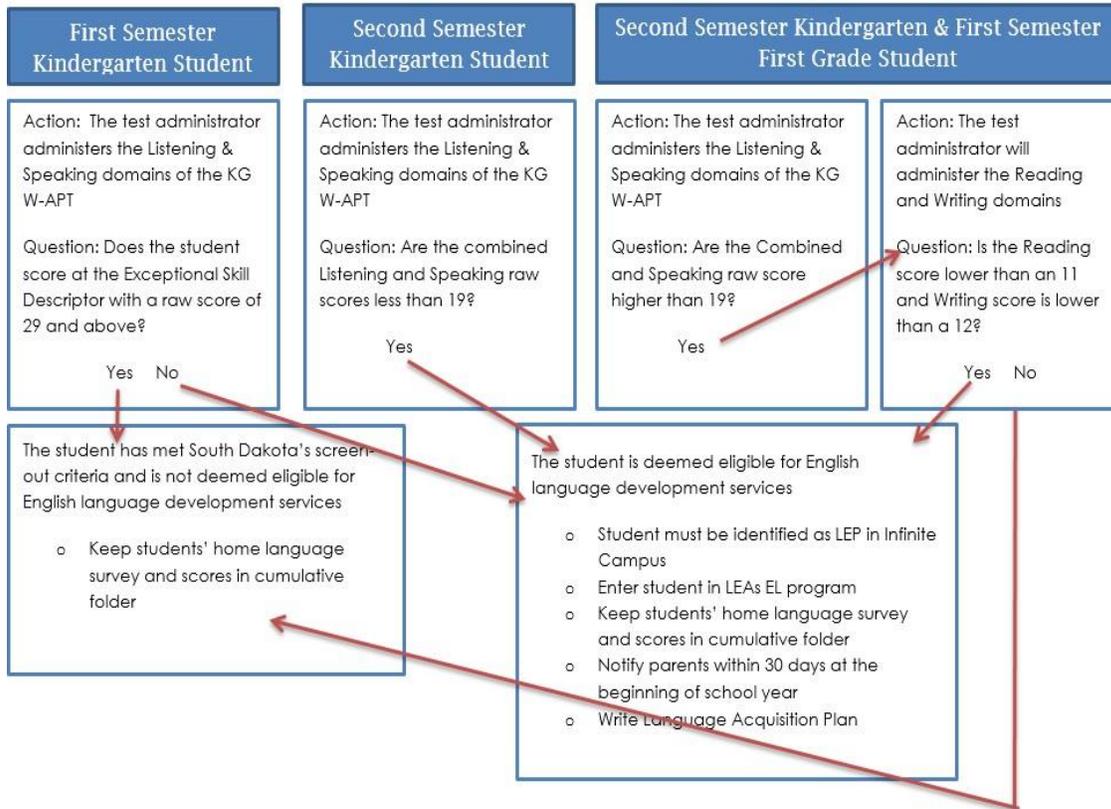
Overview of Screener assessments available:

| Grade | Screener Assessment |
|---------------------------------------|--|
| Kindergarten | Kindergarten W-APT <ul style="list-style-type: none"> <input type="checkbox"/> Free and downloadable at: www.wida.us <input type="checkbox"/> Administered 1-on-1 <input type="checkbox"/> Test administrator scores ALL domains that are administered to the student |
| First Semester 1 st grade | |
| Second Semester 1 st grade | WIDA Online Screener <ul style="list-style-type: none"> <input type="checkbox"/> Free online <input type="checkbox"/> Administered through the INSIGHT Browser in conjunction with WIDA AMS <input type="checkbox"/> Test administrators score both the Speaking and Writing domains |
| Second grade- 12 th grade | |

Kindergarten W-APT Administration and Entrance Criteria

Students in the first semester of KG will only be administered the Listening and Speaking domains of the KG W-APT. The listening and speaking domains are only administered to first semester KG students due to not having exposure to reading and writing instruction. Refer to flowchart on following page to find KG identification criteria.

Kindergarten W-APT Identification Criteria Flowchart:



Grades 1-12 WIDA Online Screener Administration and Entrance Criteria:

Students in second semester of first grade through twelve grade will be administered the WIDA Online Screener. The WIDA Online Screener is clustered like the ACCESS for ELLs 2.0.



Quick Facts on WIDA Online Screener:

- Administered online
 - Can be administered in a group setting
 - Technology requirements are the same as ACCESS for ELLs 2.0
 - Speaking and Writing domains are locally scored
- For detailed information on the WIDA Online Screener, please visit:
<https://www.wida.us/assessment/Screener/screener-online.aspx>

Grades 1-12 Entrance criteria:

Students with a composite score lower than **5.0** on WIDA Online Screener will be deemed eligible for EL services.

Question: What do I need to do after I have screened the student and the student is deemed eligible for services?

- The KG W-APT or WIDA Online Screener assessment results/scores need to be placed in the student's cumulative file
- Students must be identified as EL in Infinite Campus
- All students who are deemed eligible for EL services must be placed in the district's "effective" EL Core Program in accord with Lau vs. Nichols (1974)
- The district must notify parents of student's identification as an EL and placement in the EL program using the sample EL Parent Notification form.

Program Placement

School systems and educators have the legal responsibility to meet the academic and linguistic needs of English learners. They also have the educational responsibility of ensuring that every child can achieve the level of knowledge and skills they need to be successful. The school must provide sufficiently qualified human resources and appropriate programs and methodologies which will ensure the learning of English and the curriculum to the same extent as native English speaking students. The school must evaluate the program to verify that it is providing effective instruction that is appropriate

for ELs and may be different than what is provided to native English-speaking students. For more detailed information regarding program models, please visit: <http://doe.sd.gov/oess/documents/ellPrgmDs.pdf>

Parent Notification Letter:

LEAs are required to notify parents of EL students of their child's placement, continuation, or exit from the EL program. If the student meets South Dakota's entrance criteria and is deemed eligible for EL services, parents must be notified annually. The parent notification letter be sent in a language understandable to the parents (to the extent practicable). The letter must indicate that their child was identified as needing specific English language development services and tell how the district will address those needs with English language development services.

The parent notification letter must consist of the following 8 components:

| Title I & Title III Requirements for Parental Notification (ESEA Section 1112(e)(3)) |
|---|
| Parents must be informed annually regarding their child's placement in the LEA's EL core program within 30 days at the beginning of the school year or within two weeks of placement in the program for students who enroll during the school year. The parent notification letter <u>must include</u> the following 8 components: |
| <ul style="list-style-type: none">○ Reason for EL identification○ The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement○ Type of EL program the child is being placed into and other EL program options○ How the program will meet the educational needs of the child○ Exit requirements, expected graduation rate, and expected rate of transition to a classroom not tailored for EL students○ If the student is a student with a disability, how the EL program meets the goals of the child's IEP○ Information for parents on how to withdraw their child from the district EL program or to choose another program or method of instruction○ Parents right to deny services |

The parent notification letter must be provided, to the extent practicable, in a language that the parents can understand (ESEA Section 1112(e)(4)). Note that parents have the right to deny services; however, students are still **required** to participate in screening and in the annual ACCESS for ELLs 2.0.

A sample letter for parental notification is shown in Appendix B.

Parental Waiver of EL Services

LEAs are required to inform parents/guardians of their right to deny EL services, however a parent's decision must be voluntary (ESEA 1112(e)(3)(A)(viii). An LEA may not recommend that a parent denies services within a program for any reason. The LEA should discuss with the parents/guardians the benefits of EL instruction and address any concerns or misconceptions they may have.

Students whose parents waived services are still required to be assessed for annual English language proficiency along with ALL district ELs (ESEA Section 1111(b)(2)(G). The school district must determine how to meet the language development needs of the student and how they can be addressed outside of the ELD program.

Question: Parents have waived EL services, what do I do?

Things to think about...

- Has the LEA discussed the benefits of EL instruction?
- Has the LEA addressed any misconceptions or concerns regarding the EL services?
- Has the LEA made it clear to the parent/guardian that parental waiver of EL services **does not exempt** the child from annual ACCESS for ELLs 2.0 assessment or the removal of any LEP designation?
- Has the parent/guardian completed and signed the waiver of services form?

To ensure that parents have the opportunity to change their mind regarding EL services, the LEA must annually ask the parents to complete a parental waiver of services and store the completed form(s) in the student's cumulative folder.

Scenarios

Question: I have a student whose parent/guardian answered “English” on all four Home Language Survey questions. A few weeks into the school year, the student revealed to Miss Johnson that he speaks Spanish “all the time, at home”. What do I do?

What to do...

1. Contact the student's parent/guardian to determine how the language affects the child
2. Review the information in the student's cumulative folder
3. Collect teacher input from the teachers that are working with the student
4. Document when the student indicated that there was another language other than English in the home

After following the above steps choose which option applies:

- i. There are no academic concerns regarding the student- The LEA will monitor the student to ensure that the language other than English is not impacting the student's ability to access instruction that is delivered in English.
- ii. A team has met to ensure that the concerns are linguistic in nature and not attendance, attention or behavioral concerns manifested as academic concerns. Student has academic concerns- The LEA will screen for English language proficiency.

Question: I have a student who was misidentified as EL. The parent/guardian indicated that the Home Language Survey was filled out incorrectly. The child is only exposed to another language through television programming. What is the process to remove the EL designation?

What is the process...?

- i. Document the situation and have parent/guardian sign and date
- ii. Contact SD DOE explaining the situation
- iii. Provide the following documentation to SD DOE:
 - Email explaining the situation
 - Prove of parent/guardian signature and date
 - Completed Home language survey amendment form

Appendix A Home Language Survey (Sample)

Local Educational Agencies (LEAs) are required to identify possible English Learners (ELs) during enrollment. This Home Language Survey (HLS) is used as a tool to determine if your child is eligible for language support services. If a language other than English is used by you or your child and your child meets the English Learner (EL) definition, the school may give your child an English Language Proficiency assessment. The school will share the results of the assessment with you.

| Student Information | |
|----------------------------|----------------|
| First Name: | Date of Birth: |
| Last Name: | School Name: |

| Questions for Parents or Guardians | Response |
|---|-----------------|
| What is the language most frequently spoken at home? | |
| What language did your child learn when he/she began to talk? | |
| Which language does your child most frequently speak at home? | |
| Which language do you most frequently speak to your child? | |

| Parent Preferences | |
|---|--|
| In what language would you prefer to get information from school? | |

Parent/Guardian's Signature: _____ Date: _____

| Program Model Type | Focus | Students | Delivery | Staff |
|---|--|--|---|-------------------------|
| Transitional Bilingual or Early-Exit Bilingual Education | Develop literacy in English while developing some literacy skills in the native language | ELs with same native language | Instruction is delivered in both languages – instruction may be heavier in native language in early grades and transition to mostly English in later grade levels | Bilingual Teacher |
| Dual Language or Two-way Immersion | Develop literacy in the native language and in English | ELs with common native language and native English speakers who want to learn that language | Instruction is delivered in both languages | Bilingual Teacher |
| ESL or ELD (English Language Development) | Develop English language proficiency | EL students and possibly other native English-speaking students who need assistance with academic English | Instruction using ELD standards to teach English (students may use native language supports) | EL Teacher |
| Content Classes with Integrated ESL Support | Develop English language proficiency and content knowledge | ELs and can include native English speakers | Instruction uses rigorous content standards, English Language Development standards and specific strategies and techniques to teach English and content together | EL Teacher |
| Newcomer Program | Develop beginning English language skills, introduce core academic skills and provide support for acculturation to the US and school | New ELs to the US educational system with an entry level of English language proficiency or EL students with Severely Interrupted Formal Education | Instruction is delivered in English with native language support from Bilingual staff and peers when possible – units designed for students to succeed in US schools and transition students to regular classrooms within a year | EL Teacher |
| Other – Push-in ELL | Develop English language proficiency | EL students and possibly other native English speaking students who need assistance with academic English | Instruction in English using co-teaching and planning to make the lesson comprehensible, provide additional language support within the classroom related to the mainstream lesson or bilingual staff may provide native language support in the mainstream classroom | Bilingual or EL Teacher |
| Other – Extended Instructional Day | Focus varies, based on student needs | ELs | Instruction is delivered outside of the regular instructional school day | Bilingual or EL Teacher |

EL Teacher Name

EL Teacher Phone Number

Date