

Washington County Public Schools

ESL Student Identification Plan

Title VI of the Civil Rights Act requires LEP students be identified as part of the enrollment process for all students. All Washington County Public School's principals and registration personnel will be given copies of this ESL Student Identification Plan and adhere to the guidelines listed below. Professional development training will be provided by the Central Office periodically.

STUDENTS NEW TO WCPS

1. Parents/guardians are asked to complete the Home Language Survey (in the Registration Packet) and indicate whether a language other than English is spoken at home and/or that the student was born outside the U.S.
2. School personnel who **manage student registration** information
 - Give a **copy** of the COMPLETED Home Language Survey (HLS) along with a copy of the first page of the Registration form to the ESL teacher assigned to the school. Make sure all information is provided on the forms.
 - Enter home language and birth country in PowerSchool.
 - File the registration form containing the original Home Language Survey (HLS) in the student's cumulative folder.
 - **Record the date** the HLS and the Registration Form is given to the ESL teacher for student screening. (Registration personnel must either scan and email or personally give a copy of these forms to the ESL teacher **within 3 days of registration in order to meet timelines.**)
3. ESL teachers cross-check HLS forms they receive with screening requests from the school registrar to identify potential ESL students. (A cross-check will be conducted at least each week for the first 30 days of school and every grading period throughout the school year by the ESL Coordinator to make sure ESL students are screened within 10 days of enrollment and screening scores are entered in PowerSchool.)
4. **Within the first week** after a student enrolls during the school year, the ESL teacher determines the student's English language proficiency in speaking, listening, reading, and writing by either:
 - Reviewing the most current ACCESS for ELLs or W-APT™ score report (should not be more than one year old) obtained in a transfer student's cumulative file or
 - Administering the W-APT.
5. ESL teachers use the W-APT screener assessment and the online calculator provided by World-Class Instructional and Design (WIDA) to interpret the student's W-APT raw scores. The online calculator will be used to print out the student's English Language Proficiency (ELP) level.
6. If the results of the screening indicate that the student needs ESL services **the Checklist for Newly Enrolled ESL Students** will be sent to the ESL Coordinator so W-APT or ACCESS scores can be entered into PowerSchool.

W-APT™

To interpret W-APT™ raw scores, ESL teachers should go to <http://www.wida.us/assessment/w-apt> and log in with division username and password. If you have forgotten the division access, call the Assessment Coordinator/DDOT. (Note: All ESL teachers will participate in the WIDA training modules and **pass the appropriate training assessments prior to administering W-APT or WIDA-ACCESS**. Copies of the quizzes from the training assessments will be sent to the ESL Coordinator.)

ACCESS for ELLs®

WIDA® ELP Levels	ACCESS for ELLs® Scores
Level 1	Composite Score of 1.0 through 1.9
Level 2	Composite Score of 2.0 through 2.9
Level 3	Composite Score of 3.0 through 3.9
Level 4	Composite Score of 4.0 through 4.9
Level 5	Composite Score of 5.0 through 6.0 and a Literacy Score less than 5.0
Level 6 (Year 1- Year 4) (Formerly LEP)	For kindergarten students: Accountability Proficiency Score; Composite Score of 5.0 or above; and Literacy Score of 5.0 or above.
Level 6 (Year 1- Year 4) (Formerly LEP) *Note: Formerly LEP students do not take the annual ELP assessment and are only included in the calculation for AMAO 3 (Adequate Yearly Progress) for reading/language arts and mathematics and the calculations for graduation cohort.	For students in Grades 1-12: Tier B or C; Composite Score of 5.0 or above; and Literacy Score 5.0 or above.

7. Within the **first 30 days** after the opening of the school year or within **10 school days** after a student enrolls during the school year, the ESL teacher will screen the student and notify parents/guardians of students whose English language proficiency level is 1-5 that they have been identified to participate in the ESL Program. ESL teachers will notify parent/guardian of the results of the screening by sending home a Program Parent Notification Letter or conferring with the parents/ guardians and an interpreter regarding the Program Parent Notification Letter.
8. Parents/guardians return the signed **Acceptance or Refusal of services letter**, granting permission for their student to receive ESL program services.
9. Parents may elect to refuse services for their student by signing the Refusal of Services Form indicating that they do not want ESL services for their student. If the services are refused, a meeting will be scheduled by the ESL teacher to discuss refusal of services.
10. In order to meet the federal Civil Rights guidelines, all limited English proficient students, whether or not served by the ESL program, are required to be assessed annually to measure gains in English language proficiency.
11. If the ESL teacher suspects that a factor other than knowledge of English has significantly contributed to a low performance on the English language proficiency assessment, the ESL teacher notifies the building principal to begin the process of convening a school-based child study meeting.

12. If classroom teachers are concerned with a student's performance and suspect that the student may have been missed during the initial enrollment process, the school-based ESL teacher should be contacted. The ESL teacher will review the student's permanent file to see if a Home Language Survey (HLS) was completed.
 - If a HLS was completed and a language other than English is spoken at home and/or that the student was born outside the U.S., the school-based ESL teacher initiates the screening process.
 - If a HLS was not completed, the student's parents/guardian will be contacted and a conference held to complete the survey with the help of the school's administrative assistant/registrar. An interpreter will be present if needed. Schools may request division assistance to arrange for interpretation.
 - If after the conference, the HLS information indicates that the screen process should begin, the school-based ESL teacher conducts the screening assessment.
 - If after the conference, the school determines that there is no change regarding the completion of the HLS, the school staff should look at other potential causes for the lack of student success.

STUDENTS CONTINUING IN WCPS ESL PROGRAM

13. ESL teachers use the results of the English language proficiency assessment (ACCESS for ELLs[®]) administered in the spring to determine the proficiency level of each student. (See Proficiency Level information in chart above.)
14. In September of each school year, based on assessed English Language Proficiency Level, ESL teachers
 - Send home Acceptance or Refusal Letters to students at Levels 1-5.
 - Send home Exit letters and/or Monitor Plan to students at Level 6.
15. Parents/guardians return the Acceptance or Refusal Letters, granting permission for their student to receive ESL program services or requesting a meeting with the ESL teacher to discuss refusing services.
16. Parents may elect to refuse services for their student by submitting a letter to the principal indicating that they do not want ESL services for their student. Signed copies of the Acceptance or Refusal of Service letters are to be filed in the students' Purple ESL folder. **Copies of all Refusal letters are required to be sent to the ESL Coordinator.**
17. In order to meet the federal Civil Rights guidelines, all limited English proficient students, whether or not served by the ESL program, are required to be assessed annually to measure gains in English language proficiency.

FOREIGN EXCHANGE STUDENT PARTICIPATION IN ESL PROGRAM

18. Foreign Exchange students who register in WCPS schools should also complete a Home Language Survey. While these students usually possess a medium to high level of competence in the English language in order to qualify for an exchange program, they **must be screened for ESL services** if their HLS indicates that a language other than English is spoken at home and/or that the student was born outside the U.S. Foreign Exchange students do not have to take the ACCESS test just screened using W-APT. See items 1-12 above.