

*Washakie County School District #1*

# English Language Learner



## District Plan

2010-2011

## **District Plan for English Language Learners**

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."

*Lau vs. Nichols (1974)*

### **Part 1: Overview**

English Language Learner students participate in a quality instructional program that supports the development of a positive self concept, fostering pride and intercultural understanding. The district's instructional program is designed to meet the grade level academic standards as identified in Wyoming's approved Content and Performance Standards, using the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards to link language learning with state academic content standards.

Emphasis is placed on providing students with the greatest possible access to core curriculum and afford students access to appropriate English language instruction to ensure progress from limited English proficiency to fluent English proficiency.

The purpose of the District Plan for English Language Learners is to...

- › Ensure delivery of quality instruction for all English language learners throughout the district;
- › Identify quality English language development services that meet the academic and linguistic needs of English Language Learners;
- › Provide English Language Learners with the educational opportunities to succeed;
- › Ensure that students are successful in academic programs designed for native speakers of English; and
- › Confirm student success in the Wyoming State Content and Performance Standards as appropriate for age, ability, and experience.

### **Part 2: Educational Theory and Approach**

- › The program for English language learners is designed to help students acquire fluency in English, to provide students with equal access to the academic core curriculum, and to help students maintain a positive self-concept. The district acknowledges that there are a variety of strategies and pedagogical approaches that may be used to accomplish these goals. The choice and combination of instructional strategies used are aligned to the individual student needs, state and federal mandates, as well as parent request.
- › The district accommodates Limited English Proficient students' language level in the classroom and in some cases provides specific language instruction to help the student attain English language proficiency. To determine which educational approach(es) are used for individual students, multiple factors are considered. These factors include, but are not limited to, student data from English Language Proficiency (WIDA Standards), W-APT (WIDA), ACCESS (WIDA), DIBELS, and/or MAP, as well as classroom performance records (i.e. BOE), teacher request, and/or district ELL teacher recommendation.
- › The district is committed to ensuring a quality education for all students. In order to fulfill this mission and provide equal access to all core curricular areas, English language learners may receive one or more of the instructional approaches described below.
  - Structured English Immersion – ELL/LEP students participate in mainstream/content classrooms where teachers differentiate instruction to address the linguistic needs and backgrounds of the ELL/LEP students. The goal is the acquisition of English while learning academic content.
  - Sheltered English Instruction – ELL/LEP students from one or more language background are grouped to receive specifically designed content area instruction that focuses on modifying the delivery of

academic content so that the linguistic demand of the materials is appropriate for the English proficiency levels of the students. The goal is the achievement of academic content and skills.

- Pull-out English Instruction – ELL/LEP students are pulled from the classroom for a portion of the day to receive a second dose of instruction, focusing on English Language Development either individually or in small groups.
  - Push-in English Instruction – The ELL teacher/aide/tutor/assistant goes into the mainstream classroom to assist LEP students with academic content and English language skills.
  - Collaborative Service – The mainstream teacher and ELL teacher collaborate and team together to determine accommodations, modifications, and appropriate instructional strategies for ELL/LEP students.
  - Transition/Monitor Status – After a student’s ACCESS evaluation data is determined to be above the necessary scores for exit, the ELL/LEP student is monitored quarterly as an FEP for two years. Each classroom teacher records student progress in the classroom on an FEP monitor form, available through the district office. All student FEP progress forms are kept in the student cumulative file. This information is reviewed by the ESL teacher and is recorded in the district student information system (Infinite Campus). Additional assessment information is reviewed through PAWS, DIBELS, and MAP, available in Infinite Campus.
  - Extended Monitor Status – As per district procedure, the student is monitored continuously throughout the student’s schooling in the district, which is recorded in the district student information system.
  - Return for ELL Services – If a student on monitor status is struggling with regular classroom academic achievement, the student is given an identifying test (W-APT). If the student qualifies for services, the student is deemed LEP/ELL and is provided appropriate services. If the identification test does not qualify for ELL services, the student continues on district monitor status and other strategies are considered.
- Classroom teachers are the primary means for content area instruction and are required to accommodate the language needs of ELL/LEP students using one or more accommodations recommended by the certified ELL teacher. Teachers differentiate content specific lessons and adjust plans, classroom structure, and assignments to allow for the most favorable learning environment for ELL/LEP students. The classroom teacher collaborates with the ELL teacher to provide supplemental support through collaborative service and/or Push-in or Pull-out English Instruction. Services are provided in the regular classroom with supplemental services provided in rooms identified for ELL supplemental services in each elementary school, middle school, and high school. All supplemental services are provided by ESL endorsed Wyoming certified teachers with support from ESL paraeducators trained by ESL endorsed teachers.
- All students are held to the same academic standards – students are expected to establish proficiency in all content areas of the district Body of Evidence appropriate to grade level. Accommodations and/or alternative measures may be used to assess the progress of English Language Learners who are learning English until the student is able to be assessed using mainstream English measures. Multiple measures in the Body of Evidence are used to monitor student progress toward meeting grade level standards.

### **Part 3: ELL Goals - Wyoming Annual Measurable Achievement Objectives**

**AMAO 1:** Annual increases in the number or percentage of children making progress in learning English.

**Definition for AMAO 1:**

All ELL students who have completed two (2) data points, and

Students with one data point whose composite proficiency level is 5 with no sub-skill below 4 are included as making progress.

**Definition of Expected Annual Growth:**

Students gain one (1) ACCESS for ELLs composite proficiency level annually until reaching English language proficiency, or

Option #1: If no sub-skill proficiency scores are at ACCESS for ELL proficiency level 5, maintain composite proficiency level while increasing all sub-skill scale scores (reading, writing, listening and speaking).

Option #2: Maintain composite ACCESS for ELLs proficiency level, maintain proficiency level in sub-skills where student previously tested at level 5 or higher and increase all other sub-skill scale scores.

**Annual Targets for AMAO 1:**

55% of ELL students in the district meet the annual growth target in the 2010-2011. The annual growth target increases by 1.5% in each subsequent year.

2010-2011 - 55%	2015-2016 – 62.5%
2011-2012 – 56.5%	2016-2017 – 64%
2012-2013 – 58%	2017-2018 – 65.5%
2013-2014 – 59.5%	2018-2019 – 67%
2014-2015 – 61%	2019-2020 – 68.5%

**AMAO 2:** Annual increases in the number or percentage of children attaining English language proficiency by the end of each school year.

**Definition of English Language Proficiency:**

ACCESS for ELLs composite proficiency level score of 5 with no subskill below 4.

**Annual Targets for AMAO 2:**

In 2009-2010, 15% of ELL students should achieve proficiency. The annual target increases by 1.5% in each subsequent year for the following 10 years.

2010-2011 – 16.5%	2015-2016 – 24%
2011-2012 – 18%	2016-2017 – 25.5%
2012-2013 – 19.5%	2017-2018 – 27%
2013-2014 – 21%	2018-2019 – 28.5%
2014-2015 – 22.5%	2019-2020 – 30%

**AMAO 3:** Meeting AYP Proficiency on the state assessment for the ELL subgroup in accordance with Title I determination methodology established by the state.

## **Part 4: English Language Learner Identification and Individual Learning Plans**

The Home Language Survey is used as an identification tool for potential ELL/LEP students and is a component of the enrollment/registration process. If a student, or a parent, speaks a language other than English, every effort is made to find an interpreter to communicate adequately with the student and/or parents.

Parents respond to the following statements:

1. Language first spoken by the student
2. Language understood by the student
3. Language spoken in the home

Procedure for the identification of ELL/LEP students...

1. During registration/enrollment, the parent completes the Home Language Survey.
2. At the beginning of the school year the ELL teacher for the school examines all student registrations for responses in the Home Language Survey. If a student enrolls at a different time of the school year, the secretary notifies the ELL teacher of a new student.

3. The ELL teacher conducts a preliminary screening and administers the W-APT screener to the student within eight (8) days from the first day of enrollment.
4. If the student qualifies for services, student records are secured and student data is reviewed (if available). All student information is kept in an ELL blue folder in the each student's cumulative folder at the school where the student is enrolled.
5. The ELL teacher immediately contacts the parents within 30 days at the beginning of the school year or fourteen days if enrolled during the school year to explain the need for ELL services and the rights of the parent to accept or decline services for their child. During this consultation the ELL teacher explains the method of instruction, (a) how the ILP will meet the educational needs of the student, (b) the requirements to exit the program, and (c) parent rights. Interpreters are available, and all information/signature forms are available in the parents' native language.
6. The ELL teacher collaborates with the regular classroom teacher regarding supplemental services. At the elementary and middle level, Title I reading specialists are consulted regarding individual student needs. If the parent agrees to services, an ELL ILP is created for the student according to the results of assessment data. At the elementary level, the student's reading skills are tested with DIBELS.
7. If a parent refuses ELL services, the information is documented in the student information system, and the classroom teacher is consulted regarding the individual needs of the ELL student in the classroom.
8. All hard copy documents are kept in the blue folder of the student's cumulative record at the school where the student is enrolled.

Note: Student eligibility for services is not based on immigration status and districts are in fact prohibited from inquiring about the immigration status of a student or family. The U.S. Supreme Court has ruled in *Plyler v. Doe* [457 U.S. 202 (1982)] that public schools may not require social security numbers from all students as this may expose undocumented status. Students are not required to show an original birth certificate for enrollment; "other reliable proof" such as a baptismal certificate, family bible with dutiful records, or an affidavit would suffice in place of the birth certificate.

Individual Learning Plan (ILP): Once identified as needing English language services, the ELL teacher collaborates with the classroom teacher and review student data to develop an ILP that targets individual student needs and identifies instructional strategies as well as possible student interventions to improve students in reading, writing, listening, and/or speaking.

## Part 5: ELL Assessments

- › **W-APT: Identification Assessment** (Screener) – Identifies the student for need of ELL services.
- › **ACCESS: Annual WDE ELL Assessment** – Measures progress on students meeting the four areas of reading, writing, speaking, and listening. Proficiency on the ACCESS assessment qualifies an ELL/LEP to exit the ELL program and move to FEP monitor status.
- › **PAWS: State Assessment** – Measures student proficiency in reading, writing, and math according to the Wyoming Content and Performance Standards.
- › **DIBELS: Reading Assessment** – A set of measures for assessing the acquisition of early literacy skills from kindergarten through fifth grade.
- › **MAP: Annual Growth Assessment** – Measures of Academic Progress includes assessments that provide detailed, actionable data about where each child is on their unique learning path in reading language, math, and science.
- › **BOE: Body of Evidence** – District summative assessments that measure student progress in meeting the state standards in nine content areas.
- › **Accommodations for Assessments:** Appropriate, allowable accommodations for ELL students are based on WDE (PAWS) accommodations. No language or linguistic accommodations are allowable on the ACCESS for ELL students. ESL teachers are responsible for recording all accommodations provided for each ELL student.

## **Part 6: Program of Services for ELL Students**

### **SIOP Model: Making Content Comprehensible for ELL Students**

#### **Teacher Preparation**

1. Teachers clearly define content objectives for students. These objectives are reviewed with students and are evaluated.
2. Concepts taught are appropriate for the age and educational background of students, with consideration given to students' literacy, second language proficiency, and reading level.
3. Supplementary ELL materials are used to develop vocabulary and promote comprehension, to include charts, graphs, pictures, illustrations, math manipulatives, multimedia, and demonstrations.
4. Content is adapted to ELL's needs through use of graphic organizers, outlines, labeling of pictures, study guides, adapted text, and highlighted text.
5. Meaningful activities integrate lesson concepts with language practice opportunities in reading, writing, listening, and speaking.

#### **Instruction: Building Background**

1. Concepts are linked to students' background experience as personal, cultural, or academic and are explicitly made between past learning and new concepts.
2. Key vocabulary is emphasized, and new vocabulary is presented in context, limiting the number of vocabulary items.

#### **Instruction: Comprehensible Input**

1. Instruction involves teaching at the student's current acquisition level and one level above.
2. Speech used is appropriate for students' language proficiency.
3. Explanations of a task are clear and explicit, using step-by-step manner with visuals when appropriate.
4. A variety of techniques are used to make content concepts clear, focusing attention selectively on the most important information.
5. New learning is introduced in context.

#### **Instruction: Strategies**

1. Students are given ample opportunity to use learning strategies through explicit instruction to develop independence in self-monitoring.
2. Consistent use of scaffolding techniques is demonstrated throughout the lesson. Extended scaffolding is used when introducing a new concept.
3. A variety of question types are available, including those that promote higher level thinking skills.

#### **Instruction: Interaction**

ELL students are provided with the following:

- a. Keeping a low affective filter that encourages risk taking.
- b. Frequent opportunity for interactions about lesson concepts, which encourage higher level thinking skills;
- c. Grouping which supports language and content objectives. Cooperative groups, buddies, pairs, large and small groups;
- d. Ample wait time for responses; and

- e. Opportunities for clarification in native language, when appropriate if possible.

**Instruction: Application**

Lessons include the following:

- a. Hands-on materials or manipulatives for student practice;
- b. Activities for students to apply content and language knowledge in the classroom; and
- c. Activities that integrate all language skills :listening, speaking, reading and writing.

**Instruction: Lesson Delivery**

- 1. Content objectives are supported by lesson delivery.
- 2. Language objectives are supported by lesson delivery.
- 3. Students are engaged 90% to 100% of the period.
- 4. Pacing of the lesson is appropriate to students' ability level.

**WIDA ELP Standards**

*WIDA ELP Standards and Resource Guide* is used throughout the district, reflecting an understanding of the needs of English language learners and the use of standards as the foundation for instruction and assessment. Alignment of the WIDA standards are consistent with the state ELL standards. The guide is used to provide tools to assist in the design of curriculum, instruction, and assessment for ELL students.

**Part 7: Program Evaluation**

Each year the ESL teacher examines language proficiency test scores (ACCESS) and compares those scores to previous language proficiency scores to determine if progress is being made in the area of language proficiency. This data is submitted to the district curriculum director.

Data from the Annual Measurable Achievement Objectives documentation provided by the Wyoming Department of Education is used to re-evaluate the district's current program for ELL/LEP students including instructional methods, staffing, and resources available. If a specific ESL intervention indicates that ELL students are not meeting expected growth, ESL teachers research effective practices/interventions to meet ELL student needs.

The district analyzes PAWS data provided by WDE to determine if students are meeting adequate yearly progress. MAP, DIBELS, and BOE data is used by the district to determine program effectiveness. Additional areas of student progress include drop-out rate and graduation rate.

Pursuant to NCLB Title III part C section 3302, the school district notifies parents/guardians in writing within 30 days of an evaluation if the district has failed to meet the AMAO objectives.

**Part 8: Staff Guidelines**

Washakie County School District #1 provides a "highly qualified" teacher, having an ESL endorsement, for all ELL/LEP students, a teacher who holds the endorsement for ESL. The district requires all English Language Learner (ELL) teachers to be fluent in the English language. To certify English fluency for an ELL teacher employed by Washakie County School District No. 1, the district requires that an ELL teacher meets the terms of one of the following:\*

- 1. If the teacher is born in the US or an English speaking country and the primary language is English, the teacher must provide a birth certificate and either teacher certification in the United States, a high school diploma from a school where the language of instruction is English, or a college degree from a school where the language of instruction is English.\*
- 2. If the primary language is not English, the ELL teacher must provide either a proficient level score on an English Language Fluency exam or a degree from a college or university where the language of instruction is English.\*

\*Denotes Washakie County School District #1 Policy/Procedures (Administrative Procedures, Page 23)

## Monitoring Needs for Staff

### Staff Development:

- ✦ Provide extensive staff development with ELP standards (K-12)
- ✦ Provide collaborative support for district level teachers seeking an ESL endorsement
- ✦ Provide technology training in supplemental programs as Renaissance Learning's English in a Flash, Fluent Reader, etc.
- ✦ Extend all training to be available to parents and community members

### District/school/classroom:

- ✦ Encourage classroom teachers to seek district level ELL support
- ✦ Provide opportunities for ELL parents to participate in an adult ESL program
- ✦ Encourage classroom teachers to become involved in the adult/parent program
- ✦ Connect/partner with community pre-school ELL parent programs
- ✦ Collaborate with district level after-school tutoring and the Worland Youth Learning Center staff

## Part 9: Appendix A - Glossary

**AMAO:** Annual Measurable Achievement Objectives – target goals for ELL AYP.

**AYP:** Adequate Yearly Progress

**BOE:** Body of Evidence – District summative assessments that measure student progress in meeting the state content and performance standards in nine content areas.

**CALP:** Cognitive academic language proficiency. The language ability required for academic achievement.

***Castañeda v. Pickard*:** On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for ELL students: (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome? [648 F.2d 989 (5th Cir., 1981)]

**Content-based English as a Second Language:** This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.

**DIBELS:** Dynamic Indicators of Basic Early Literacy Skills. A set of measures for assessing the acquisition of early literacy skills from kindergarten through fifth grade.

**ELP:** English Language Proficiency

**ELL:** English Language Learner. A national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

**ELP:** English Language Proficiency

**English as a Second Language (ESL):** A program of techniques, methodology and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

**Equal Education Opportunities Act of 1974:** This civil rights statute prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to

take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. [20 U.S.C. §1203(f)]

**FEP:** Fluent (or fully) English proficient.

**Informed Parental Consent:** The permission of a parent to enroll their child in an ELL program, or the refusal to allow their child to enroll in such a program, after the parent is provided effective notice of the educational options and the district's educational recommendation.

**ILP:** Individual Learning Plan

**Language Proficiency:** Refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.

**Lau v. Nichols:** A class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S. 563 (1974)]

**LEP:** Limited-English-proficient. (See ELL)

**MAP:** Measures of Academic Progress. Assessments that provide detailed, actionable data about where each child is on their unique learning path in reading language, math, and science.

**NCLB:** No Child Left Behind

**NEP:** Non-English-proficient.

**Sheltered English Instruction:** An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

**Sheltered Instruction Observation Protocol (SIOP):** A protocol that was developed to make content material comprehensible to English Language Learners, including teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge, and strategies for classroom organization and delivery of instruction.

**Structured English Immersion Program:** The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students, possessing either bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language.

**Submersion Program:** A submersion program places ELL students in a regular English-only program with little or no support services on the theory that they will pick up English naturally. This program should not be confused with a structured English immersion program.

**Title VI of the Civil Rights Act of 1964:** Title VI 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.

**WDE:** Wyoming Department of Education

**WIDA:** World-Class Instructional Design and Assessment

**WIDA ELP Standards:** WIDA English Language Proficiency Standards links language learning with state academic content standards and addresses educators' needs in pedagogy, assessment, and educational policy.

## Part 10: Appendix B - W-APT Screener and Cut Points

### WDE's Policy for Identifying ELL Students

1. Identifying ELLs in Wyoming
  - The **Home Language Survey (HLS)** should be administered as part of the enrollment process. Indication of a language other than English triggers the administration of an English Language Proficiency (ELP) screening assessment.
  - Under federal and civil rights laws, schools must identify all ELL students; this is typically done using a Home Language Survey and an ELP screening assessment. As part of the WIDA Consortium, Wyoming provides the W-APT screening assessment to all districts. There is no cost for the W-APT to districts, and the proficiency levels on this assessment are aligned to the ELP standards and the ACCESS for ELLs test.
  - If the ELP screening assessment results indicate that the student is an ELL, the student is placed in the appropriate ELL services based on the proficiency level indicated in the ELP assessment.
2. Under the Elementary and Secondary Education Act (ESEA) as amended by No Child Left Behind of 2001, Title III Language Instruction for Limited English Proficient and Immigrant Students . Public Law 107-110, January 8, 2002, Section 3302 Parental Notification:
  - Identification, screening and parental notification of eligible students is required **within 30 days of enrollment** at the **beginning** of the school year.
  - Once the school year is underway, the window for identification, screening and parental notification of eligibility is within **two weeks of enrollment**.
3. Kindergarten W-APT
  - If combined **Listening and Speaking Raw Score is less than 19**, then the student is deemed eligible for ELL services.
  - If combined **Listening and Speaking Raw Score is between 19 and 28**, the school will administer the Reading and Writing portions of the Kindergarten W-APT.
  - Unless the **reading score is 11 or higher and the writing score is 12 or higher**, the student will be deemed eligible for language assistance services.
  - If the combined **Listening and Speaking Raw Score is 29 or higher**, the student meets the minimum criteria for ELP.
4. Grades 1-12 W-APT
  - A student who scores **at 5.0 or higher on the W-APT** is deemed **ineligible** for ELL services
  - If the student scores **less than 5.0 on the W-APT**, the student is deemed **eligible** for ELL services

### Identification of Students from Another District or State

- › **In State Transfers** – If a student in a Wyoming school district transfers to another Wyoming school district and the HLS indicates that a language other than English has influenced the student's language, an attempt should be made to obtain documentation from the sending district regarding the student's ELL Status. The

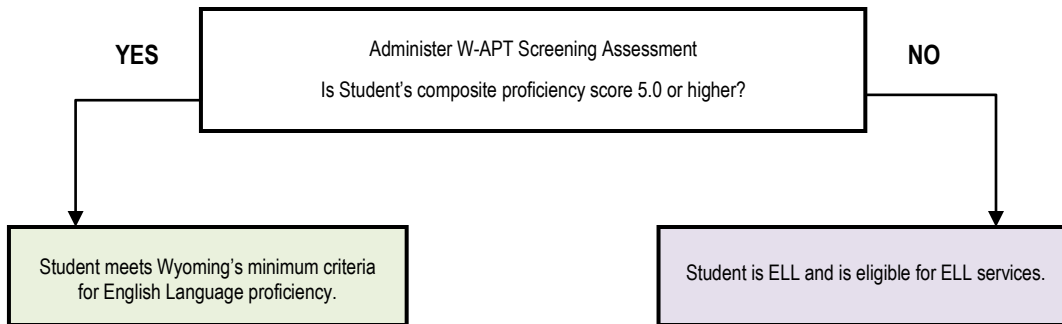
receiving district should attempt to get a copy of the student's ELP screening assessment results and, if available, ACCESS results for ELLs score reports. If this documentation confirms that the student is on Active ELL Status or on Monitor Status Year 1 or Year 2, the student is to be identified and reported as such by the receiving district. In this case, there is no need to test the student with an ELP screening assessment.

**NOTE: Documentation must be obtained within the mandatory timeframe for parent notification of identification and placement in ELL services. As mentioned above, parent notification is to be completed within 30 calendar days at the beginning of the school year or within 14 calendar days if the student enrolls mid-year.** If the district is unable to obtain proper documentation of the student's Active ELL Status or Monitor Year 1 or 2, then the district must screen the student using an ELP screening assessment and follow the typical Active ELL identification process.

- › **Out of State Transfers: WIDA State** – If a student from another state who is a member of the WIDA Consortium, transfers to a Wyoming school district and the HLS indicates that a language other than English has influenced the student's language, an attempt should be made to obtain documentation from the district in the sending WIDA State regarding the student's ELL Status. The receiving district should attempt to get a copy of the student's most recent ACCESS for ELLs score report. If this documentation confirms that the student is an Active ELL according to the established definition for English Proficiency set by the WDE, or on Monitor Status Year 1 or 2 based on when the student tested as English Proficient on the ACCESS for ELLs in the sending WIDA state, the student is to be identified and reported as such by the receiving district. In this case, there is no need to test the student on an ELP screening assessment. **NOTE: Documentation must be obtained within the mandatory timeframe for parent notification of identification and placement in ELL services. As mentioned above, parent notification is to be completed within 30 calendar days at the beginning of the school year or within 14 calendar days if the student enrolls mid-year.** If the district is unable to obtain proper documentation of the student's Active ELL Status or Monitor Year 1 or 2, then the district must screen the student using an ELP screening assessment and follow the typical Active ELL identification. **FURTHER NOTE: Wyoming does not accept the results of an ELP screening assessment from any other state as sufficient evidence of Active ELL Status. Only ACCESS for ELLs test results are acceptable evidence of Active ELL Status for students transferring from another WIDA State.**
- › **Out of State Transfers: Non-WIDA State** – If a student from another state who is not a member of the WIDA Consortium, transfers to a Wyoming school district and the HLS indicates that a language other than English has influenced the student's language, the district must screen the student using an ELP screening assessment and follow the typical Active ELL identification process.

## Wyoming W-APT™ Screener for Grades 1-12

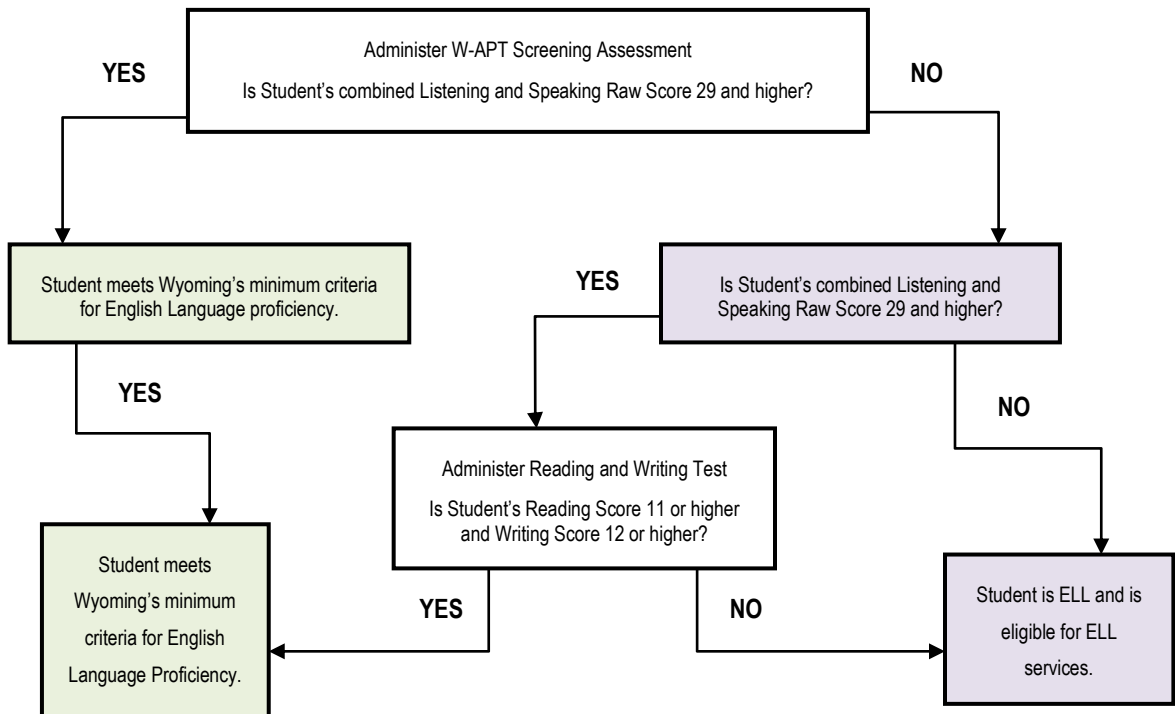
### Determining ELL Eligibility...



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## Wyoming W-APT™ Screener for Pre-K and Kindergarten

### Determining ELL Eligibility...



Part 11: Appendix C - Flowchart

# English Language Learner Flowchart

