Clinton County School District

LAU PLAN

English as a Second Language Program Description

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Clinton Co. Lau Plan Development Process

The Clinton County School District's Lau (English Language Learners) Plan of Service was reviewed and revised by a committee of district administrators, building administrators, classroom teachers, classified personnel, and school counselors. This process was part of an effort to develop a comprehensive program as a foundation to support the academic, career, personal, and social learning needs of each student. The collaborative process included direct involvement and representative input by PreK-12 educators to identify needs and develop this responsive plan of service. The Lau Plan Committee consolidated input from various sources into a draft that was brought before the Clinton County School District Board of Education for approval on May 14, 2018.

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Clinton Co. Lau Plan Guiding Principles

The purpose of the Clinton County School District Lau (English Language Learner) Plan of Service is to develop the English language skills of English language learners so that they can function well both in an English language academic setting and society at a level comparable to their native English-speaking peers. Instruction in the general education program is very important. The general education program teacher can provide valuable language and content experiences by facilitating cooperative learning activities and other peer contact within the classroom. Paraprofessionals and other instructional assistants should be encouraged to aid the classroom teacher in the instruction of English language learners. Paraprofessionals can contribute to the development of lessons, instructional materials, and student-assessment instruments.

The Clinton County School District implements program procedures, proficiency determination, assessment of academic achievement and program evaluation. The Lau (English Language Learner) Plan of Service uses students' first language and English as a foundation for instruction. To assist ELL students, Clinton County Schools will focus upon:

English Language Development: Teaching English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence

Academic Achievement: Given ELL support, students entitled to programming will reach proficiency in reading and math on the ACCESS Assessments within five years of entering the program.

Cross-cultural goals: ● Orient students to the cultural patterns of American life so they can fully participate in classroom activities and community activities. ● Develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.

Program Vision

Clinton County Schools will develop multilingual, culturally diverse students who are college and career ready and prepared to enter a global society.

Program Mission

Clinton County Schools ESL Program will support students and teachers, maintain high standards and provide an academic experience that ensures ELL students an equal opportunity for success and empowers them to pursue life goals through language acquisition, academic and cultural experiences.

Program Goals

1. Clinton County Schools ESL Program will provide instruction to each student in the ESL program in listening, speaking, reading and writing.
2. Clinton County Schools ESL Program will provide ESL students with equal access to content area instruction in order to make progress toward subject and grade level proficiency.
3. Clinton County Schools ESL Program will collaborate effectively with teachers and support staff to ensure academic success.
4. Clinton County Schools ESL Program will provide nurturing classroom environments for all students to communicate and function successfully.
5. Clinton County Schools ESL Program will promote ethnic pride through cultural diversity and sensitivity in order to participate in school and community life.

Federal Legislation

The Federal Law requirements involve assessments of students' language proficiency, school accountability in LEP performance, parental involvement and notification.

Required under federal law (Title III, Sec.3302, 2001):

- *Reason for identification as limited English proficient (LEP)*
- *Level of English proficiency (using State-approved English Language Proficiency Assessment)*
- *Level of academic achievement (suggestions: using previous academic records, if available, and/or informal assessments)*
- *Method of instruction (content, instructional goals, use of English and native language) in the student's program and in other available programs*
- *How the instructional program will address the student's educational strengths and individual needs*
- *How the program will address English language learning and acquisition (placement in a language instruction educational program)*
- *How the student will meet age-appropriate academic achievement standards and demonstrate adequate yearly progress*
- *Expected rate of transition/exit for LEP students out of LEP status*
- *The right of parents to remove the child from the instructional program upon request*
- *The right to decline enrollment in the program or the method of instruction*
- *Separate parent notification within 30 days if the LEA fails to meet the objectives described to the parents for their child and within 2 weeks during the school year*

703 KAR 5:070, Procedures for the Inclusion of Special Populations in the State Required Assessment and Accountability Programs, was amended at the August 2003 State Board meeting to reflect the new requirements under NCLB. It states that
"A local school district shall provide for an annual assessment of English language proficiency (measuring students' oral language in listening and speaking, reading, and writing skills in English) of all students with limited English proficiency in the school district. Schools shall use an English language proficiency assessment that is approved by the Department of Education."

Section 3 Part One 703 KAR 5:070 was also amended to comply with NCLB as follows:

"Each school shall assess and be held accountable for all students with limited English proficiency who are enrolled in the school on the first day of the testing window and have been in the same school or district for one (1) full academic year prior to the year of the assessment in question, or in an English-speaking school of two (2) full academic years prior to the year of the assessment in question.

School personnel shall determine, based on an assessment of English language proficiency, the student's Program Services Plan, and the normal on-going delivery of instructional services whether student enrolled in the same school or district for less than one (1) full academic year prior to the year of the assessment in question, or an English-speaking school for less than two (2) full academic years prior to the year of the assessment in question shall participate in the state-required Accountability Programs…"

According to the state regulation (703 KAR 5:070, sec. 3, Inclusion of Special Populations in the State Required Assessment and Accountability Programs):

- *Whether or not the student will participate in the state-required Assessment and Accountability system this year, based on the assessment of English language proficiency AND (not OR) whether the student has been in the same school/district for a full academic year, or in an English speaking school for two full academic years, prior to the year of the assessment in question.*
- *Specific accommodations or modifications or both that are allowed on the state-required assessments:*
  - *student must meet criteria for limited English proficiency based on the English language proficiency assessment, ACCESS for ELLs*
  - *evaluation data demonstrates the need for accommodations and/or modifications*
  - *accommodations and/or modifications documented in the Program Services Plan will be part of the student's normal ongoing delivery of instructional services*
  - *Student is participating in instructional programs and services to meet his/her language and academic needs*
- *Level of English language proficiency at which accommodations will no longer be required*
- *A list of names of persons who reviewed the documentation and made the decisions*
- *The signatures of principal of the appropriate school as an indication of approval for the described accommodations*

Program Guidelines

The following guidelines determine the basic direction for the Clinton County ESL program:

1. ESL instruction is offered in grades K-12 to help ELL students develop English skills. This reflects the district's position that competency in English is necessary to close the achievement gap.
2. A concerted effort is made to reduce discrepancies within the curriculum for elementary and secondary students of limited English proficiency, particularly in those schools that have high concentrations of such students at the same grade level.
3. **All teachers** must implement ESL instructional strategies at all grade levels during instruction of ELL students.
4. The programs implemented for ELL students meet the federal law and the state guidelines.
5. All schools must utilize the Rosetta Stone program as part of EL students' curriculum to facilitate the development of English skills.
6. The **PSP is a federal document** that must be followed and **implemented by the regular classroom teacher/s.**
7. All teachers are encouraged to participate in the ESL professional development provided by the district.
8. ELL students need to be able to access the computer lab or chromebooks use of Rosetta Stone, assessment purposes and other instructional opportunities.
9. ELL students will have a Program Service Plan (PSP) that is reviewed and updated yearly while in the ESL program. This plan is drafted, a meeting is held and all applicable parties will sign off on the plan within the first 30 days of the school year, or within 2 weeks of enrollment outside of the beginning of the school year.
10. The PSP will include programmatic goals, linguistic levels, and accommodations and modifications for instruction, as well as assessments, both in the classroom and in state assessment.
11. The ESL program will use an overall score on the ACCESS assessment as guidance for placement decisions in regards to resource, collaboration or consultative services.
12. **Teachers and other school staff will focus on the linguistic and language understanding needs** of the student first and foremost and then prioritize other content areas based on success with life goals.

Enrollment, Identification, and Placement of EL's in a Language Instruction Educational Program (LIEP)

Placement Procedures for English Language Learners (ELL)

1) Identifying Primary / Home Language Other than English

- All parents / guardians must complete the Home Language Survey (Appendix A) portion of the registration sheet at the time of enrollment for all students who are NEW to Clinton County Public School System. The purpose of this survey is to identify possible Limited English Proficiency (LEP) students. The Home Language Survey includes questions pertaining to the student's native language. This survey MUST be placed in the cumulative folder for each child and remain there until the child's last year in the district.

- The ESL Coordinator at each school will review each student's completed enrollment sheet, including the Home Language Survey portion, right after the enrollment. If any other language than English is answered in the home language survey, it means this student must be tested with a state approved English Proficiency Assessment.

2) Administering a Language Assessment

- The assessment instrument used by Clinton County Public Schools is the W-APT (WIDA – ACCESS Placement Test) which is the statewide identification test for LEP students.

- A student is formally identified as LEP based on the results of the W-APT (four domains: listening, speaking, reading and writing) in conjunction with professional judgment.

- The test is required to be conducted by the ESL school coordinator within thirty school days of the beginning of school or within two weeks following enrollment if it falls outside of the thirty day beginning of school period.

3) Determining Language Classification

- Once the student is assessed with the W-APT test, the student will be determined if he/she is LEP student. (see Appendix for the LEP decision chart)

- If the student scores 5.0 on the W-APT test and in conjunction with professional judgment, the student will be classified as Initially Fully English Proficient (IFEP) and he/she does not need the instructional support of the ESL program.

- If the student scores under 5.0 on the W-APT test, the student will be classified as Limited English Proficient and he/she is qualified for the ESL program.

4) The Program Services Plan (PSP) Meeting

- The ESL school coordinator in collaboration with the administration of the school or the administrative designee, will schedule a PSP meeting with the regular education teacher, the parent, and an administrator. Other service providers may be invited but are not required to attend.
- The PSP meeting should be conducted or translated in the native language of the parent.
- Parents should receive written notification of the PSP meeting. The notification should be sent at least 7 days prior to the meeting.
- Parents will receive two notifications of the meeting, and unless a request for change of meeting date or time is made, the PSP meeting will be held with or without the parent in attendance.
- PSP meetings will be data based. Regular education teachers, and if already in the ESL program then the ESL teachers as well, will provide documentation of a student's success in the class/es. If a student is already in the ESL program then both the ESL teacher and the regular education teacher will show documentation on how the current PSP is being implemented across settings including how the modifications and accommodations are being utilized in the classroom, and to what degree of success the student is having with and without the modifications and accommodations.
- A new PSP will be created for the student. (ESL school coordinator may come with a draft already created, but the final PSP will be agreed upon in the meeting.)
- If all members are in agreement and the parent signs permission for placement in the ESL program (initial placement only), then the student is placed in the ESL program.
- If a parent does not sign for placement within the program, the student will still take the ACCESS assessment for state assessment purposes, but no pull-out services may be given.
- LIEP meeting minutes will be recorded and all members of the PSP meeting will sign off as being in attendance at the meeting.
- Parents must receive notification that the students are placed in the ESL program. If a parent does not attend the PSP meeting where placement is discussed, then a home visit will be scheduled to obtain written consent. This must take place as soon after the PSP meeting as possible, but not more than 30 school days after

the PSP meeting. If an ESL student registers after school has started from a school outside of the Clinton County, then the parents/guardians must be notified within 10 days of placement that their child is in the ESL program. Parent/guardian notification letter will be sent within the required time period for the above purpose. (Appendix B)

- If a student does not qualify for the ESL based on the W-APT test and the professional reviews, a parent notification letter for demonstration of English Competency is sent to parents. (Appendix C)

- Parents have the right to decline and remove their child's placement in the ESL program but the school still has the obligation to develop and implement a PSP that meets the student's needs. The parents must complete and sign the form "Request for ESL Program Withdrawal/Denial of Enrollment". This form should be placed in the student's Cumulative Folder. The student will still be assessed annually until achieving fluent level on the language proficiency assessment as required by law.

5) The Program Services Plan (PSP)

- According to the federal law, a Program Services Plan (PSP) is required to be developed for every student who has been identified as LEP.

- The PSP should include the following: the reasons for identification (results of the W-APT and, when appropriate, annual language assessment), level of English proficiency, previous academic background and experience, cultural and language history, service delivery model/s for English language instruction, language acquisition goals and all appropriate instructional and assessment accommodations and/or modifications.

- The **PSP is a federal document** much like an IEP or 504 plan that must be **implemented in the regular education classroom**.

- Data should be taken by the ESL teacher and the regular education teacher on the progress that the ELL student is making toward their PSP goals and the modifications and accommodations that are being utilized as well as the results with and without these modifications and accommodations.

6) Creating and Filing ESL folder

- Once the student has been identified as LEP and PSP has been developed, and ESL folder should be created. All ESL related documents will be place in the ESL

folder, such as Home Language Survey, W-APT test, parent notification letter, etc. An ESL folder for each student will be placed in the student Cumulative Folder.

7) Annual Review

- All the ESL participants must take an annual English Language Proficiency Assessment which is mandated by Title III law. The WIDA ACCESS for ELL's is the test required by the Kentucky Department of Education.

- Individualized accommodations and modifications are evaluated for appropriateness based on the data that is kept by the regular education teacher and the ESL teacher. Adjustments to ELL student's' plan and/or revision will be made at least once a year based on the annual ACCESS results. This will occur no later than 30 days after school begins or within 2 weeks after a new enrollment outside of the initial window.

- Parent notification for the state assessment results will be sent home within thirty school days of receipt of the score reports.

- Accordance to the standard of the Kentucky Department of Education, if the student attains the proficiency level on the overall composite of 4.5 on Tier B or C on the ACCESS for ELLs, he/she will be recognized as English proficient and may exit the program for two years of monitoring. No further PSPs need be written.

Description of the Language Instruction Educational Program (LIEP)

The Clinton County Public Schools provide ELL students with instruction via the following forms of instructional delivery.

a) ESL Pullout Program

An ESL Pullout Program provides ELL students with pullout classes in the acquisition of the English language, and when time allows, it will also provide support in the content areas. Pull-out instruction will occur using the Rosetta Stone language software to promote English acquisition.

b) Sheltered Instruction

Regular classroom teachers provide services to ELL students. Instruction follows the Sheltered Instruction Observation Protocol-SIOP Model.

Note: If parents decline the placement of the student in the ESL program, the instructional delivery on the regular program must address the student's language needs. Classroom adaptations still need to be made.

Early Childhood/Elementary School Students

In elementary schools, ELL students receive instruction through the ESL Pullout Program, and through sheltered instruction in the regular classroom. Teachers are responsible for developing a plan of instruction for each LEP student. The ESL Coordinator provides the teachers with resources, training and support to meet the needs of the LEP population they service.

Key Points

- Early start and kindergarten students are offered language rich environments in the regular classroom. While it will be important for ESL teachers to support the classroom teacher and assess and monitor the progress of these students, direct ESL services are not needed at this level.

- Students in grades one through five that score at the beginning levels of language acquisition based on ACCESS assessment need intensive direct services to increase language acquisition and reading and writing skills.

- Direct ESL services gradually decrease as students attain higher levels of proficiency in the areas of reading, writing, listening, and speaking based on ACCESS scores.

Middle School and High School Students

The amount of ESL instruction received by LEP students is determined by the ESL assessment. Students are mainstreamed for subjects such as art, music and physical education.

- The student classified as Non-English Proficient (NEP) or Limited English Proficient-Beginning (LEP-BEG) receive intensive ESL services which could include resource services, collaboration and consultative services.

- The student classified as Limited English Proficient-Intermediate (LEP-INT) may be pulled out for resource services, or could only receive collaborative or consultative services depending on the needs of the student.

- The student classified as Limited English Proficient-Advanced (LEP-ADV) receives minimal direct ESL services and mostly is supported through consultative services with some collaboration as needed.

The ESL Department has established course guidelines based on the student's Limited English Proficiency (LEP) level of classification.

Second Language Methods, Approaches and Strategies

I. Principles of Language Teaching to LEP Students

The following eight principles of language teaching and learning can provide a base for working with LEP students. For interpersonal use, informational use, and aesthetic use, learners learn language best when:

a) students are treated as individuals with their own needs and interest,

b) they are provided with opportunities to participate in communicative and reflective use of the language in a wide range of activities,

c) they are exposed to language that is comprehensible and relevant to their own interests and frames of reference,

d) they focus deliberately on various language forms, skills and strategies in order to support the process of language acquisition and the learning of concepts,

e) they are exposed to socio-cultural information and direct experience of the culture embedded within the language,

f) they become aware of the role and nature of language and of culture,

g) they are provided with appropriate feedback about their progress, and

h) they are provided with opportunities to manage their own learning.

II. Meeting the Students' Cognitive Academic Needs

Although the development of higher thinking skills and coping strategies is crucial to the academic and personal success of all students, it is especially true for some LEP students who have not had complete educational experiences due to social, economic or political factors that interrupted their education. These students need additional enrichment and cognitive practice to improve their processing and production of content material. In order

to do so, it is important that teachers identify, build and enrich upon those skills and knowledge students may have already mastered.

III. Making Instruction Comprehensible

The ESL instructor makes instruction comprehensible to ELL students through a variety of means, which may include, but not be limited to, the use of gestures, visuals, concrete examples, and through the routines and rituals of the lesson and the school day. It is important that the instructor uses his/her acting abilities, concrete objects, pantomime, signs, posters, and similar symbolic and concrete referents to illustrate meaning. Following are some suggestions that can be implemented to support language development.

Methodologies/Approaches

1. **Total Physical Response (TPR)**

   In TPR, teachers interact with students by delivering commands, and students demonstrate comprehension through physical response. Students are not expected to respond orally until they feel ready. This strategy involves little or no pressure to speak. *(Asher, 1992*)

2. **The Natural Approach**

   In this approach *(Krashen and Terrel, 1983*), students acquire new vocabulary through experiences and associations with the words, as such words are employed in a meaningful context. Extended listening experiences include physical response activities, use of vivid pictures to illustrate concepts, and active involvement of the students through physical contact with the pictures and objects being discussed by means of choice-making, yes-no questions, and game situations.

3. **The Cognitive Academic Language Learning Approach**

   The Cognitive/Academic Language Learning Approach *(CALLA) (Chamot & O'Malley, 1994)* assists in the transition from a language arts program in which content is made comprehensible through the use of strategies to the "mainstream" language arts curriculum by teaching students how to handle content area material with success. CALLA can help intermediate and advanced students in understanding and retaining content area material while they are increasing their English language skills.

4. **Whole Language Approach**

   In a Whole Language Approach, linguistic, cognitive, and early literacy skills are developed in an integrated fashion. Instructional strategies for a Whole Language

Approach include the four language skills of listening, speaking, reading, and writing *(Goodman, Goodman & Hood, 1989).*

5. Language Experience Approach

The goal of the Language Experience Approach (LEA) is to have students produce language in response to first-hand, multi-sensorial experiences. The LEA uses the students' ideas and their language to develop reading and writing skills.

Steps for using the Language Experience Approach in the classroom (*Dixon & Nessel, 1983).*

Step 1. Providing the Experience/Motivation

An experience story is based on an experience the teacher and students share.

Step 2. Facilitation Language Production

Immediately following and experience, students need to interact with each other to discuss the experience and what it meant to them.

Step 3. Creating a Personal View Representation

The teacher has the students draw or paint a picture about something interesting about the activity.

Step 4. Retelling Events/Reactions

A volunteer is selected to share his or her picture with the group.

Step 5. Writing Students' Statements

The teacher asks each student a question and records his/her answer, writing on the chalkboard exactly what the student says, using large manuscript letters. After writing each statement, the teacher reads it back to the group for confirmation. When four or five statements are on the board, the students decide their sequential ordering. The statements are then numbered and transferred to a sentence strip, and the students correctly arrange the strips on a chart holder.

Step 6. Reading

After the chart or individual statements have been completed, students read their statements to each other and to the teacher.

Step 7. Writing

As students develop writing skills, they copy the story into their notebooks or on lines paper.

Step 8. Follow Up with Activities

The story may be reread on several subsequent days either by the teacher, the students, or both. Students can also save the story with other language experience class stories to form their own class book for later reading.

6. **Retelling a Story**

   Storytelling is an important method for providing natural language experiences even during very early stages of language acquisition. Stories should be highly predictable or familiar to the students from their native culture. They should be repetitive, making regular use of patterns. The story line should lend itself to dramatization and pantomime.

7. **Activating Prior Knowledge**

   For material to be meaningful, it must be clearly related to existing knowledge that the learner already possesses *(Omaggio, 1993).* Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed.

B. Visuals

Teachers should use visual displays (i.e. graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier *(Omaggio, 1993).*

C. Interactive Strategies

1-3. Peer Buddy/Small Group Activities/Pairs and Threes

Small cooperative groups are used to provide home language assistance and opportunities to negotiate meaning in the development of second language communication skills in a non-threatening environment.

4. Jigsaw

This is a cooperative learning strategy in which everyone becomes an "expert" about a topic or sub-topic, and shares his or her learning within a group setting so that eventually all members learn the content.

To implement this strategy, the students are divided into groups; each group member is assigned a section or a part of the material selected for study. Each student meets with the members of other similar groups who have similar assignments, forming a new group. This new group learns together, becomes an expert on their assigned material, and the plans how to teach this material to members of their original groups.

Students later return to their original groups (whose members each now represent one of the different areas of the topic being studied) and teach their area of expertise to the other group members. In this matter, a topic or subject of great length can be covered and learned in a fraction of the usual time. LEP students can learn the material much more

effectively since they also must become teachers of the content they have learned to the members of their original groups. Jigsaw offers many opportunities for language acquisition, practice, enrichment and reinforcement.

5. "Corners"

This is also a cooperative learning strategy designed to optimize the learning of the assigned task, and sharing that learning with other students. The teacher needs to assign small groups of students to different corners of the classroom. They discuss various solutions, perspectives and points of view concerning a pre-selected issue and decide on a presentation format. Finally, small groups present to the class.

6. Think/Pair/Share

This strategy is well suited to help students develop their own ideas as well as build on ideas that originated from co-learners. After reflecting on a topic, students form pairs and discuss, review, and revise their ideas, and eventually share them with the class.

7. Cooperative Learning (Group Reports/Projects)

Cooperative Learning is a dynamic strategy through which students develop linguistic and academic skills simultaneously *(Calderon, 1988: Cohen, 1986: Green, 1991: Kagan, 1985).* IN this highly successful strategy, LEP students work together in small intellectually and culturally mixed groups to achieve a common goal. The outcome of their work is both a reflection on how well the group functioned, and an academic assessment tool for the instructor.

8. Panel Discussions/Debate

This is also a cooperative learning strategy in which students organize planned presentations, where each member of the group takes one of the possible topic viewpoints. The individual presentations may have oral, written or multimedia components. Students form teams to research, develop, and articulate their viewpoints. This strategy helps the students in developing the ability to organize information, to filter ideas and to draw conclusions.

9. Choral Reading/Read Around Groups (RAG)

This is an activity designed to give students an opportunity to think, discuss, and write about topics related to what they have read.
Procedure:

1) After reading, teacher and students select a purpose and topic(s) for a short writing activity. Students participate in a pre-writing activity such as brainstorming, develop criteria for the written work, and then free write for about ten minutes on a topic related to the reading.

2) Students code their written work with numbers instead of using their own names.

3) Papers are collected by the teacher and students are divided into groups of four or five and given the same number of coded papers.

4) Everyone in each group reads all the papers assigned to their group. This is done by reading for a short timed interval, and then passing the papers around the circle and repeating the process until all papers are read.

5) Each group votes on the one or two papers that meet the criteria best and explains their choice.

6) The teacher tallies the results of the papers voted "best" on the chalkboard and students share their ideas about how and why these papers are most effective in achieving the given purpose, e.g. organization of information, use of descriptive terms, persuasiveness, and effectiveness in making a point.

Other Interactive Strategies

1. Field Trips

This strategy consists of a planned learning experience in the community for the student group to observe, study, and participate in a real-life setting, using the community as a laboratory, the instructor and the students plan and structure the experience by preparing beforehand for activities during the visit and then engage in follow-up activities after the trip.

2. K-W-L (Knows/Wants to Know/Learned)

An introductory or pre-activity strategy that provides a defined structure for recalling and stating: What the student knows regarding a concept or a topic; what the student wants to know, and finally lists what has been learned and/or what is yet to be learned. To use this strategy, the student lists all the information he/she knows or thinks he/she knows under the heading "What We Know": then, the learner makes an inventory of "What We Want to Know", categorizing the information about the topic the student expects to use.

3. Role Play

In describing learning strategies, *Dale (1990)* emphasizes that direct and purposeful experiences are best for all students, especially LEP learners. For example, students can demonstrate comprehension of a story by role-play through retelling, using relia, visuals, and props previously demonstrated by the instructor.

4. Games

Allow LEP students to develop conversational skills in a non-threatening format. Games are motivating for students and assist in reinforcing classroom material.

5. Dialogue Journals

A dialogue journal is written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialogue journals provide a communicative context for language and writing development since they are both functional and interactive *(Peyton & Reed, 1990).* Students write on topics of their choice and the teacher responds with advice, comments, observations, thus, serving as participant, not an evaluator, in a written conversation. Dialogue journals can and should be used very early in the language learning process. Students can begin by writing a few words and combining them with pictures.

6. Modified Class work (Based on Level of English Proficiency)

Modifying class work involves the use of a variety of adaptations or modifications which provide class work appropriate to the language proficiency level of the LEP students so that comprehensible instruction can occur. Modifying class work allows for differences in student learning styles and cultural diversity factors.

a) Directed Reading/Thinking Activity (DRTA)

The teacher directs the students in activities to check their prior knowledge of the subject, set the purpose for reading, and become acquainted with new vocabulary and concepts. At this stage, the students may also predict the content. Students then read small sections silently, while keeping their predictions and purposes for reading in mind. They read critically. After reading, the students think about what they read. They revise predictions or prove them. Follow-up activities help students expand, summarize, and restate their ideas.

b) Survey, Question, Read, Recite, Review (SQ3R)

This is a pre-reading activity which helps students focus on their topic, developing questions about that topic, and answer those questions based on the reading.

Procedure:

1. S-Survey “preview”

2. Q-Question-Wh-words, such as; why, who, what, etc.

3. R-Read, Recite, Review

c.) Questions-Answer Relationship (QAR)

Teachers can us QAR when developing comprehension questions, helping students to identify different question types, and teaching text organization. The QAR classification is divided into four question types in two categories:

1) In the Book

1.1 Right There

The answer is in the text, usually easy to find. The words used to make up the question and words used to answer the question are Right There in the same sentence.

1.2 Think and Search (Putting It Together)

The answer is in the text, but you need to put together different text parts to find it. Words for the question and words for the answer are not found in the same sentence. They come from different parts of the text.

2) On Your Own

The answer is not in the text. You can answer the question without even reading the text. You need to use your own experience.

7. Alternative Assessment Instruments

1. Interviews
   Interviews are an excellent strategy to allow the student to master the competencies necessary to gather information about a particular topic and report on it following a predetermined format. This is most effective when students are guided to pre-plan a set of questions, use those questions to create a format for the interview and finalize it with presentation.

2. Portfolios, observations, interviews, checklist, etc. are used to accurately assess the progress of LEP students when they may not be ready to complete traditional reading and writing evaluations which require reading on grade level. They should be ongoing utilizing a variety of strategies and procedures to collect student work. (Also called authentic assessment).

3. Cloze Procedures
   This is an open-ended strategy in which a selected word or phrase is eliminated from a sentence or paragraph, while the student is asked to complete the missing word. The Cloze concept has also been applied to second language oral development, in which the instructor purposes a series of incomplete oral statements, and the student "fills in" the missing information.

Sources

Badia, Amhilda. (1996). Language Arts through ESOL; A Guide for ESOL Teachers and Administrators. Tallahassee: Florida Department of Education, Office of Multicultural Student Language Education.

Teaching Excellence and Cultural Harmony (TEACH) (1995). Training of Trainers-Sessions I-IV, Trainer's Manual. Tallahassee: Florida Department of Education.

Process to Provide Meaningful Access to All Co-Curricular and Extracurricular Programs and Activities

Process in place for identifying and serving ELs in Gifted/Talented

All students are considered a part of the Clinton County School District talent pool for the purpose of G/T identification. The G/T committees at each school identify students based on several academic assessments and qualitative data (including teacher recommendations to ensure students are not excluded based solely on linguistically based measures) points as outlined in the Talented and Gifted Plan of Services. This blind data is used to determine if placement into gifted programming is appropriate. Special considerations are always included, so that committee members are aware of students facing special challenges, such as speaking English as a Second Language. Specifically, ELL students are evaluated for G/T services if they demonstrate the following characteristics: acquire second language rapidly, show high ability in Math, display a mature sense of diverse cultures and languages, demonstrate an advanced awareness of American Expressions, translate at an advanced level (orally), and/or navigate appropriate behaviors successfully within both cultures. The school G/T committees will meet and discuss recommendations as needed. The team may choose to gather more information and may choose to do a follow-up meeting to review prior to referral for G/T services. ELL students will not be excluded from G/T services based solely on standardized scores.

Process in place for identifying and serving ELs in Special Education

Evaluation and eligibility decisions are made with consideration of linguistic variables unique to the student. For children whose primary language is not English, communication deficits constitute a disability if the communication problem is present in both English and the individual's primary language. During the eligibility decision-making process, the evaluation team will rule out language, prior education and/or acculturation as the primary reasons for deficits. English language proficiency will be considered in developing appropriate interventions evaluating response to interventions and making eligibility decisions. At the eligibility determination meeting the exclusionary factors will be discussed. If the determinant factor for the child's performance is limited English proficiency, the child will be determined "not eligible" for special education services. Students who are dually identified as ELL and in need of special education services will receive appropriate instruction for both areas by direct instruction from a highly qualified teacher.

Process in place for identifying and serving ELs in other District Programs

Other programs, including, but not limited to Extended School Services, Math Recovery, Read To Achieve, 21st Century, Title 1, Advanced Placement, and counseling are also open to English Language Learners. In fact, ELL students have the exact same opportunities for identification and service in EVERY district program and extracurricular program as any other student. The appropriate staff members identify students based on several academic assessments and qualitative data (including teacher recommendations to ensure students are not excluded based solely on linguistically based measures). Students are served in programs and activities for which they are eligible. Efforts will be made to ensure parents and students are aware of these opportunities in a manner that is understandable.

EL Professional Development for Staff who Deliver Instruction or Support the LIEP for EL's Language Proficiency

Supports for Building and District Administrators

Building level and district administrators attend professional development workshops alongside classroom teachers focused on ELL. They will also meet on an as-needed basis with ELL consultants and classroom teachers to provide appropriate supports for English language learners.

Supports for Classroom Teachers

Regular education teachers working with English language learners will be provided opportunities to complete coursework and workshops available both online and in person. Although teachers will not be required to attend specific offerings, they will have the opportunity to participate in several trainings related to ELL student instruction, including an annual Rosetta Stone virtual workshop. The ELL Coordinators at each school will provide consultative support to classroom teachers on modification and accommodation to classroom instructional materials for EL students. Consultations may take place on a weekly, as-needed or check-in basis. Classroom teachers will participate any state required training on the ELP Standards as outlined by the Kentucky Department of Education. Examples of types of professional development available for teachers include:

- Kentucky TESOL
- ESCORT
- SIOP Central & SIOP Institute
- Other trainings endorsed and provided by the Kentucky Department of Education

Paraprofessionals and building/district support staff

All teachers and support staff members in a building with English language learners will be provided an initial "splash" professional learning event. The focus will be on cultural similarities and differences, ELL instructional strategies and availability of ongoing consultative supports. Staff will also be encouraged to participate in the same workshops and conferences as those available to classroom teachers. Documentation of professional development is embedded within the district and/or building professional development calendars.

Annual English Language Proficiency Assessment and Administration

To meet the Elementary and Secondary Education Act (ESEA) requirements, states are mandated to identify and annually administer a standards-based English language proficiency test to all English Learners (ELs) in grades K-12. In order to comply with the ESEA requirement of an annual English Language Proficiency Assessment for ELs, Kentucky joined the WIDA Consortium in 2006. The WIDA Consortium's goal is to provide research based assessments, standards and professional development to its member states.

WIDA also provides Kentucky with the annual English Proficiency Assessment of ACCESS for ELLs 2.0. For information about ACCESS 2.0, WIDA Screener Online and the Kindergarten W-APT visit the web page for the Office of Assessment and Accountability.

ACCESS for ELLs

This is an English language assessment tied to the state's language proficiency standards with varying stages of second language acquisition. It contains social and academic language contexts. For Title III accountability, ACCESS for ELLs measures annual gains in English language proficiency-Annual Measurable Achievement Objectives (AMAOs).

Alternate ACCESS for ELLS®

Alternate ACCESS for ELLs® is an individually administered paper and pencil test. It is available in four grade level clusters: Grades 1-2, 3-5, 6-8, and 9-12. There is not a Kindergarten form. The test allows students to demonstrate their English language proficiency in all four language domains (listening, speaking, reading, and writing) and in four of the five ELP standards (social and instructional language, and the language of language arts, mathematics and science).

Alternate ACCESS for ELLs® is designed for ELLs with significant cognitive disabilities. A student with significant cognitive disabilities is identified as having one or more of the existing categories of disabilities under IDEA (e.g., intellectual disabilities, autism, traumatic brain injury, multiple disabilities, etc); and their cognitive impairments may prevent them from attaining grade level achievement standards, even with the best instruction. (adapted from U.S. Department of Education: Alternate Achievement Standards of Students with the Most Significant Cognitive Disabilities Non Regulatory Guidance, August 2005).

In order to receive meaningful information from the test, it is very important that only students who meet all 3 criteria below participate in the assessment. Other ELs should

continue to take the existing ACCESS for ELLs® assessment, with appropriate accommodations as necessary. Participation has to be decided by the student's IEP team.

Participation Criteria:

- The student has been classified as EL.
- The student has a significant cognitive disability and is eligible for special education services under IDEA.
- The student is in an alternate curriculum aligned with their state's academic standards and is participating in the state's alternate accountability assessment

WIDA ACCESS Placement Test (W-APT)

W-APT is the screener that is based upon the ACCESS for ELLs. Its purposes are for the following:

1. To identify students who may be candidates for English as a Second Language (ESL) and/or bilingual services.
2. To determine the academic English language proficiency levels of students new to a school or to the U.S school system in order to determine appropriate levels and amount of instructional services.
3. To accurately assign students identified as ELLs to one of the tiers for ACCESS for ELLs.

On July 5, 2017 Kentucky transitioned from the W-APT (WIDA ACCESS Placement Test) to the WIDA Screener Online for identification of English learners (ELs) in grades 1 -12. Kindergarten students will continue to be screened using the W-APT. The Office of Assessment and Accountability (OAA) developed a Video and PowerPoint to provide training for the new WIDA Screener Online.

Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English learners will process, understand, produce, or use:

6 Reaching	• Specialized or technical language reflective of the content area at grade level; • A variety of sentence lengths of varying Linguistic Complexity in extended oral or written discourse as required at the specified grade level; • Oral and written communication of English comparable to that of English proficient peers
5 Bridging	• The technical language of the content areas; • A variety of sentence lengths of varying Linguistic Complexity in extended oral or written discourse, including stories, essays, or reports; • Oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 Expanding	• Specific and some technical language of the content areas; • A variety of sentence lengths of varying Linguistic Complexity in oral discourse or multiple, related paragraphs; • Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 Developing	• General and some specific language of the content areas; • Expanded sentences in oral interaction or written paragraphs; • Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 Beginning	• General language related to the content areas; • Phrases or short sentences; • Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 Entering	• Pictorial or graphic representation of the language of the content areas; • Words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with Visual and graphic support

For more information about the ACCESS for ELLs test and W-APT test, please go to the following links:

http://www.wida.us/standards/RG_Performance%20Definitions.pdf

http://www.wida.us/standards/Resource_Guide_web.pdf

Schedule for Inclusion for LEP Students in Kentucky State-Required Assessment

Students with Limited English Proficiency

The following will be helpful in determining participation for LEP students in the state-required assessments. Additional information will be available in administration manuals that accompany the test materials sent to schools. The participation of LEP students is determined by the number of years they have been enrolled in U.S. schools.

LEP Accountability for State Testing

New federal regulation defines a recently arrived LEP student as one who has attended schools in the United States for less than 12 months. States are permitted to exempt recently arrived LEP students from one administration of the State's reading/language arts assessment. In Kentucky, the definition of the first year is 240 (cumulative) days of enrollment in any U.S. school (20 instructional days x 12 months = 240 days). However, federal regulations are clear that a student may only be exempt from one administration of the state content assessment. Therefore, any LEP student exempted from the state assessments for a current year must be administered the appropriate state assessments the following year regardless of the accumulation of the 240 days.

1st year – Not Accountable for State Assessments

In the first year, the student is required to participate in the mathematics assessment of state assessment. All LEP students enrolled on the first day of the testing window will be included in the district and schools' participation rate.

2nd year – Accountable for State Assessments

A student enrolled in a Kentucky school as his/her first full academic year in a U.S. school accumulates 175 days. The next school year, the student will have 65 cumulative days of enrollment remaining of an eligible 240 days of the first school year in a U.S. school. However, federal regulations are clear that a student may only be exempt from one administration of the state content assessment. Therefore, any LEP student enrolled before the testing window, who is exempted from the state assessments for the current year must be administered the appropriate state assessments the following year regardless of the accumulation of the 240 days.

LIEP Exit Criteria and Procedures

The ESL program is provided to students until they reach full English language proficiency. This will be determined by teacher recommendation, English language proficiency testing (ACCESS for ELLs) and student progress reports.

Based on the ACCESS result, once the student attains the overall composite score of 4.5 or above on Tier B or C, the ELL can be recognized as fully English proficient. The ESL committee will review the student progress reports and teacher recommendations, along with the ACCESS reports, and make the determination to either dismiss the student for monitoring or for the student to remain active in the program for another year. (It would be extremely rare that a student would meet ACCESS eligibility and remain in the program. Substantial data would need to be presented to document this need.)

Once the student is fully English proficient, parents/ guardians must be notified that their child is exited from the program, and will not have the services of ESL program. If a parent is not in attendance at this meeting then the parent notification letter for exiting the ESL program will be sent within 14 days of the meeting. (Appendix G)

Students who exit the ESL program will be classified as Reclassified Fully English Proficient (RFEP). These students will be monitored for four years after the exit date but will not take the ACCESS assessment. The ESL Coordinator will complete the Monitoring Progress and Exit Form (Appendix H) within the monitoring period.

After the four year monitoring period, the student will OFFICALLY exit the ESL program.

Monitoring Procedures after Students Exit ESL Program

The district has an obligation under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA) to monitor the academic progress of former English learners (EL) students who have been re-designated fully English proficient. The students must be monitored for four years after exiting from a language instruction program [Title III of Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) Section 3121(a)(5)].

Monitoring must ensure that exited students are able to participate meaningfully in the regular classroom. After students have exited an EL program, school districts must monitor the academic progress of exited EL students to ensure that:

- students were not prematurely exited;
- any academic deficits they experienced as a result of participation in the EL program have been alleviated;
- they are successfully participating in the regular academic program comparable to their never-EL peers.

Each school's ESL Coordinator will formally monitor the RFEP student's academic performance regularly. The information must be documented in the student's records. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services must be made available to the student.

If the district's monitoring of exited EL student indicates that a persistent language barrier may be the cause of academic difficulty, the district should re-assess the student with a valid and reliable, grade-appropriate English language proficiency test such as the WIDA MODEL to determine if there persist to be an English proficiency issue and must offer additional language assistance services where needed to meet its civil rights obligations.

The district will collect data on the academic performance of RFEP students for the duration of the four year period. The sources of information collected may include:

- records on length of time from entry in a US English speaking school to exit from EL programs;
- performance on standardized achievement tests;
- grades in content area classes;
- Grade Point Averages (GPAs);
- teacher observations;
- parent observations and/or feedback;
- meeting promotion and graduation requirements; and/or
- graduation rates.

Title III of the ESEA as amended by the ESSA [Section 3121(a)(5)] requires that districts report on the number and percentage of ELs meeting the State academic standards for four years after students are no longer receiving Title III services. The data must include results on content assessments for reading/language arts, mathematics, and science and be disaggregated by English learners with disabilities.

Process for Evaluating the District's EL Program

The District and School Level ELL Coordinators will meet annually to evaluate the district's EL program. Evaluation methodology will include a review of individual student academic progress, as well as a review of all ACCESS scores. The group will also discuss student participation in school activities, integration into the overall school community, quality of English instruction, and any other situations that might impact the overall effectiveness of the EL program. Suggestions for improvements will be implemented during the next school year and incorporated into the Lau Plan as necessary.

Appendix: ESL forms

Home Language Survey

Parent Notification Letter for enrollment

Parent Notification letter – demonstrated Competency in English

ESL Program Withdrawal / Denial of Enrollment

Checklist for the documents of the ESL Program

Parent Notification letter for exiting ESL Program

Monitoring Progress and Exit Form

Limited English Proficient Decision Chart

Parent Notification cover letter for the ACCESS result

Clinton County Board of Education

Home Language Survey

School: _____ Grade: _____ Date: _____

Name of student: _____
First Name Middle Initial Last Name

Name of parent / guardian: _____
First Name Middle Initial Last Name

Phone Number: _____
Home Work / Cell

Parent / Guardian:

Please answer the questions below accurately and completely. This information is necessary to provide the most appropriate placement and instruction for your child and will not be used for any other purposes. Thanks for your cooperation.

1. Was your child born in the United States?
   - ❑ Yes ❑ No, please specify the country: _____
2. Is your child's first-learned or home language anything other than English?
   - ❑ Yes ❑ No
3. What is the language most frequently spoken at home?
   - ❑ English ❑ Other, please specify _____
4. What language do you speak to your child at home?
   - ❑ English ❑ Other, please specify Father _____ Mother _____

For Office Use Only
Date Received: _____ W-APT test Needed: ❑ Y ❑ N
Date of Referral: _____ Date of W-APT test: _____ W-APT test Score: Listening/speaking: _____ Reading: _____ Writing: _____ Eligible for ESL Services: ❑ Y ❑ N If no, Please explain: _____ _____ Signature of ESL Teacher : _____

Notes for survey administrator:

1. *Please provide an interpreter when necessary.*
2. *If response indicates a language other than English, please contact ESL teacher and provide her/him with a copy of this survey.*
3. *File original Home Language Survey in student's cumulative folder.*

Clinton County Board of Education

Parent Notification of English as a Second Language (ESL) Program Enrollment

Date: _____

Dear Parent / Guardian:

Our school district is required by the federal law to identify students from a non-English language background and to evaluate their English proficiency.

Your child _____ was referred for English proficiency assessment on _____. The assessment results have indicated that your child would benefit from services provided by the English as a Second Language (ESL) program. Your child will be provided services through the ESL program that may include one on one instruction, small group instruction or collaborative services in his/her classroom. It is the program's belief that these extra services will help to meet your child's educational needs and enhance his or her academic success in school.

You have the right to decline ESL service for your child or you may withdraw your child from the program at any time by sending the request in writing. Please carefully consider that your child's academic and social progress will be enhanced with participation in the ESL program.

If you have any questions or concerns, please contact the ESL teacher, _____ at _____.

Sincerely,

_____

Administrator Signature

Clinton County Board of Education

Parent Notification

Demonstrated Competency in English

Date: _____

Dear Parent / Guardian:

Our school district is required by federal law to identify students from a non-English language background and to evaluate their English proficiency.

Your child _____ was referred for English proficiency assessment on _____.

The assessment results have indicated that your child has been identified as ***English proficient***. Therefore, your child DOES NOT need the instructional support of the English as a Second Language (ESL) program.

Sincerely,

_____

ESL Teacher

Clinton County Board of Education

Request for English as a Second Language (ESL) Program

Withdrawal / Denial of Enrollment

Date: _____

Dear Parent / Guardian:

You have indicated that you do not want your child enrolled in the English as a Second Language Program or that you would like your child removed from the English as a Second Language program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request removal of your child from the program, or (b) decline to enroll your child in such a program. However, your child will still be tested again in the spring to determine progress in the English language.

Please complete and sign the bottom of this form and return it to your child's school.

Thank you.

++

Clinton County Board of Education

Request for English as a Second Language (ESL) Program

Withdrawal / Denial of Enrollment

I, _____(parent/guardian) of _____(student) have been informed of my right to decline to have my child enrolled in the English as a Second Language program offered by the school or district. I request the following action be taken on behalf of my child:

_____ do not enroll my child in an English as a Second Language program

_____ withdraw my child from the program offered by the school

_____ _____

Signature of Parent / Guardian Date

OFFICE USE ONLY		
Student's Name:	Grade Level:	Date Received:
School:	Home Phone:	Notes:

Clinton County Board of Education

Parent Notification

Exiting ESL Program

Date: _____

Dear Parent / Guardian:

You child _____ has been participating in the Clinton County Public Schools English as a Second Language (ESL) Program. The ESL program provides temporary assistance to students in developing English skills and school success. Your child has attained a level of English language proficiency that should allow participation in the regular program without the additional support of the ESL program. This was determined by the results of ACCESS for ELLs assessment and professional evaluation.

Attached is your child's ACCESS for ELLs Report. According to the standard of the Kentucky Department Education, those students who achieve an overall composite score of 5.0 and a score of 4.0 in literacy will be recognized as Fully English Proficient. Based on your child assessments, your child is now ready to exit from the program and will no longer receive ESL services. Your student will continue to be monitored by the ESL teacher for two years to ensure continued success. If the data indicates need, your child could be readmitted to ESL program with your permission.

We are confident that your child will continue to be successful at school and we are pleased to have had the opportunity to provide ESL services to your child. If you have any questions and concerns, please contact the ESL teacher _____ at _____.

Sincerely

_____

ESL Teacher

Appendix G

Clinton County Board of Education

ESL Monitoring Progress / Exit Form

Student Name _____ Grade _____
School _____ School Year _____
Exit Date for direct ESL Services _____ Number years in LEP program _____
Monitoring Year: Year One _____ Year Two _____ Year Three _____ Year Four _____

ASSESSMENT DATA (Enter any assessments used and the corresponding data)					
KPREP		ACT		OTHER:	
KPREP-EOC		NAEP		OTHER:	
OTHER:		OTHER:		OTHER:	
ACCESS 2.0 DATA (enter the corresponding Proficiency Levels)					
Listening		Reading		Literacy	
Speaking		Writing		Overall	

First Quarter Grades		**Second Quarter Grades**	
GRADES:	ACTION TAKEN:	GRADES:	ACTION TAKEN:
Third Quarter Grades		**Fourth Quarter Grades**	
GRADES:	ACTION TAKEN:	GRADES:	ACTION TAKEN:

Observations		
DATES:	BY WHOM:	OBSERVATION INFORMATION:

Meetings/Conferences (Attach minutes)	
DATES:	ATTENDEES:

NOTES:

Please attach any additional documents or pertinent information.

Appendix H

Check list for the Documents of the ESL Program

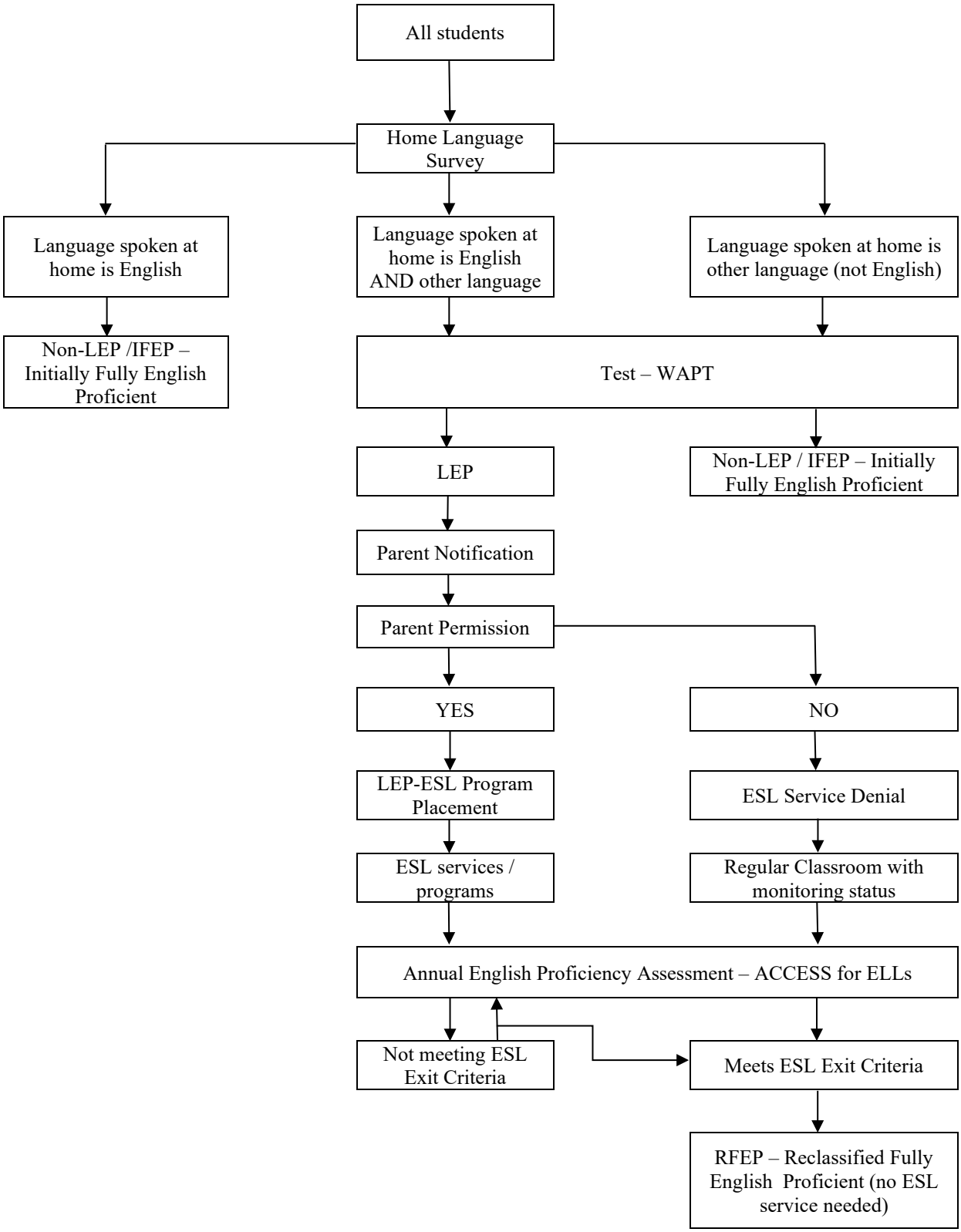
Documents / Forms Required	Distribution		
	Parent/ Guardian	ESL folder in Student Cumulative Folder	ESL folder (Central Office)
1. Home Language Survey (ESL01_HLS_SC)		(X)	X
2. Parent Notification Letter (program enrollment) (ELL02_PNOTIFICATION_SC)	(X)	X	X
3. W-APT Test Scoring Sheet		(X)	X
4. Request for ESL Program withdrawal / Denial of Enrollment – if available (ELL03_W&DENROLL_SC)	X	(X)	X
5. Parent Notification Letter for Exiting ESL program (ESL04_PNOTIFICATION_EXIT_SC)	(X)	X	X
6. Program Service Plan (ESL07_PSP_SC)	X	(X)	X
7. Parent Notification Letter –Demonstrated Competency in English – if available (ESL05_PNOTIFICATION_COMPETENCY_SC)	(X)	X	X
8. ACCESS for ELLs Test – Teacher Report, Parent/Guardian Report	X	(X)	X
9. ESL Monitoring Progress / Exit Form (ESL06_MONITORING & EXIT_SC)	X	(X)	X
10. Student Profile			X
11. Student Enrollment Form			X

(X) – Original copy

X – Duplicated copy only

Appendix I

Limited English Proficient (LEP) Decision Chart



ESL10_LEPCHART_SC

Clinton County Board of Education

Appendix J

DATE

Dear Parent or Guardian,

This past winter, English Language Learner (ELL) students in grades kindergarten through twelfth grade participated in the administration of the ACCESS for ELLs® language proficiency test. ACCESS provides a standardized measurement of academic language proficiency for ELL students throughout the state of Kentucky, as well as many other states. With this information, we are able to monitor individual ELL student progress on an annual basis.

Enclosed you will find your child's results on ACCESS. The Parent/Guardian Report provides information about your child's **English Language Proficiency Level**. This information is for you to review and keep.

If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please contact me, your child's ELL teacher, or the school principal.

Sincerely,