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Written Process and Procedures for Identifying, Assessing and Placing Eligible students into Parma EL program

1. **ENGLISH LEARNER DEFINED** The first step in providing services to English Learners (ELs) is to identify students registering for school who may qualify for placement into a district/charter Language Instruction Educational Program. EL students in Idaho are classified according to the Federal government definition as described in the Elementary and Secondary Education Act (ESEA) Section 3201(5).

2. Districts/Charters must not discriminate in how they approach identifying students whom may lack the English proficiency needed to achieve academic and career success. 2. To address these requirements the Idaho SDE in collaboration with the English Learner (EL) Advisory Group, developed a standardized Home Language Survey (HLS) that all districts may implement to start the EL identification process. To accurately and efficiently identify students who are potential English Learners, districts/charters are required to administer the Idaho HLS to all newly enrolling students to the state. The HLS is given during enrollment to assist districts/charters to identify students who may need English language support services, due to a limited amount of previous English language exposure. This is the first step in the process to determine whether a language other than English is dominant and determine the degree in which the student's English language proficiency is sufficient to access grade-level content leading to ultimate academic success. The HLS is designed to be the first piece of evidence gathered in deciding to administer an English language proficiency screener to a student. All responses to the HLS should be stored in the students cumulative file to assist school teams in understanding a holistic picture of the student's language background. **HOME LANGUAGE SURVEY IMPLEMENTATION** The HLS is given to a parent/guardian during the initial enrollment of a student into an Idaho public district/charter school. Districts/Charters should communicate clearly to the parent/guardian on how the school uses the HLS to assure the responses given on the statewide HLS are accurate and reflect the possible influence of other language(s) on the child's ability to use English as a medium to access instruction within the classroom. Many factors can contribute to misleading data given on a HLS (e.g., parents may think English is the "right" answer; not understanding the intent of the HLS; and reporting languages their child is exposed to through studies or television). If the data seems incorrect or is unclear, the

district/charter may choose to contact a parent/guardian for clarification on the information provided in the HLS. The “EL Programming Flowchart” (Appendix A) can be used along with the “Decision to Assess Matrix” (Appendix B) as tools to assist when evaluating a student’s HLS to determine whether a student should be screened for English language proficiency.

3. Prior to administering an English language proficiency screener assessment (Kindergarten WAPT or WIDA Screener), district/charter personnel must first check the English Learner Management System (ELMS). District/Charter personnel assigned to an ELMS Editor or ELMS Viewer role (assigned in ISEE Admin Tool User) are able to find student profiles to make immediate programmatic decisions for incoming students who may already be ELs, exited ELs, or potential ELs who need to be screened for English language proficiency. For more detailed information regarding ELMS, please reference the Idaho SDE Applications Portal webpage (<https://apps2.sde.idaho.gov/>) and click on ELMS. Users will find the “ELMS Manual” on the ELMS home page.

4. The next step in the identification process, after administering the statewide HLS and checking ELMS, is to determine whether the student meets all components of the English Learner definition. The HLS is a tool to identify potential students for English language proficiency screening. District staff should also use incoming student cumulative records to see if there is any information indicating that the student was previously identified and receiving EL services from their sending district/charter. Cumulative files can also be used to glean information regarding the student’s performance and whether the language on the HLS impacts their ability to access content instruction delivered in English.

It is not necessary to administer a screener in the following scenarios:

- If the student already has English learner status in ELMS. The student’s EL status indicates: L1, LE, EW, X1, X2, X3, X4, FLEP, SO.
- If the student’s cumulative file/record contains WIDA assessments from another state. o Any WIDA assessment score (W-APT, ACCESS, ACCESS 2.0, Alternate ACCESS,) can be used to determine immediate placement into the receiving district/charter’s EL program.
- If the student has screener scores that meet Idaho’s screen out criteria. If the student has ACCESS scores that meet Idaho’s exit criteria.
- If the student has an EL Exit Form from another state regardless of the language proficiency test used to determine exit criteria.

It is necessary to administer a screener in the following scenarios:

- If a student's EL History in ELMS states "No EL History." This student does not have an English language proficiency score that would have already qualified them as a current EL (any previous WIDA assessment(s) or IELA assessment).
- If the student has current non-WIDA (e.g., LAS, ELPA 21, TELPAS, etc.) language proficiency assessment reports that qualify them as an EL in their cumulative file. For students meeting the criteria for administration of a language screener, district/charter EL staff must administer the appropriate language proficiency screener (Kindergarten W-APT or WIDA Screener) to determine district/charter LIEP eligibility.