**ESL Administrator Network Meeting Agenda**

**October 15, 2012**

<http://bciu-esl.wikispaces.com/>

* **LEP Status**
  + LEP Status (current ELL, monitor 1, monitor 2, no longer monitored, never an ELL) must be determined prior to and reported in the October Enrollment Snapshot.
  + LEP Status reported in October Enrollment Snapshot (current ELL, monitor 1, monitor 2, no longer monitored, never an ELL) must be the same LEP Status reported in subsequent data collections for 2012-2013. LEP Status does not change during the 2012-2013 school year.
  + LEP Data Collection Schedule – See chart
  + LEAs are responsible to report accurate data to PIMS and LEP System.
  + LEAs signature on Accuracy Certification Statement (ACS) attests that the data contained in PIMS or LEP System is true and accurate.
* **Common reporting errors to avoid:**
  + **Changing LEP Status:** LEP Status (ELL, MFLEP) for current SY must be determined and reported in PIMS October Enrollment data collection. LEP Status does not change during the school year.
  + **Missing ESL or Bilingual Program Participation**: All ELLs must be reported as 01 in student template (field 41) and must be reported as 031 in programs fact template (field 5)
  + **Continuing Title III Participation for Exited Monitored Former LEP Students**: When an ELL is exited, the participation code for Title III (019) and for ESL or Bilingual Program (031) must be ended in the programs fact template
  + **Counting Title III Served**: ALL current ELLs must be reported as Title III served if the LEA/Consortia accepts Title III funds
  + **Reporting Native Language Codes**: Native Language Codes must be reported for ELLs. Refer to ethnologue ([www.ethnologue.com](http://www.ethnologue.com/)) for variants of language names to determine accurate native language codes
* **ELL Placement** 
  + Student placement into an ESL or Bilingual Program must be based on the results of the Home Language Survey, the W-APT, and consideration of ***multiple criteria***.
  + From the Home Language Survey, LEAs identify students with a primary home language other than English (PHLOTEs). From the PHLOTE list, LEAs implement a process to identify students who are in need of English language instruction programs.
  + Based on **further information and the use of multiple criteria**, a PHLOTE student may be
    - formally assessed for English language proficiency (using the W-APT) and possible placement in an English language instructional program
    - exempted from a formal English language proficiency assessment
  + **Further information** can be gathered from additional questionnaires, meetings with parents/caregivers, meetings with students, and examination of documents pertaining to the student’s prior education.
  + **Additional questions** for parents/caregivers might include the following:
    - How many years did your child attend school in your native country? In the United States?
    - What grade was your child in at the last school he/she attended?
    - What language does your child most frequently speak at home?
    - What language do you use most frequently to speak to your child?
    - What is the language spoken most often by the adults in the home?
    - Can your child read in your native language? How well?
    - Can your child write in your native language? How well?

**Exemption from Formal Assessment:**

* There are certain scenarios that may preclude assessment if a student can demonstrate English language proficiency (ELP).
* Students should meet two of the following three criteria to be exempted from a formal ELP assessment. Student records for children from other states or school systems can be considered as part of the criteria.
  + Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies);
  + Scores on district-wide assessments that are comparable to the Basic  performance level on the PSSA;
  + Scores of Basic in Reading, Writing and Math on the PSSA or an equivalent assessment from another state.
* If the Home Language Survey, further information, and multiple criteria warrant formal assessment of English language proficiency for potential placement into an English language instructional program, Pennsylvania requires the administration of the W-APT as an initial measure of a student’s English language proficiency.
* Parent permission to assess is not required.
* W-APT scores, in combination with other multiple criteria, help to determine whether or not a student is in need of an English language instructional program.

**ESL Program of Instruction**

* ESL instruction must be delivered via curriculum aligned with PA’s Reading, Writing, Speaking, Listening Standards and the PA English Language Proficiency Standards.
* Planned instruction in ESL must include daily instruction supporting the program model chosen by the LEA.
* The PA ELPS are an overlay to academic standards and must be incorporated into instruction for ELLs by all teachers.

**WIDA’s English Language Development Standards**

* July 2012: WIDA’s 2012 Amplified English Language Development Standards
* Available at: <http://www.wida.us/standards/eld.aspx>
* Amplification of the standards, not a change to standards
* Not replacing 2007 WIDA Standards, but adding more examples:
  + Expanded strands
  + Complementary strands
  + Integrated strands
* No change to standards assessed on W-APT and ACCESS for ELLs
* Correlate to the Common Core Standards, Next Generation Science Standards
* Makes implicit elements of standards EXPLICIT (cognitive function, topical vocabulary, example contexts for language use)
* SY 2012-2013: PDE will be addressing the implications for PA ELPS and ELL Overlays

**ACCESS for ELLs – Demographic Reminders**

* Attribution of Tested ELLs: LEAs with students receiving education at an offsite location must ensure students are tested, and test administrator at off site location must ensure the students’ district of residence is indicated on the school header sheet with returned test materials
* Demographic Data Validation (Metritech and PIMS): concurrent data validation windows allow LEAs to ensure that data in PIMS is the same as data in Metritech. If this data is not corrected in April, a May validation is required, which delays the shipment of score reports.

**Alternate ACCESS for ELLs**

* Alternate ACCESS for ELLs will be operational in PA for administration during the 2013 ACCESS for ELLs Testing Window (January 28—March 8, 2013)
* Test ordering and precode labels will be handled at the same time as ACCESS for ELLs
* Alternate ACCESS is designed for ELL students who are significantly cognitively impaired
* Designed for the students who are administered the alternate state academic assessment (1-2% of population)
* Professional development for test administrators and guidance for the administration of Alternate ACCESS will be forthcoming (webinar - November 7, 2012?)

**ACCESS for ELLS**

* Listening Test will be media based in 2013-2014 –
  + audio CDs and online option with new test items
* Field Tested 2012-2013

**eMetric Data Interaction Tool**

* Includes 2010-2011 ACCESS for ELLs data. (Will include 11-12 data – in next month?)
* Webinar: October 30, 2012

**AMAO Status Reports**

* 09-10 AMAO Status Reports were released in February 2012
* 10-11 AMAO Status Reports were released August 6, 2012
* 11-12 AMAO Status Reports will be released in Fall 2012

**Professional Learning Community**

* *The English for Speakers of Other Languages (ESOL) Professional Learning Community will serve as a resource for ESL and content area teachers. We will discover and share materials and resources that are available to assist all teachers with setting appropriate expectations for English Language Learners so that they have access to the same rigorous, standards-based instruction as their native English speaking peers. This site will serve as an interactive discussion site for anyone interested in the achievement of ELLs.*
* To join: enter Teacher Tools and click on My Communities

**RtII and ELLs**

* WIDA growth reports
* Tier 1 – ESL instruction must be provided in all content areas based on the student’s level of English language proficiency (ELP)
* Tier 2 – May be extended ESL instructional time – what does that data show the student needs?
* Assessment Notes –
  + DIBELS is not normed for ELLs.
  + Must use multiple data - including ACCESS scores to determine appropriate interventions

**Next Meeting** – Monday - 12/17/12 - 8:30 – 10:30 a.m.

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