

Enrollment-Exit Protocol Language Programs for ELLs

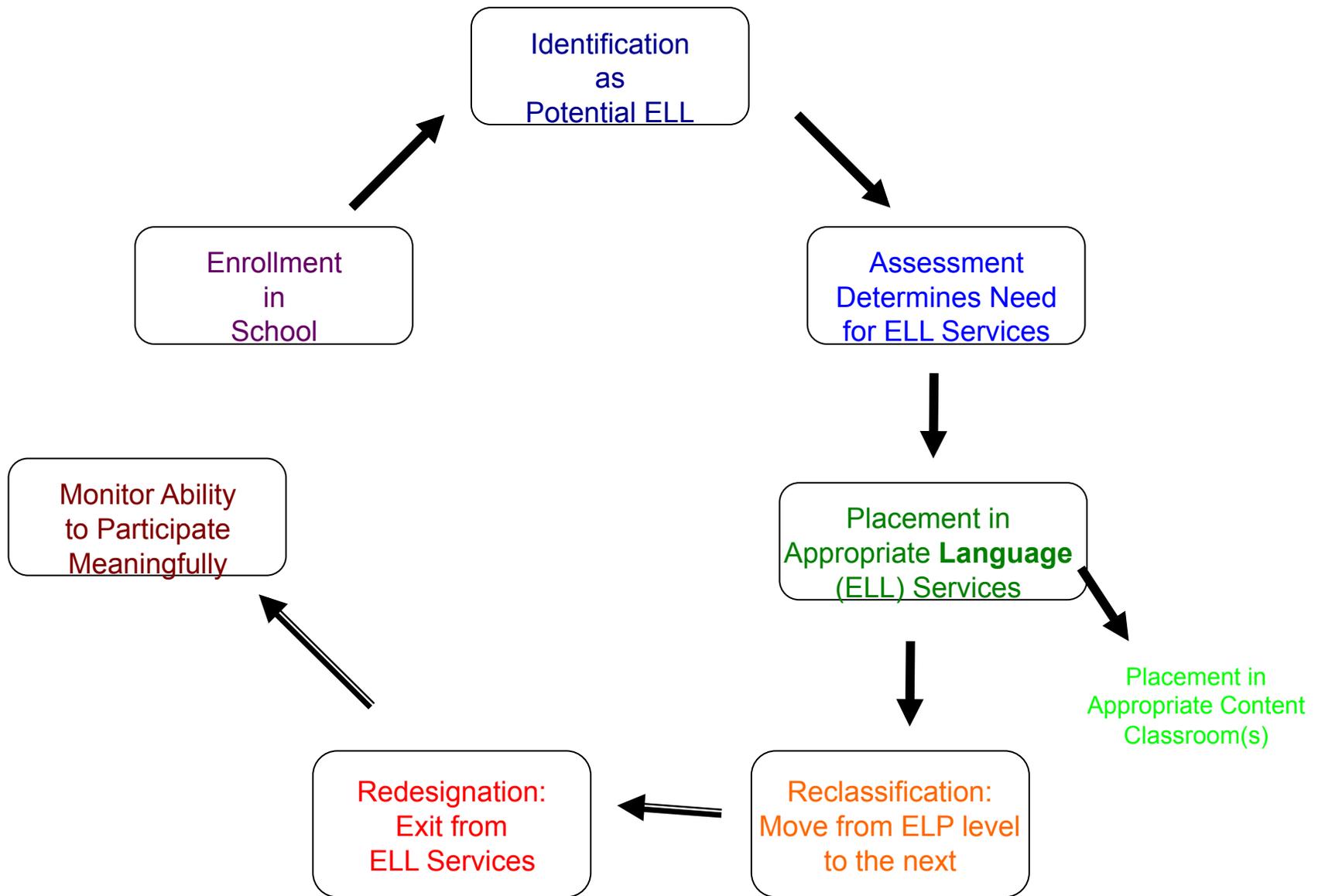


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Overview: Progression of ELLs in ESOL Program

- Enrollment in school/district
- Identification as potential ELL
- Assessment
 - determines need for services
- Placement
 - to receive appropriate services (content & language)
- Reclassification
 - as English Language Proficiency level changes
- Exiting from ELL services
 - redesignation to FEP (Fluent English Proficient)
- Monitoring



Identification

- Once students are enrolled, they are screened to identify potential need for ELL services
 - Home Language Survey (Title VI)
 - aka: PHLOTE (Primary Home Language Other Than English)
 - *Do not ask about documentation (Plyler v. Doe, 1982)*
- Students who indicate a second language are referred for **assessment** of oral language skills in English (L2) and often reading skills in their L1
 - Initial assessment of English language
 - Often the Woodcock-Muñoz (Spanish and English)
 - Other tests: IDEA, SOLOM, ELPA, “Express”

Placement

- Students are placed in the ELL/ESOL program
- Purpose of Placement
 - Develop *oral English* skills
 - Participate meaningfully in *content* instruction, without significant segregation
- Parental Involvement
 - Notification within 30 days (or two weeks after beginning of school)
 - Consultation of programs? Parental choice?
 - Parental Consent Form
 - Option to Refuse Services
 - May refuse due to transportation or personal past experience
 - If so:
 - 100% of instruction in English; no bilingual assistant or instruction
 - Teacher has no special ESOL training

Reclassification

- NCLB: Students are tested once a year to measure their oral English proficiency
 - Test must be aligned to state standards
- Oregon's Standards (Benchmarks):
 - English Language Proficiency (ELP) Standards
- Oregon's Test:
 - English Language Proficiency Assessment (ELPA)
- Students are expected to move from one ELP level to the next each year, and exit the ELL program in five years

Exit from ELL services

- “Redesignation” from:
 - Limited English Proficiency (LEP) [or ELL] to Fluent English Proficiency (FEP)
- “Transition from the ELL program”
 - Exit criteria
 - Assessments (both oral English and content?)
 - Teacher recommendation/grades?
 - Parental notification and agreement?
 - Signifies that the student no longer needs ELD (English Language Development) or modified instruction to participate meaningfully in content classes

Monitoring

- Students who exit or transition from the ELL program should be monitored for up to **2 years** (NCLB Title III 3122)
 - *No funding for students being monitored*
- If student is not keeping up in the mainstream classroom without ELL services, he/she is assessed to determine the reason:
 - Previous ELL status (*Is language the issue?*)
 - If so, may be re-admitted to ELL program
 - Other factors (*Are content skills the issue?*)
 - Needs to be provided with appropriate services, possibly for content remediation

Lau Plans

- **What is a Lau Plan?** A Lau plan, named after the landmark [Lau v. Nichols U.S. Supreme Court Decision of 1974](#), is one equal access plan that protects ELLs.
- The plan describes what a school district will do:
 - to identify its ELLs,*
 - to design an effective program reflective of their needs,*
 - to align the instruction of ELLs to state and local content standards, and*
 - to provide ongoing authentic assessments to ascertain their growth in English language proficiency and in the comprehension of academic content.*
- [Essential components](#) of a Lau Plan include the legal foundation, student assessments, an instructional plan, parental involvement, qualified personnel, a coordination plan, a budget, adjunct services, and other possible considerations.
- A Lau plan is a "working document" that should be revisited frequently.

Steps for Creating a Lau Plan

- **Present a legal rationale for the plan.**
- **Create a committee to implement the plan.**
- **Create an assessment system to identify English language learners.**
- **Create a service delivery plan for English language learners.**
- **Establish criteria for reclassification, transfer, and exit from the support system.**
- **Engage qualified personnel.**
- **Set guidelines for monitoring reclassified, exited students.**
- **Submit the plan to the school superintendent for review.**
- **Superintendent seeks school board approval of the plan.**

Topics: Programs for ELLs

Two facets:

Language (ESL/ELD) and Content (Math, Language Arts, etc.)

LANGUAGE PROGRAMS	CONTENT PROGRAMS
Identification	<i>English-based or two languages?</i>
Placement	
Reclassification	
Redesignation	
Monitoring	

Staffing (What endorsements/training is needed?)

District Climate (Parental Involvement, Website, own knowledge)

Reflection (Your analysis)