

2019-20 Language Minority Student/English Learner Data Entry Webinar

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Goal/Purpose

- Goal: to inform districts regarding ADE expectations regarding data reporting related to Language Minority Students/English Learners for 2019-2020
- Promoting efficiency of data collection consistent with Act 1181 of 2015, as codified in Ark. Code Ann. § 6-10-129



ESOL Coordinator Contact Information

- ALL Districts must enter ESOL Coordinator contact information in eFinance
 - Name
 - Email
 - Phone Number
 - Fax Number
 - Cell Number
- Title III Districts must enter Title III Federal Grant Coordinator contact information in eFinance
- See “contact persons” on pages 33-35 of 2019-2020 SIS Manual



Cycle Reports Containing EL Info

Report ID	Report Name	Cycle
Rpt044	Contact Persons (District)	1,2,3,4,5,6,7,8,9
Rpt117	Federal Programs – Private Schools	6
Rpt330	District Student ELL Information	2, 3, 4, 5, 6, 7
Rpt332	District Home Language	2
Rpt430	School Student EL Information	2, 3, 4, 5, 6, 7
Rpt432	School Home Language Report	2

Data from other Cycle Reports concerning dropouts, retentions, school aged students, etc. will be accessed as needed for federal reporting requirements regarding English Learners.



Foreign Exchange Students

- Treat these students as you would any other student concerning screening, identifying, and serving for EL services
- Must complete a Home Language Usage Survey and screen if anything other than English. Place in ESOL services if qualified.
- Parents/Guardians have right to decline services as do all other parents.
- [Serving Foreign Exchange Students](#)
- [COM-19-110](#)



Arkansas English Learner Entrance and Exit Procedures—ESSA Required

Arkansas English Learner Entrance and Exit Procedures

Arkansas English Learner Entrance and Exit Procedures Entry/Exit Manual

- › Commissioner's Memo LS-- Arkansas English Learner Entrance and Exit Procedures Manual (Coming Soon)
- › ADE Webinar on Arkansas English Learner Entrance and Exit Procedures Manual—September 4, 2018 ([PDF](#)) ([Video](#))

Arkansas Professional Judgment Rubric-Exit Criteria Guidance (PDF)

- › Commissioner's Memo LS-18-093 - Arkansas Professional Judgment Rubric/Exit Criteria Guidance
- › ADE Webinar on Professional Judgment Rubric - Exit Criteria ([PDF](#)) ([Video](#))

Arkansas Home Language Usage Survey-Required for ALL new students
(Commissioner's Memo LS-18-083 - Required Home Language Usage Survey, Entry/Exit Procedures, ELPA21 Screener, Summer Training)



Arkansas English Learner Entrance and Exit Procedures—ESSA Required

Required Forms

Form	English	Arabic	Lao	Marshallese	Spanish	Vietnamese
Arkansas Home Language Usage Survey (See Commissioner's Memo LS-18-083)	DOCX	DOCX	DOCX	DOCX	DOCX	DOCX
	PDF	PDF	PDF	PDF	PDF	PDF
Arkansas HLUIS Verification Form	DOCX PDF	N/A	N/A	N/A	N/A	N/A
ADE Language Minority Student Exit-Monitoring Form	DOCX PDF	N/A	N/A	N/A	N/A	N/A



Arkansas English Learner Entrance and Exit Procedures—ESSA Required

Sample Forms

Form	English	Arabic	Lao	Marshallese	Spanish	Vietnamese
Sample Initial or Annual LPAC Placement Form	DOCX PDF	N/A	N/A	N/A	N/A	N/A
Sample Parent Notification Letter—Initial or Annual Identification with ELPA21	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF
Sample Parent Waiver Letter	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF
Sample Parent Notification of Exit Letter	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF

Sample Monitoring Continued Parent Letter	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF
Sample Monitoring Completed Parent Letter	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF
Sample Parent Notification of Return to English Learner Status	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF	DOCX PDF
Sample LMS transfer data/records request form	DOCX PDF	N/A	N/A	N/A	N/A	N/A

Districts must have a form for these purposes—samples are provided.



Arkansas Entrance/Exit Procedures for LMS/EL Students

- Entrance Procedures

- **Timeline:** All Arkansas students who may be English Learners will be assessed, placed, and parents notified of the placement within the first 30 days of enrollment at the beginning of the school year or within two weeks of enrollment thereafter.

- Exit Procedures

- **Timeline:** LEAs will annually review every identified English Learner's progress in acquiring English.
 - This review will be conducted by a site based Language Proficiency and Assessment Committee.
 - Annual reviews will include a committee analysis of ELPA 21 summative assessment scores and other available student performance data.
 - Exit decisions must be made by and documented in eSchool no later than September 30th of each school year.

**See Entrance/Exit Procedure Manual with Accompanying Webinar
Posted on English Learners' Webpage**



Identifying LMS/ELs

All districts must have a process for identifying potential ELs (Language Minority Students).

- 1) Administer a **Home Language Usage Survey** to **all** students upon initial enrollment.
- 2) Screen those who answer anything other than English on the HLUS/HLUS Verification Form with **ELPA21 screener** or **summative test**



How To Process a Student's HLU S

1. Notify ESOL Coordinator of any student with an answer other than English.
2. File a copy in the student's cumulative folder for **all** students.
3. If **any** language other than English is indicated, enter that language in the eSchool "Home Language" field on the student summary page under registration. Otherwise, enter "English" in the eSchool "Home Language" field.
4. If a guardian indicates preference for communication in a language other than English, enter the chosen language in eSchool guardian contact information under the general information tab.



Caveats to Consider for LMS Determination

- Conduct parent interview to verify language if truly being a Language Minority Student is in question
- False Positives--If NOT truly a Language Minority Student:
 - File completed HLUS Verification Form indicating why other language indicated on HLUS with the student's HLUS,
 - Enter "EN" for English as "Home Language" in eSchool
- False Negatives—If all English on HLUS + Evidence of a language other than English used by student and/or family
 - File completed HLUS Verification Form indicating evidence of a language other than English present to a significant extent and specific language with the student's HLUS,
 - Enter the other language as "Home Language" in eSchool



Caveats to Consider for LMS Determination

- “Dora the Explorer” reason for putting Spanish on HLS **(NOT a Language Minority Student=False Positive)**
- HLUS indicates French spoken in home. Upon visiting with child and family, it is discovered that French was listed because family is learning French in order to visit France in the future **(NOT a Language Minority Student=False Positive)**



Caveats to Consider for LMS Determination

- 5th grade student was in English only home until two years ago when dad remarried and step-mom speaks Spanish fluently **(NOT a Language Minority Student=False Positive)**
- Child grew up in a Marshallese speaking home until age 4 and was then adopted by English only family. **(YES—is a Language Minority Student)**



Caveats to Consider for LMS Determination

- Kindergarten student comes from home where Spanish spoken by parents. Student is very limited in any language due to a possible disability and hard to test for any language proficiency. **(YES—is a Language Minority Student)**

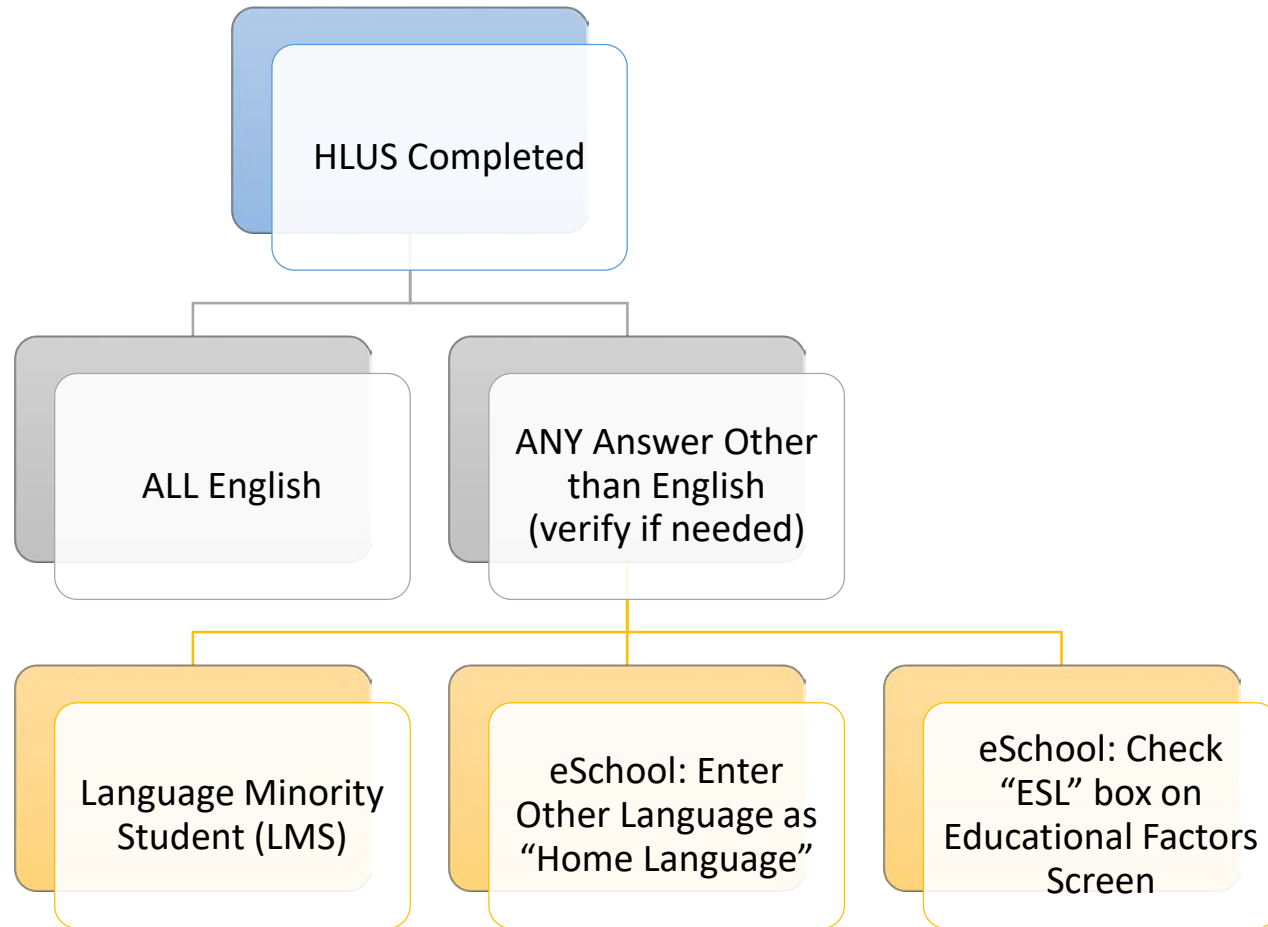


Caveats to Consider for LMS Determination

- HLUS is all English and family needs an interpreter. Upon visiting with family, it is determined student has lived with them since birth. **(YES—is a Language Minority Student=False Negative)**
- HLUS is all English. Parent and student converse in a language other than English. Upon visiting with parent/student, it is determined they have known this other language for years. **(YES—is a Language Minority Student=False Negative)**
- Current HLUS is all English. Paperwork from prior district indicates a language other than English on their Home Language Survey and/or student was identified as an English Learner. Upon visiting with family, it is determined they now prefer English, but did use other language more in the past. **(YES—is a Language Minority Student=False Negative)**



Identifying Language Minority Students in eSchool



Student Summary



District Registration Information

Family/Census Number

County of Residence

District of Residence

Alternate District

Attending District

Alternate Building

Alt Accountability Building

State Building of Residence

Home Language

1) Home Language: ANY language other than English on student's HLUS/HLUS Verification Form must be listed, otherwise default is to "EN"

EN - English

Native Language

US Enrollment Date

1



Contact



Unsaved Changes

Name		General	
Contact Type*	G - Guardian	Salutation	
Title		Home Language	DA - Danish x
First Name*	Joseph	Language of Correspondence	DA - Danish x
Middle Name		Use Language for Mailings	<input checked="" type="checkbox"/>
Last Name*	Banks	Employer Name	
Generation		Education Level	

2

2) Language of Correspondence: ask family; indicate preferred language; check box “ Use Language for Mailing” if not “EN”



Educational Factors	
Classification	
Meal Status	
Academically Disadvantaged	
Homeless	
504 Plan	No
ESL	Yes
Current Student Success Plan	No
At Risk	No
At Risk Calculation Ovr	No
IEP	No
IEP Status	

ESL—Checked as “yes” if the student’s HLUS or HLUS Verification Form has ANY language other than English indicated.

All students with “ESL” checked are considered “Language Minority Students” for state and federal reporting purposes.



Approved Screener/Placement Test

**ELPA21 Screener available August 2, 2019—
REQUIRED for screening students since the 2018-19
school year**

[2019-2020 ELPA 21 LiveBinder Link](#) (goes live August 1, 2019)

District should use current ELPA21 Summative scores, if available, on transfer students.



ELL Fields

ELL Entry/Exit	Not Assigned	ESL/ELL Waived Date	<input type="text"/>
ESL/ELL Monitored	<input type="text"/>	ELD Program Type	<input type="text"/>
Core Content Access	<input type="text"/>		

ELL Entry/Exit—Links to the ELL Program Screen

Not assigned=student is not a current English Learner (Never was EL or has an Entry and Exit date on ELL Program Screen and is a former EL)

Yes=student is a current English Learner (Only has an Entry Date AND Value box checked on ELL Program Screen)



ELL Fields

ELL Entry/Exit Not Assigned

ESL/ELL Monitored

Core Content Access

ESL/ELL Waived Date

ELD Program Type

(NEW) Language Instruction Education Program (LIEP)-ELD Program Type- Indicates the primary type of English Language Development (ELD) service being provided to an English Learner.

PI-ELD Push-in

PO-ELD Pull-out

EM-ELD Embedded

CP-ELD Class Period

NP-Newcomer Program

DS-Declined ELD services

[Language Instruction Educational Program \(LIEP\) Data Codes Detailed](#)



ELL Fields

ELL Entry/Exit: Not Assigned

ESL/ELL Monitored: [Dropdown]

Core Content Access: [Dropdown]

ESL/ELL Waived Date: [Date Picker]

ELD Program Type: [Dropdown]

(NEW) Language Instruction Education Program (LIEP)-Core Content Access-

Indicates the primary method by which the school provides meaningful access to the full curriculum to an English Learner.

SI- Sheltered Instruction

CC-Content Classes with Integrated Support

NP- Newcomer Program

DS- Declined Access to Core Content Services

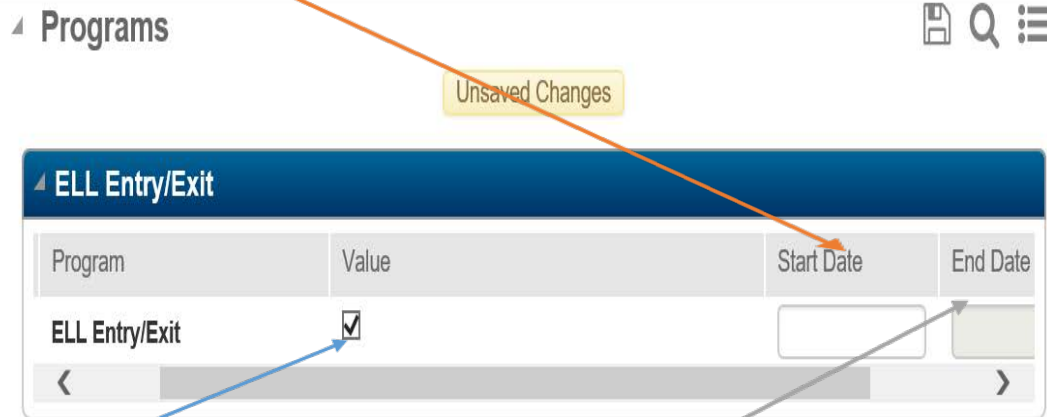
Language Instruction Educational Program (LIEP) Data Codes Detailed

Other evidence-based, researched services models can be used as determined effective at district discretion; however, one of the codes in the lists provided must be used in the EL data collection.



ELL Program Screen

The “**Start Date**” is the date the student entered a U.S. school for the first time, (K-12), regardless if the entry was in Arkansas or another state.



The screenshot shows a software interface for managing ELL programs. At the top, there is a 'Programs' header with a search icon and a menu icon. Below this is a yellow 'Unsaved Changes' notification. The main content area is titled 'ELL Entry/Exit' and contains a table with the following structure:

Program	Value	Start Date	End Date
ELL Entry/Exit	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>

Annotations include an orange arrow pointing from the text above to the 'Start Date' column header, a blue arrow pointing from the text below to the checkmark in the 'Value' column, and a grey arrow pointing from the text below to the 'End Date' column header.

Enter a check (✓) as the value if student is identified as an English Learner.

The “**End Date**” is AFTER the student meets state criteria for Former English Learner status and is no longer eligible to participate in the ESL/ESOL program/services.



Unsaved Changes

ELL Entry/Exit				
Program	Value	Start Date	End Date	
ELL Entry/Exit	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	

****ELL Entry/Exit Date – Arkansas Testing/Assessment ID field**

Note: ELL Program is not closed out unless the student has met the state exit criteria and tested out of the program. This applies even when withdrawing the student.

Do NOT put an “End Date” when student withdraws from the school! Leave all EL data as is at point of withdrawal from school.



Actions	Program	Value
+	ELL Entry/Exit	<input type="checkbox"/>

Save Cancel

NON-EXAMPLE

Notice—the “Value” box is NOT checked. This student would NOT show up as an English Learner!!!



ELL Fields

ELL Entry/Exit Not Assigned

ESL/ELL Monitored

Core Content Access

ESL/ELL Waived Date

ELD Program Type

ESL/ELL Waived Date – The EL student’s parent signed the form waiving ESL/ESOL services for the student. ****Arkansas Testing/Assessment ID field.**

English Learners have four possible service combinations:

- 1) In full ESOL program (both ELD and Core Content Access)
- 2) Only in ELD program/Declined Core Content Access
- 3) Only in Core Content Access/Declined ELD
- 4) Declined ELD and Core Content Access

NOTE: ELs in all four service combinations must still participate in Spring ELPA21 Summative until the student meets exit criteria.



ELL Fields

ELL Entry/Exit	Not Assigned	ESL/ELL Waived Date	<input type="text"/>
ESL/ELL Monitored	<input type="text"/>	ELD Program Type	<input type="text"/>
Core Content Access	<input type="text"/>		

ESL/ELL Monitored – A student who met state exit criteria and no longer eligible for ESL/ESOL services and whose academic progress is being monitored for FOUR years in the regular educational classroom as required by Federal law. **(This includes LM students initially placed as exited from ESL/ESOL services and never EL.)**

M1-Monitored Year 1

M2-Monitored Year 2

M3-Monitored Year 3

M4-Monitored Year 4

New → *MC- Monitoring Complete*

****Arkansas Testing/Assessment ID field.**



Exit Criteria Guidance

- ELPA21 proficiency profile score of “Proficient”
- Professional Judgement Rubric score of “Proficient”
 - See [Commissioner’s Memo LS-18-093](#)
 - See webinar on ADE English Learner’s webpage




Data Entry for Title III Participation/Eligibility

If district is a Title III district and student is a Language Minority Student, mark “Y” (check) in the Title III field on the SIS/Misc Items page. **MARK THIS FOR CURRENT EL AND MONITORED FORMER EL!!**

SIS/Misc Items

SIS/Misc Items Fields

Transported	<input type="checkbox"/>	Travel Code*	B - Bus
Consolidated School's LEA	<input type="text"/>	Preschool*	NA - NOT APPLICABLE
21st CCLC Program	<input type="checkbox"/>	Gifted/Talented	Not Assigned
Smartcore Waiver	<input type="checkbox"/>	ADM Part-Time Percentage	<input type="text"/>
Supplemental Services	<input type="checkbox"/>	Supplemental Provider	<input type="text"/>
Facility Name	<input type="text"/>	Title I Eligible	<input type="checkbox"/>
Title III Eligible	<input checked="" type="checkbox"/>	Displaced District	<input type="text"/>
State of Displaced District	<input type="text"/>	ACT 514 Military Dependent	<input type="checkbox"/>
ACT 514 Military Branch	<input type="text"/>	Twin	<input type="checkbox"/>
Unaccompanied Youth	<input type="checkbox"/>	SBMC	<input type="checkbox"/>
AAA Activity	<input type="checkbox"/>		



Immigrant Definition

• *A student who is:*

1. Between the ages of 3 and 21

2. Who was not born in any state

3. Has not attended one or more schools in any one or more states for more than 3 full academic years (K-12).

Value = Y/N

(Note: Not all EL are Immigrant; Not all Immigrant are EL)

Definition provided by USDOE



Personal



Race*

Order*	Race*	
1	W - White	<input type="checkbox"/>
		<input type="checkbox"/>

Federal Code 6 White

ELL Years

Not used by state

Migrant

Migrant ID

Immigrant

Immigrant - Checked if the student meets federal qualifications for an immigrant.



Immigrant Status is not EL/ELL Status

- Immigrant Status is not dependent on EL/ELL status
 - A recent immigrant may be an EL/ELL student
 - A recent immigrant may be FEL (Former English Learner)
 - A recent immigrant may be an English only student
- ESOL program staff will not be the only staff maintaining this data entry. Building staff responsible for eSchool data entry will have to maintain this data for English only students. (Districts need to determine exactly who will maintain this data based on district parameters.)



Determining ELL Funds 2019-20

- Based on the number of English Learners (ELs) identified by each school district
- Determination will be made utilizing Cycle 2 data retrieved from eSchool
- DESE will pull the APSCN Language Minority Student (LMS) Error Report data on the first Saturday in October for all districts. If this is not “clear” for a district, the district may be required to correct data and submit separate data reports to DESE.

New • \$345 per EL student, K-12

Run your eSchool/COGNOS LMS Error Report daily/weekly to ensure it is clear of errors!!



English Language Learner Funds Calculation

Based on Cycle 2

When the **value box** is checked next to the “ELL Entry/Exit Start Date” **AND** there is an **English Learner Start Date**, that is registered as “ELL=Y” and the student is counted as an English Learner for ELL Categorical Fund purposes and federal data reporting purposes

COGNOS Report—“Language Minority Student Error Report”

Critical to run this regularly!!

Call Tresa Cotton at 479-267-7450 for help with this.

Must be clean on first Saturday in October when DESE pulls statewide report



ELL Funding Approved Expenditures

- 5.04 ELL funding shall be expended for eligible activities including, but not limited to, the following:
- 5.04.1 Salaries for ELL-skilled instructional services (not supplanting district financial obligations for providing teachers for ELL students).
 - 5.04.2 Funds for teacher training, consultants, workshops, and ELL course work, including ADE sponsored training programs.
 - 5.04.3 Released-time for ELL program development.
 - 5.04.4 Selection and purchase of language-appropriate instructional and supplemental (enrichment) materials for ELL students (including computer-assisted technology and library materials).



ELL Funding Approved Expenditures

- 5.04.5 Language and cultural skills training for school-based health service providers, counseling service providers, and community liaison staff as needed to serve ELL students.
- 5.04.6 Assessment activities, which include test administration, identification, placement, and review of ELL student academic progress, as well as evaluation activities to determine the effectiveness of the district's ELL program.
- 5.04.7 Funds for the implementation of supplemental instructional services for ELL students.



ESOL Tools

- Consult the [ESOL Program Guide](#) on ADE's [English Learners' Website](#)
(The Arkansas Entrance/Exit Procedures Manual overrides the section on identification and monitoring—in process of being updated.)
- Consult the Data Reporting documents in the ADE EL Presentations section of the English Learner webpage
 - PDF of this webinar
 - Recording of this webinar
 - [COGNOS Reports Information 2019-20](#)
 - [EL Data Entry Flow Chart](#)
 - [Back to School Checklist for LMS/EL Data Entry](#)



ADE English Learners Listserv

K-12 ENGLISH LEARNER LIST

- The ADE English Learners Listserv is designed for educators working with English Learners in the state of Arkansas in Grades K-12. The purpose is to communicate information regarding technical assistance, professional development, and opportunities for schools with English Learners.

To enroll, go to:

http://lists.state.ar.us/mailman/listinfo/ade_english_learners

- You will need to respond to the confirmation email to finalize enrollment!



ADE English Learners Listserv

Once a member, you may submit a message to;
ade_english_learners@lists.state.ar.us

You may unsubscribe at any time.

List Administrators:

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ADE ESOL Team

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