Kentucky Department of Education

# Quick Reference Guide: Implementing District English Learner (EL)/ Limited English Proficient (LEP) Programs

A toolkit containing informational flowcharts to support narratives about English Learner/Limited English Proficient programs in Kentucky

# Quick Reference Guide Implementing English Learner (EL)/ Limited English Proficient (LEP) Programs

This document was developed by the Title III Program at the Kentucky Department of Education. It was created as a quick reference guide or toolkit providing a flow chart of all components relating to implementing a district English Learner (EL)/Limited English Proficient (LEP) program. The information contained in this reference guide is based on the federal and state regulations and Office of Civil Rights program requirements. On the Kentucky Department of Education Website, the English Learner webpage provides detailed narrative information about each of these elements. The link to that site is

http://www.education.ky.gov/KDE/Instructional+Resources/English+Learners/

The last page of this document contains the links to the specific topics found on the English learner webpage. Each link contains more detailed information in narrative form about each topic.

The following topics/flowcharts are covered in this document.

- > Developing EL/LEP Programs Overview Steps
- > Title III Classification of EL/LEP Students
- Guidelines for English Language Proficiency Assessment and Monitoring Former EL/LEP Students
- ➤ District EL/LEP Program Review/Evaluation Process
- > Determining EL /LEP Services & ACCESS for ELLs® Participation
- > EL/LEP & Immigrant Funding Allocation Timeline

# Kentucky Department of Education Title III – Developing EL/LEP Programs Overview Steps

# STEP 1: EDUCATIONAL APPROACH

The district must select a sound educational approach for providing English language development and meaningful participation in content

### **Step 2: IDENTIFICATION**

The district is responsible for identifying all students potentially needing EL/LEP services.
(Administer Home Language Survey to ALL students enrolling in your district)

### STEP 3: ASSESSMENT

The district is responsible for assessing each identified potential EL/LEP student for English proficiency. (Administer W-APT)

# STEP 4: PLACEMENT INTO EL/LEP PROGRAM SERVICES

The district is responsible for providing its EL/LEP students with a program of services consistent with its chosen educational approach.

### **STEP 5: STAFFING AND RESOURCES**

The district is obligated to provide the necessary resources and staffing to implement the educational approach selected.

# STEP 6: TRANSITION FROM EL /LEP SERVICES

The district is responsible for implementing state criteria for exiting an EL/LEP student from the EL/LEP program into regular program participation.

### STEP 7: MONITORING

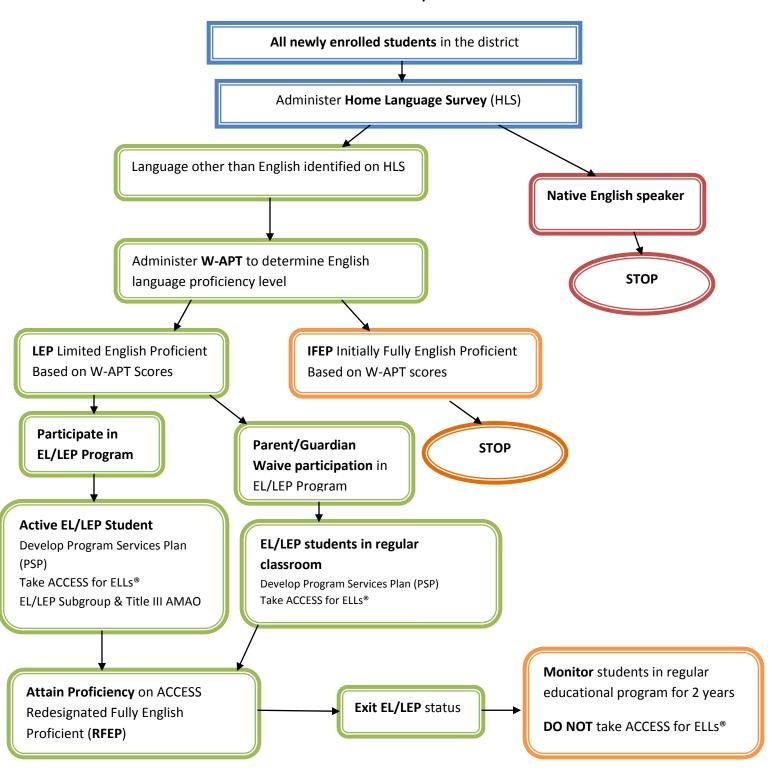
The district will ensure that students transitioned from the EL/LEP program will meaningfully participate in the education program. (Students are monitored for two years after being Redesignated Fully English Proficient (RFEP).

### **STEP 8: PROGRAM EVALUATION**

The district will develop evaluation procedures to periodically evaluate and revise its EL /LEP program.

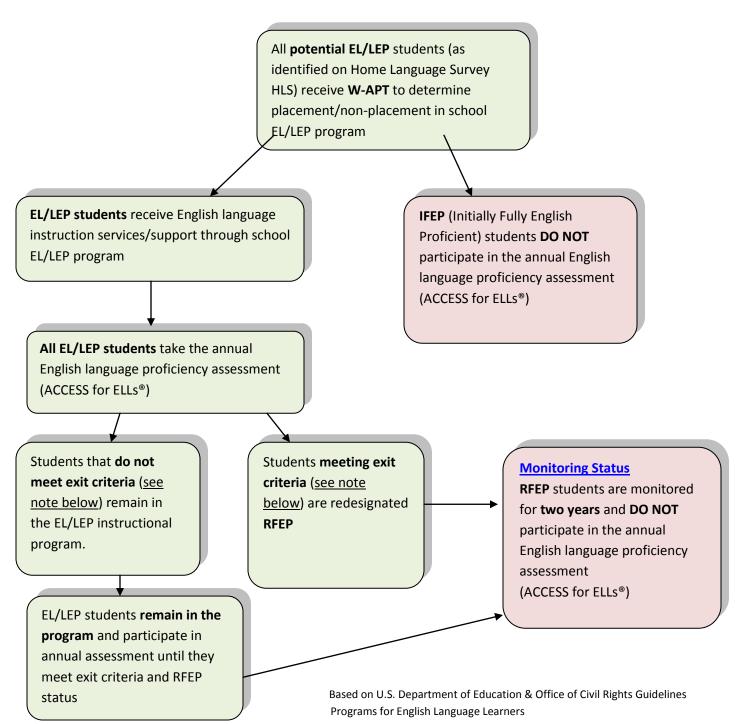
Based on U.S. Department of Education & Office of Civil Rights Guidelines Programs for English Learners

# Kentucky Department of Education Title III Classification of EL/LEP Students



# Kentucky Department of Education Title III – EL/LEP and Immigrant

### Guidelines for English Language Proficiency Assessment and Monitoring Former EL/LEP Students

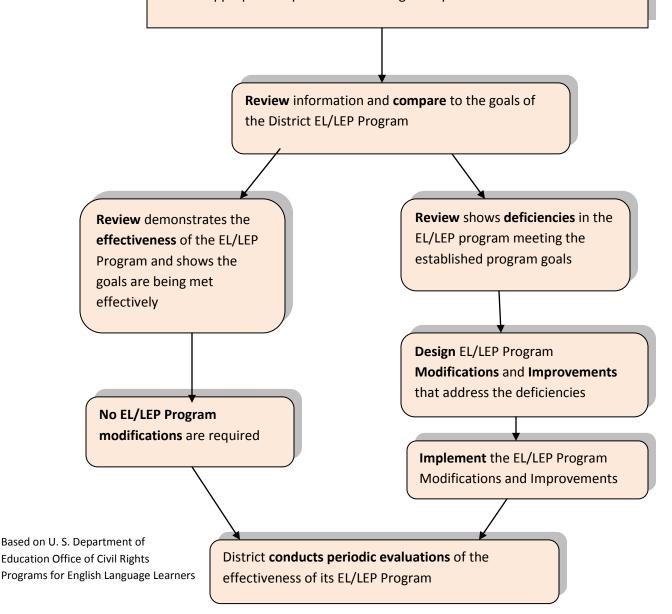


Exit criteria – Overall composite 5.0 or higher on Tier B or Tier C AND 4.0 or higher in Literacy on Tier B or Tier C of ACCESS for ELLs®

# Kentucky Department of Education Title III – EL/LEP & Immigrant District Program Review/Evaluation Process

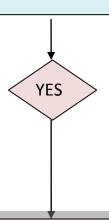
### Collect information on the following areas:

- > Implementation of the EL/LEP Program
- ➤ Effectiveness of the EL/LEP Program in meeting its goals for students
  - o English language development
  - Participate meaningfully in educational program
- Appropriate input from knowledgeable persons and stakeholders



# Kentucky Department of Education Determining EL/LEP Services and ACCESS for ELLs® Participation

Is the student's **ACCESS overall composite** score **5.0** or higher on **Tier B** or **Tier C AND 4.0** or higher in **Literacy** on **Tier B** or **C?** 



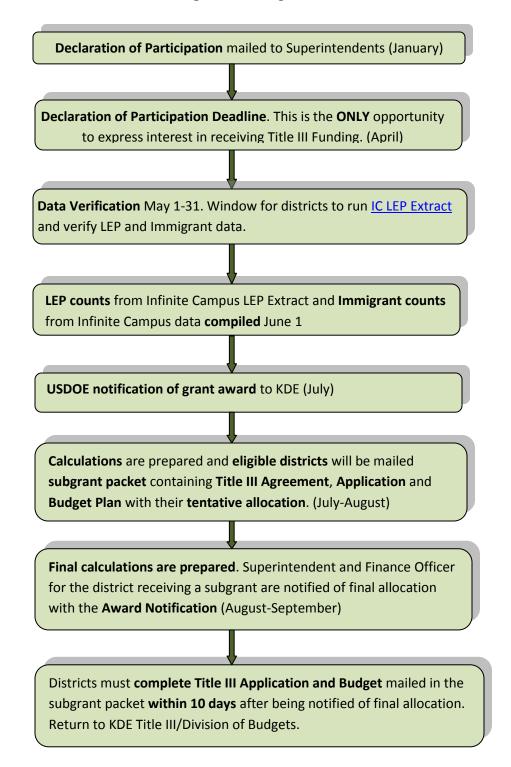
Student remains in EL/Limited
English Proficient (LEP) Status

NO

- Student is ready to exit EL/
   LEP status.
   Follow guidance for entering
- Follow guidance for entering EL/LEP data in Infinite Campus using the <u>Infinite Campus Data</u> <u>Standards for EL/LEP Students</u>
- ➤ Monitor Progress for 2 years
- > Student does not take ACCESS
- Student does not have a Program Services Plan
- Student does not receive assessment accommodations.

- ➤ Follow guidance for entering EL/LEP data in Infinite Campus using the Infinite Campus Data Standards for EL/LEP Students
- Update student's Program Services Plan
- Student participates in ACCESS for ELLs® yearly assessment

# Kentucky Department of Education Title III – EL/LEP and Immigrant Funding Allocation Process Timeline



### Links for More Information on topics contained in this document

To find more information on the topics below go to:

http://www.education.ky.gov/KDE/Instructional+Resources/English+Learners/

Developing District EL/LEP Plan

English Language Proficiency (ELP) Assessments (W-APT and ACCESS for ELs®)

Funding for English learners

Home Language survey

**Infinite Campus Data Collection and Reporting** 

**Monitoring Former English Learners** 

Program Services Plan

WIDA Consortium – information about ELP Assessments

www.wida.us

W-APT Scoring Grades 1-12

http://www.wida.us/assessment/w-apt/scoring.aspx

W-APT for Kindergarten

http://www.wida.us/assessment/w-apt/Kindergarten.aspx