

# ELL Data for 2015-16



presented by

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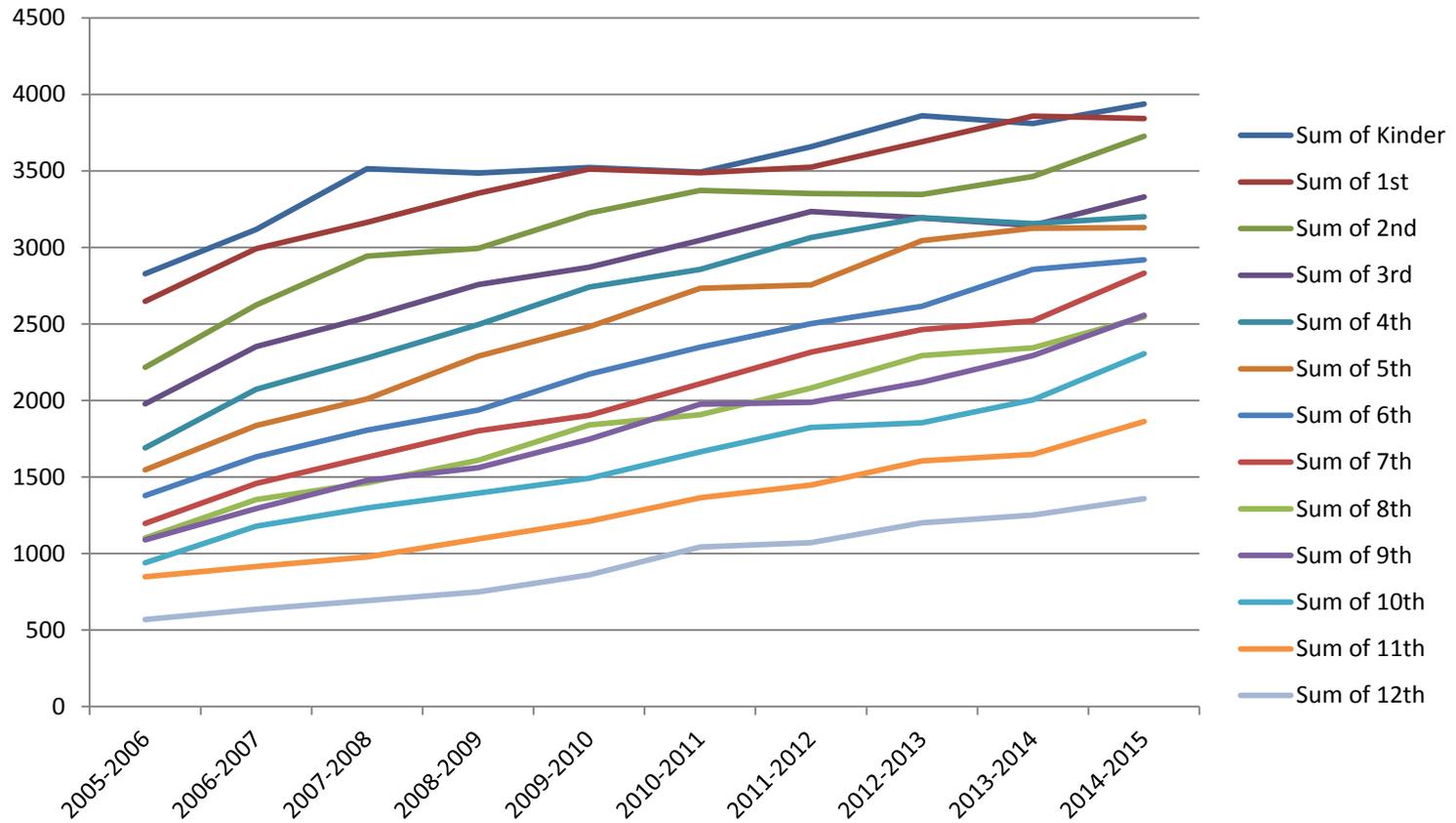
**ADE Data Conference, August 6-7, 2015**

# Topics

- Overview of State ELL Enrollment
- Identifying ELLs/Home Language Survey
- ELL/LEP Data in SIS
- Equity National Origin Report, Cycle 2
- Home Language Survey Report
- Cycle Reports Affected by ELL Data
- Course Codes for ESL Courses (HS)
- ELL Funding Appropriate Expenditures
- ADE ESOL Team



# Arkansas ELL Enrollment by Grade



# Arkansas 2014-15 ELL Enrollment by Educational Cooperatives



<b>Educational Cooperative</b>	<b>Total ELL</b>	<b>Total K-12</b>	<b>% ELL</b>
ARCH FORD EDUCATIONAL SERVICE	2173	42153	5%
ARK. RIVER EDUC. SERVICE CNTR.	223	17389	1%
CROWLEY'S RIDGE EDUCATION COOP	907	37310	2%
DAWSON EDUCATION SERVICE CO-OP	1832	42811	4%
DEQUEEN/MENA EDUC. CO-OP	1740	12725	14%
GREAT RIVERS EDUC. SERV. CO-OP	61	15182	0%
NORTH CENTRAL ARK. EDUC CO-OP	431	18728	2%
NORTHEAST ARK. EDUC. CO-OP	157	17630	1%
NORTHWEST ARK. EDUCATION CO-OP	17933	83236	22%
OZARK UNLITD RESOURCE CO-OP	972	15204	6%
PULASKI COUNTY SCHOOLS	3851	56207	7%
SOUTH CENTRAL SERVICE CO-OP	268	15926	2%
SOUTHEAST ARKANSAS EDUCATIONAL	774	18741	4%
SOUTHWEST ARK. CO-OP	675	12050	6%
WESTERN ARKANSAS CO-OP	5879	46770	13%
WILBUR D. MILLS EDUC. CO-OP	539	28254	2%
<b>Grand Total</b>	<b>38415</b>	<b>480316</b>	<b>8%</b>



# Identifying ELLs

All districts must have a process for identifying potential ELLs.

- 1) Administer a **Home Language Survey** to all students
- 2) Screen those who answer anything other than English on the HLS with a state approved **screeners** or **placement test**



# HOME LANGUAGE SURVEY

## CUESTIONARIO SOBRE EL IDIOMA HABLADO EN EL HOGAR

Date: \_\_\_\_\_  
Fecha

Student's Name: \_\_\_\_\_  
Nombre del Estudiante

Gender: M F  
Género

Student's ID # \_\_\_\_\_  
Número de Identificación del Estudiante

Date of Birth: \_\_\_\_\_  
Fecha de Nacimiento

Month	Day	Year
Mes	Día	Año

Place of Birth: \_\_\_\_\_  
Lugar de Nacimiento

School: \_\_\_\_\_  
Escuela

Grade: \_\_\_\_\_  
Grado

Age: \_\_\_\_\_  
Edad

1. What was the first language the student learned to speak?

¿Cuál fue el primer idioma que aprendió a hablar su hijo?

\_\_\_\_\_

2. What language(s) are spoken in the home?

¿Qué idioma(s) se hablan en el hogar?

\_\_\_\_\_

3. What language(s) are spoken or understood by the child?

¿En qué idioma(s) habla o entiende el niño?

\_\_\_\_\_

4. What language(s) are spoken or understood by adults in the home?

¿En qué idioma(s) se hablan o entienden los adultos en el hogar?

\_\_\_\_\_

5. What written language would you prefer to receive school communications (such as attendance letters, permission forms, etc.)?

¿En qué idioma usted prefiere recibir la comunicación escrita por parte de la escuela (tal como cartas de asistencia, formularios de permiso, entre otros)?

English  
Inglés

Spanish  
Español

Other \_\_\_\_\_  
Otro

Signature of Parent/Guardian: \_\_\_\_\_  
Firma del Padre/Encargado



# What Data to Enter from HLS

## Office Use Only

\*Please contact ESOL Coordinator if any language other than English is indicated on any of these questions.

\*File the original in the student's cumulative folder for all students.

\*Questions 1 thru 4 - If any language other than English is indicated, enter that language in the eSchool language field on the main student screen. Otherwise, enter English in the eSchool language field.

\*Question 5- Enter the chosen language in eSchool guardian contact information under the general information tab.



# Status, Primary Home Language –

*The language or dialect routinely spoken in the student's home.*  
(Any language other than English from the HLS.)

Two letter code—See Appendix H in the SIS Manual, p. 171-172



# Approved Screeners/Placement Tests

5.03.1 LAS (Language Assessment Scales);

5.03.2 Maculaitis/MAC II Assessment of Competencies; and

5.03.3 English Language Development Assessment English Language Proficiency Screener/TELPA.



# Who is an ELL?

- 3.09 “English Language Learners (ELL)” are students identified as not proficient in the English language based upon approved English proficiency assessment instruments, which measure proficiency in and comprehension of English in reading, writing, speaking, and listening.

## Status, ELL

Status, English Language Learner (ELL)

*-Does the student have a language background other than English, and his or her proficiency in English is such that the probability of the student’s academic success in an English-only classroom is below that of native English language students?*



# ELL/LEP Data

## p. 126-127, SIS Manual 2015-16

### Data Fields

- 1) Former ELL/LEP Monitored
  - M1-Monitored Year 1
  - M2-Monitored Year 2
- 2) ELL/LEP Entry Date
- 3) ELL/LEP Exit Date
- 4) ESL Waived Services Date
- 5) Immigrant



# Who is Former ELL/LEP Monitored?

*“A student who was **exited** from ESL services and whose academic progress is being monitored for two years in the regular education classroom as required by Federal Law.”*

- ELL student has to meet all state exit criteria to exit from ESL services
- M1—Monitored Year 1 (first year after exit date)
- M2—Monitored Year 2 (second year after exit date)



# What are the Exit Criteria?

- 1. Spring English Language Proficiency Assessment (ELPA) Scores and Proficiency Levels**-Student must score proficient or above in all five sections (listening, speaking, writing, reading and comprehension) of the spring English Language Proficiency Assessment (ELDA for Spring 2015).
- 2. Previous Year's Grades**-Student must earn a grade of "C" or above in all core subject areas (English Language Arts, Mathematics, Social Studies, Science)
- 3. State Standardized Achievement Scores**-Student must score Proficient or Advanced on the CRT Literacy and Mathematics or score at or above the 40<sup>th</sup> percentile on the NRT.
- 4. At least two current teachers recommend exit** or reclassification based on the criteria above.
5. The decision to exit or reclassify the ELL student from the ESL program must be made on an annual basis by the LPAC following a review of spring ELPA results.

Transitional Guidance for #3 above coming soon!!



# ELL/LEP Entry Date

*The date the student entered a U.S. school for the first time, regardless if the entry was in Arkansas or another state.*

MM/DD/YYYY



# Why do we need an entry date?

- To determine how long a student has received ESL services
- To report accurate student data to State and Federal governmental agencies
- To know how many students will take state ELP assessments at each grade level
- **To trigger the “Status-English Language Learner” field to read as “Y”**
- **Must also check the box next to the ELL/LEP entry date**



# ELL/LEP Exit Date

*The date the student met criteria for Fluent English Proficient status and was exited from the ESL/LEP program; no longer receives services; is a regular education student.*

MM/DD/YYYY



# Why do we need an exit date?

- To determine long a student received ESL services
- To report accurate enrollment data to State and Federal governmental agencies
- To know when monitoring of a former ELL began in your district
  
- **To trigger the “Status-English Language Learner” field to read as “N”**
- **Must also un-check the box next to the ELL/LEP entry date (it will uncheck anyways)**



# ESL Waived Services Date

*The date a LEP/ELL student's parent signed the form waiving ESL services for the student.*

MM/DD/YYYY



# Why do we need an ESL waived services date?

- ALL ELLs in grades K-12 are required to take the state English Language Proficiency exam each spring. (ELPA21 as of Spring 2016)
- This includes ELLs whose parents choose not to enroll their students in an ESL program.





ID: 16008

Building: Building 16

Grades: 12

Save Search List Delete

ELL Entry/Exit: Yes

ESL/ELL Waived Date:

ESL/ELL Monitored:

9/1/2012 7:57:21 PM WESTUDENT 16

Save Search List Delete

Programs - ELL Entry/Exit -- Webpage Dialog

https://bn.eschoolplus.k12.ar.us/eSchoolPLUS/Content/Student/Reg/SpecialProgramsDetail.asp?i

Warning icon ID: 16008 Building: Building 16 Grades: 12

Save Close

Row #	Program	Summer School	Start Date	Value	End Date	Delete	Status
1	ELL Entry/Exit		8/22/2011	<input checked="" type="checkbox"/>		<input type="checkbox"/>	✓
2				<input type="checkbox"/>		<input type="checkbox"/>	✓

Save Close



# Status-Immigrant

*A student who is:*

- 1. Between the ages of 3 and 21*
- 2. Who was not born in any state*
- 3. Has not attended one or more schools in any one or more states for more than 3 full academic years.*

Y/N

Definition provided by USDOE



# Immigrant Status is not ELL Status

- Immigrant Status is not dependent on ELL status
  - A recent immigrant may be an ELL student
  - A recent immigrant may be FEP (Fluent English Proficient)
  - A recent immigrant may be an English only student
- ESOL program staff will not be the only staff maintaining this data entry. Building staff responsible for eSchool data entry will have to maintain this data for English only students. (Districts need to determine exactly who will maintain this data based on district parameters.)



# Equity National Origin Cycle 2 Report

SIS Manual, p. 82

Title VI of the Civil Rights Act of 1964 (42 U.S.C. Sec. 200d. et seq.) requires that: *"No person in the United States shall, on the grounds of race, color or national origin be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving financial assistance."*



# Equity National Origin Cycle 2 Report

*In addition, insofar as national origin regulations are applied to those students who are limited in their English proficiency, the May 25, 1970 Memorandum from DHEW requirements states that:*

*"Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."*



# Student Participation

*Does the district have in place, a process that ensures that students of national origin are provided opportunity for full participation in the full life of the school, including all academic services, counseling, extra-curriculum student activities, and placement in gifted and talented programs, advanced placement and honors courses?*

Y/N

Equity National Origin Report, Cycle 2



# Limited English Proficiency Assessment

*Has the district identified language minority students, assessed the level of English proficiency, and provided all Limited English Proficient (LEP) students with an educational program that develops English skills and provides for appropriate, understandable content and subject matter instruction?*

Y/N

Equity National Origin Report, Cycle 2



# Staff Training

*Does the district ensure that staff training, curriculum materials, and evaluation procedures are appropriate for LEP students?*

Y/N

Equity National Origin Report, Cycle 2



# Inappropriate Placement

*Does the district ensure that LEP students are not inappropriately placed in special education classes due to their inability to speak and understand English?*

Y/N

Equity National Origin Report, Cycle 2



# Parents Who Are Not Proficient in English

*Does the district ensure that parents who are not proficient in English are provided with appropriate, understandable, and sufficient information about all school activities?*

Y/N

Equity National Origin Report, Cycle 2



# Modification of Program

*Does the district take steps to modify a program for LEP students when that program proves not to be effective?*

Y/N

Equity National Origin Report, Cycle 2



# Home Language Survey Report

**October 1**-Information sent to LEAs in Commissioner's Memo

**November 1**-HLS Report submitted online by LEAs

Required by Federal Regulations

State ELL Categorical Funding determined by this report for  
2015-16 year

Federal Title III Funding—this report used to inform 2016-17  
funding decisions



# Private School Participation in Title III

Have the private schools within the boundaries of your school district been surveyed for participation in your district's Title III program? \_\_\_\_ Yes \_\_\_\_ No

• If so, how many were surveyed? \_\_\_\_\_

• How many chose to participate? \_\_\_\_\_

The total number of students identified as ELL enrolled in private schools being served by our district. \_\_\_\_\_



# Cycle Reports Affected by ELL Info

Report ID	Report Name	Cycle
Rpt033	District National Origin	2
Rpt330	District Student ELL Information	2, 3, 4, 5, 6, 7
Rpt332	District Home Language	2
Rpt430	School Student ELL Information	2, 3, 4, 5, 6, 7
Rpt432	School Home Language Report	2



# ESL Course Codes (HS) SIS, p. 188

## Welcome to CCMS!

The Course Code Management System (CCMS) may be used to verify course codes are entered on student and master course schedules in accordance with the ADE's published course code guidelines. The CCMS also contains the licensure codes required to teach a course at certain grade levels. The CCMS may be printed online or exported into a spreadsheet.

Accreditation Course

[Print/Export to Excel \(Filtered | All\)](#) | 
 [Tutorial](#) | 
 [Subscribe](#)

COURSE CODE	COURSE TITLE	SUBJECT AREA	GRADE LEVEL (LOW)	GRADE LEVEL (HIGH)	LICENSURE CODE	HQT	STATE GRAD REQ	SMARTCORE	END OF COURSE
<input type="text"/>	ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	No Filter ▾	No Filter ▾	No Filter ▾	No Filter ▾
510040	ESL English 9	10 9th Grade English	9	12	052, 166, 4031	✓	✓ ▾	✓ ▾	✗ ▾
511030	ESL English 10	11 10th Grade English	9	12	052, 166, 4031	✓	✓ ▾	✓ ▾	✗ ▾
512030	ESL English 11	12 11th Grade English	9	12	052, 166, 4031	✓	✓ ▾	✓ ▾	✗ ▾
513030	ESL English 12	13 12th Grade English	9	12	052, 166, 4031	✓	✓ ▾	✓ ▾	✗ ▾
523100	ESL Physical Science	29 ADE Approved Science	9	12	136, 169, 269	✓	✓ ▾	✓ ▾	✗ ▾
524100	ESL Life Science	29 ADE Approved Science	9	12	132, 170, 268	✓	✓ ▾	✓ ▾	✗ ▾
539100	ADE Approved ESL Mathematics	39 ADE Approved Mathematics	9	12	110, 200, 251	✓	✓ ▾	✓ ▾	✗ ▾
579100	ESL Social Studies	79 ADE Approved Social Studies	9	12	150, 167	✓	✓ ▾	✓ ▾	✗ ▾
971600	English Language Learner (ELL/ESL)	Specialist & Special Programs (Instructional)	PK	12	307, 308, 247	✗	✓ ▾	✗ ▾	✗ ▾

<http://adedata.arkansas.gov/ccms/>



# ELL Funding Approved Expenditures

- 5.04 ELL funding shall be expended for eligible activities including, but not limited to, the following:
  - 5.04.1 Salaries for ELL-skilled instructional services (not supplanting district financial obligations for providing teachers for ELL students).
  - 5.04.2 Funds for teacher training, consultants, workshops, and ELL course work, including ADE sponsored training programs.
  - 5.04.3 Released-time for ELL program development.
  - 5.04.4 Selection and purchase of language-appropriate instructional and supplemental (enrichment) materials for ELL students (including computer-assisted technology and library materials).



# ELL Funding Approved Expenditures

- 5.04.5 Language and cultural skills training for school-based health service providers, counseling service providers, and community liaison staff as needed to serve ELL students.
- 5.04.6 Assessment activities, which include test administration, identification, placement, and review of ELL student academic progress, as well as evaluation activities to determine the effectiveness of the district's ELL program.
- 5.04.7 Funds for the implementation of supplemental instructional services for ELL students.



# ADE ESOL Team

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