

Detroit Public Schools

Office of English Language Learners And Global Languages

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2010–2011

Guidelines and Mandates

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GUIDELINES TO IMPLEMENT BILINGUAL EDUCATION 2010-2011

The primary goals of the district's English Language Learners program are to teach English and to increase the academic achievement of English language learners (ELLs). Federal law mandates that schools provide bilingual education services to English language learners (See Attachments A, A-1, A-2, A-3, pages 12-14).

MISSION STATEMENT

The mission of Detroit Public Schools' English Language Learners program is to ensure that English language learners receive a rigorous education that prepares them to excel in a highly competitive, multilingual, multicultural, global society.

GOALS

1. Ensure that English language learners master the same high academic achievement standards required of all learners.
2. Strengthen the line of communication and collaboration efforts with bilingual schools including: administrators, teachers, parents, students, and all diverse communities.
3. Create learning environments that promote equity of access that are free of barriers, and subject to on-going monitoring and accountability measures.
4. Improve the quality of content-focused professional development and services to staff and parents.
5. Strengthen the use of technology in the classroom for instructional purposes.

VALUES AND BELIEFS

1. Learning is a socio-cultural and linguistic process.
2. All children learn best when actively engaged with others in authentic instruction grounded in respect of their prior sources of knowledge such as culture, language, and history.
3. The community contributes to the success of English Language Learners.
4. Parents/Families of English language learners are vital partners in the educational process.
5. All educational personnel have a legal and moral responsibility for the education of English language learners.
6. Highly qualified and supporting staff meets the educational needs of English Language Learners.
7. All parents and family members can contribute to their children's education, regardless of their English language ability, provided that the school facilitates this involvement.
8. Given the opportunity and support to excel academically, English Language Learners contribute greatly to our global society.

TITLE III - ENGLISH LANGUAGE LEARNERS (ELLS) STUDENT PERFORMANCE EXPECTATIONS

- ELLs will meet the same Grade Level Content Expectations (GLCE) as mainstream students.
- ELLs will demonstrate progress in English language proficiency.
- 95% of ELLs will be assessed annually as mandated by the Adequate Yearly Progress (AYP) requirements.

TITLE III - ACCOUNTABILITY MEASURES REQUIRED

- The school is accountable for monitoring the academic progress made by ELLs as measured by Michigan Educational Assessment Program (MEAP) and the State's English Language Proficiency Assessment (ELPA).
- The school is accountable for monitoring the academic progress made by formerly limited English proficient (FLEP) students.

IDENTIFICATION

- By *Fourth Wednesday Count on September 29, 2010*, all potentially eligible bilingual students (other than those who were identified in the *spring*) must be identified as required by federal and state mandates.
- An up-to-date "**Master Bilingual Students Membership List**" will be provided to schools to verify the enrollment of bilingual students already identified as potentially eligible.
- First-time enrollees (including kindergartners) or transferees from other school districts not appearing on the printout, who are thought to be potentially eligible for bilingual education, must be identified by the school's enrollment secretary and reported to the Office of English Language Learners and Global Languages on the *Add-on Sheet*, which is attached to the printout (See Attachment B or call the ELL office).
- First-time preschool enrollees or transferees from other school districts not appearing on the print-out, who are thought to be potentially eligible for bilingual services must be identified by the enrollment secretary at the school and reported to the Office of English Language Learners and Global Languages on the *Add-on Sheet*. (See Attachment C or call the ELL office).
- Students who have been identified as formerly limited English proficient (FLEP) and are experiencing learning difficulties in the content areas, are eligible to be re-admitted for bilingual services. They must also be reported to the Office of English Language Learners and Global Languages on the *Add-on Sheet*. (Attachment D)

HOME LANGUAGE SURVEY

- Home Language Survey forms must be administered to every student in the school building to identify potentially eligible students.
- All verified students on the print-out or new students on the *Add-On Sheet* must have a Home Language Survey (HLS) form in the student's 80's series.
- Every student without an "X" in the "**HLS**" column of the print-out must have the form completed by the student's parent or legal guardian. The completed HLS form must be submitted to the Office of English Language Learners and Global Languages in order for the student to be considered potentially eligible for bilingual services.
- A "**yes**" answer on either of the two questions on the HLS form identifies the student as potentially eligible for bilingual services.

**YEARS THE ENGLISH LANGUAGE LEARNER (ELL) HAS BEEN
IN THE BILINGUAL PROGRAM AND DATE ENTERED THE U.S.A.**

- The print-out reflects the number of years each student has been in the ELL program and the date entered the U.S.A.

ELIGIBILITY CRITERIA

- Reports from schools without all required information for each student identified will not be accepted. No student will be considered potentially eligible without a Home Language Survey form. English Language Proficiency Assessment (ELPA) and teacher determination are to be used to determine eligibility. **THE DISTRICT WILL NOT RECEIVE BILINGUAL FUNDING FOR ELIGIBLE STUDENTS IF THEY ARE NOT REPORTED BY THE FOURTH WEDNESDAY COUNT.**
- **All K-2 students identified as bilingual students** according to the Home Language Survey (HLS) **are eligible for ELL instruction.** ELPA test is used for placement purposes.
- Students **grades 3-12** with a **HLS** and an **ELPA level score of 5, Advanced Proficient (AP)) or below the equivalent ELPA score** are to be used to determine eligibility. The flowchart (**See Attachment E**) summarizes the procedure to determine bilingual eligibility of individual students.
- All preschoolers identified as potentially bilingual students according to the Home Language Survey (HLS) are automatically eligible for bilingual services without a formal assessment.

ELPA

- According to the requirements of the Office for Civil Rights and the State of Michigan guidelines to serve English language learner students, the district is required to assess the English language proficiency level and academic performance of ELL students once a year. ELPA is used to comply with this requirement. It provides five levels of performance to help describe the student's language proficiency in English.
- Although, ELPA is the assessment that is required for all potentially eligible students, **the BVAT/WMLS score (no more than six months old), may be used as another option if additional language assessment is needed for certain purposes** such as RCT (Resource Coordinating Team) to determine eligibility and/or placement. The BVAT provides a standardized and psychometrically sound procedure for combining verbal and cognitive assessment in English and in the primary language of the student. Items that students fail are assessed in the students' primary language to ascertain whether they have that knowledge or ability developed in the primary language. The BVAT/WMLS assesses the linguistic and conceptual knowledge that students possess regardless of their language and provides five CALP levels to describe students' language proficiency in English.
- In addition, Michigan's ELPA is a customized assessment. It is designed to be aligned with the Michigan English language proficiency standards, which were approved by the State Board of Education in April 2004. ELPA assesses both academic and social language. It is divided into four grade-level spans: K-2, 3-5, 6-8 and 9-12.

- ELLs take the assessments that match their grades of enrollment.
- ELPA is administered to all ELLs enrolled in grades K-12. It contains four sections: listening, reading, writing and speaking. The first three assessment sections can be administered in small group settings. The fourth section, speaking, is individually administered to students.
- ELPA Screen is administered to all students who were not assessed in the spring.

(* See key on document entitled **ELPA Performance Level Promotion Policy**, pg. 39)

EXIT CRITERIA/FLEP/Formerly (Limited English Proficient) Students

- English Language Learners who score “Advanced Proficient” on ELPA for two consecutive years may be eligible to exit the bilingual education program.
- Exited English Language Learners should be labeled FLEP students and academically monitored for a minimum of two years per NCLB. (No Child Left Behind)

BILINGUAL PUPIL’S CUMULATIVE ACADEMIC/ASSESSMENT RECORD 80-B FOLDER

- All English language learners identified as potentially eligible to receive bilingual services are required to have a blue colored Bilingual 80-B folder in their 80’s series. This folder is used to gather all print-out information and documentations required by law for audit purposes. Home Language Survey (HLS), Parent Notification Letter, Assessments results and evidence of bilingual services (students’ schedules).

GRADING AND PROMOTION PROCEDURES FOR BILINGUAL STUDENTS

- The Grading and Promotion Procedures for Bilingual Students apply to all English language learners identified as L1 (B)* and L2 (LI)* on ELPA. The Grading and Promotion Procedures for English language learners have been developed to address the needs expressed by principals and teachers for guidance in grading and promoting bilingual students. Principals and teachers must adhere to the procedures recommended by the District (See **Grading and Promotion Procedures** document in folder or on Website).

STAFFING

- **Principals are responsible for providing bilingual education services to all eligible students. Services must be provided by certified bilingual teachers paid by the school.** A procedure has been approved by the Office of Personnel and the Detroit Federation of Teachers (DFT) for this purpose. **They require principals to make a written request to their Personnel Administrator, Office of Budget, and Assistant Superintendent with a copy to the Office of English Language Learners and Global Languages indicating the teacher service needed.**
- According to the agreement between the Detroit Board of Education and the Detroit Federation of Teachers, bilingual endorsed teachers have super seniority. Section 12E of the contract states *"Qualified bilingual teachers who have full endorsement will be protected from reduction in service transfer if they are serving bilingual students and using their second language in the process."*

- Principals must request from H.R., bilingual teachers, administrators and support service (ex. clericals) in regular positions to comply with legal mandates and to ensure that the needs of bilingual students and parents are met.

FUNDING OF BILINGUAL TEACHERS

- Since each English language learner, like any other student, generates funds to be provided with quality education, and these funds (teacher service) are controlled by the principal of the school, then bilingual teachers must be paid with school funds.
- Schools with a high enrollment of English Language Learners are required to increase the number of endorsed bilingual teachers in the language(s) spoken in the school. Any school with forty (N=40) or more eligible English Language Learners must fill its vacancies with qualified bilingual teachers or add qualified bilingual teachers as part of its teacher allocation for the school to serve those bilingual students in self-contained classes. **Bilingual teachers of self-contained integrated bilingual classes must be paid by the school budget and be included in both the *Pre-planning and Change in Teacher Service* worksheets.**

BILINGUAL CLASS SIZE

- Level 1 (B)* (negligible CALP in English), Level 2 (LI)* (very limited English) and struggling Level 3 (HI)* students who have been in the USA for less than two years should be placed in a classroom of 20-25 students per session in order to address their academic content development and English language proficiency needs.
- Level 3, 4 and 5 students who have been in the USA for two years or more should be placed in a **self-contained** classroom with the same number of students as in a regular class.

TYPE AND AMOUNT OF BILINGUAL SERVICES

- The type and amount of bilingual services for eligible students are based on the level of English oral language proficiency as measured by the ELPA and the number of years in the United States of America. Such a number should be recorded on the “Add-On sheet”.

(* See key on document entitled **ELPA Performance Level Promotion Policy**, Page 39)

- Principals of schools with 40 or more eligible ELLs are required to make every effort necessary to hire qualified bilingual teachers to **provide bilingual education services in an integrated regular self-contained classroom of ELLs taught by a bilingual teacher.**
- Students who have been in the United States of America for less than two years and who have scored at a Level 1 (B)* or Level 2 (LI)* on the ELPA, could be scheduled daily for up to one half day to a class of 20 to 25 students and should be taught by a qualified bilingual teacher. The teacher in this class should use the District’s adopted curriculum for English Language Learners. The other half-day, these students must be scheduled to a regular integrated mainstream class.
- The Office for Civil Rights requires that English language learners not be segregated for more than 15 hours per week. This requirement is supported by research and best practices.
- **Principals of schools with a high concentration of bilingual students are required to first consider a qualified bilingual teacher to fill any existing vacancy.**

- Principals of schools with 10 to 39 eligible students should offer bilingual push-in services provided by a part-time teacher or an educational technician paid by the school budget. Bilingual staff must speak the language of the majority of the ELLs.
- The amount of time the bilingual teacher or bilingual educational technician is assigned to a building will be determined by the educational needs and the English language proficiency level of the English language learner in the school.

(* See key on document entitled **ELPA Performance Level Promotion Policy**, Page 39)

- The minimum required hours of weekly service for bilingual students according to their ELPA scores are the following:
 - ❖ L1 (B) Students 15-20 hrs.
 - ❖ L2 (LI) Students 15-20 hrs
 - ❖ L3 (HI) Students 5-10 hrs
 - ❖ L4 (P) Students 5-10 hrs.
 - ❖ L5(AP) Students 5-10 hrs

Clustering Program

- Schools with 9 or less eligible students must offer the students the option to attend a bilingual "cluster" in another school. The "sending school" must document its students' acceptance or refusal of the clustering option. The Office for Civil Rights requires that students who "opt out" of the clustering program must receive Title I services.

ENGLISH LANGUAGE LEARNERS (ELLs) PROGRAMS

- Spanish Language Immersion Program (Maintenance Model) – limited participation
- English-as-a-Second Language (ESL) Program (Transitional Model)
- Bilingual Dual Language Program (Maintenance Model)
- Sheltered English Instructional Program (Transitional Model)

**ENGLISH LANGUAGE LEARNERS (ELLs)
EXTENDED LEARNING OPPORTUNITIES**

- Before-School Tutoring and Mentoring Program for ELLs
- After-School Tutoring and Mentoring Program for ELLs
- After-School Migrant Tutorial and Mentoring Program
- Migrant Summer Enrichment Program
- Summer Program for High-Need Bilingual Students

ENGLISH LANGUAGE LEARNERS (ELLs) CURRICULUM

- Provides high-quality scientifically-based language instructional programs that have proven to be effective for teaching ELLs.
- Offers ELLs the same challenging rigorous grade level content expectations in all areas of the curriculum.
- Utilizes Hampton Brown -”*Avenues*” for all ELLs Level 1 (B)*, Level 2 (LI)*and struggling Level 3 (HI)*in grades K-5.

- Utilizes Hampton Brown - "**High Point**" for all ELLs Level 1 (B)*, Level 2(LI)* and struggling Level 3 (HI)* bilingual students in grades 6-8. (Will be replaced by **Inside**).
- Utilizes Hampton Brown – "**Edge**" for all Level I (B)*, Level 2 (LI)*and struggling Level 3 (HI)*bilingual students in grades 9-12.
- Utilizes the "**Open Court Reading Series**" and **Story Town** for all Level 3 (HI)* through Level 5 (AP)* ELLs in grades K-5.
- Utilizes the core curriculum for all ELLs Level 3 (HI)* through Level 5 (AP)* ELLs in grades 6-12.
- Ensures that all additional textbooks and supplementary materials should be scrutinized to make certain that they are developmentally appropriate, free of bias, up-to-date, accurate, and reflective of the cultures of the students.

(* See key on document entitled **ELPA Performance Level Promotion Policy**, Page 39)

- Includes all required textbooks and supplementary materials purchased by the school budget.

STRATEGIES TO TEACH BILINGUAL STUDENTS

- Adjustments in curricular strategies and interventions must be implemented in order to facilitate the acquisition of English. The Detroit Public Schools' standards for promotion of ELLs are different from the district's standards to promote native English speakers (See separate document in folder or website).
- In addition to teaching ELLs in the language they understand, appropriate instructional strategies and curriculum adaptations should be made to accelerate English language acquisition. These strategies should address the linguistic and cultural needs of the students in order to effectively accomplish the transition from their native language to English literacy. Most ELLs are not limited in their cognitive abilities.
- The English proficiency levels and academic needs of ELLs vary greatly. One must realize the enormous challenges facing English language learners. Acquiring English language skills that are characteristic of native English speakers of the same age are significant challenges. Special instructional and alternative assessment considerations must be given to ELLs to achieve the high standards proposed for other subject areas.

(* See key on document entitled **ELPA Performance Level Promotion Policy**, Page 39)

TITLE I SERVICES FOR ENGLISH LANGUAGE LEARNERS (ELLs)

- Federal and state mandates require districts to utilize Title I - "**No Child Left Behind**" funding to provide additional services to ELLs. This may include ESL services to parents of ELL children. Title I Parent Involvement funds may be utilized to develop programs of ESL within the school building.
- The Federal rules state that ELLs are eligible for Title I services as other children. Title I service programs require taking into account the needs of all students including those who are identified as Limited English Proficient.

SUPERVISION AND MONITORING

- In order to ensure effective and equitable services for ELLs, proper supervision and monitoring must be implemented at the school level.
- Central office may provide consultation and technical support as requested by the school administrator.

CONTENT-FOCUSED PROFESSIONAL DEVELOPMENT

- Improves the skills and awareness of all staff who serve ELLs. Professional Development includes assessment of cognitive/academic data, content area skills, students' motivation, learning styles, classroom management, language development, second language acquisition, the use of textbooks, materials, and technology.
- Incorporates four key areas of success: shared focus, reflective practices, collaboration and partnerships, and ever-increasing leadership capacity.
- Includes on-site school visitation, coaching, collegial visits, technology, action research, electronic network, reflection journals, study groups, learning circles, and others.
- Implements effective practices for teaching literacy in pre-school through 12th grade.

TITLE III - BILINGUAL PARENT NETWORK, TRAINING, AND INVOLVEMENT

- Send annually the Parent Notification Letter to bilingual parents in a timely manner in English and in the home language.
- Inform parents or legal guardians in their native language when possible, if their children are eligible for bilingual education services, and keep a dated copy of this letter on file.
- Provide workshop activities designed to assist bilingual parents to become actively involved in the education of their children.
- Assist bilingual parents in helping improve their children's academic achievement.
- Collaborate with the Office of Adult Education in providing parents with English as a Second Language (ESL), G.E.D., and Technology classes.
- Provide a series of research-based workshops for parents.
- Ensure that bilingual parents are active members of the school's parent organization.
- Hire a highly qualified full-time bilingual staff person (administrator, community liaison, school service assistant or secretary) in the main office who speaks the language of the majority of the bilingual population of that school. The person may serve as a liaison between the school, the parents and the community.

SPECIAL EDUCATION

ELL program personnel in each school must monitor the referral process for Special Education eligibility for ELLs.

Such a process should rule out the possibility students being identified for Special Education services based on English Language Proficiency (per MDE consultant, Roberto Saenz)

The Process for referral, evaluation, and placement of ELLs must be monitored for compliance.

Articulation between the Special Education Teacher should take place continuously in order to ensure appropriate educational services to ELLs who need Special Educational Services.

There is an added column for Special Education Students on each school's "Master List of Bilingual Students"

Contact Information:

Martha Navarette (Spanish) (313) 815-2925

Raniya Nannoshi (Arabic, Chaldean) (586) 879-8401

Chris Foley, Director (313) 873-6206

ATTACHMENT “A”

Federal Bilingual Education Act of 1968

This Federal law mandates bilingual education for limited English proficient students.

No state shall deny an equal educational opportunity to any individual on account of his or her national origin by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

The same law goes on to pronounce that bilingual programs are those in which,

... There is instruction given in, and study of English and to the extent necessary to allow a child to progress effectively through the educational system, the native language of the children of limited English-speaking ability, and such instruction is given with appreciation for the cultural heritage of such children, and, with respect to elementary school shall, to the extent necessary, be in all courses or subjects of study which will allow a child to progress effectively through the educational system.

Office for Civil Rights, Federal Register 11595, 1970

Further guidelines are provided in the 1970 memorandum by the Office for Civil Rights (OCR)

Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiencies in order to open its instructional program to these students.

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IT IS THE LAW

Within weeks of the Lau v. Nichols ruling, Congress passed the Equal Educational Opportunity Act (EEOA) mandating that no state shall deny equal education opportunity to any individual, “by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program.”

The U.S. Department of Education’s OCR oversees school districts’ broad discretion concerning how to ensure equal educational opportunity for ELLs. The following guidelines have been outlined for school districts to ensure that their programs are serving ELLs effectively.

Districts should:

- Identify students as potential ELLs;
- Assess student’s need for ELL services;
- Develop a program which, in the view of experts in the field, has a reasonable chance for success;
- Ensure that necessary staff, curricular materials, and facilities are in place and used properly;
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and
- Assess the success of the program and modify it where needed.

For additional information regarding the provision of equal education opportunity to ELLs, contact the Office for Civil Rights enforcement office at:

Phone: (800) 421-3481

E-mail: ocr@ed.gov

URL: <http://www.ed.gov/offices/OCR>

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Q: What legal obligations do schools have to English Language Learners (ELLs)?

A: Under civil rights law, schools are obligated to ensure that ELLs have equal access to education

It is the responsibility of schools to ensure that all students, including English language learners (ELLs), have equal access to a quality education that enables them to progress academically while learning English.

In 1970, the federal Office for Civil Rights (OCR) issued a memo regarding school districts' responsibilities under civil rights law to provide an equal educational opportunity to ELLs. This memorandum stated:

Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

Federal Law is violated if:

- students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;
- national origin minority students are inappropriately assigned to special education classes because of their lack of English skills;
- programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead end track; or
- Parents whose English is limited do not receive school notices or other information in a language they can understand.

In its 1974 decision in *Lau v. Nichols*, the United States Supreme Court upheld OCR's 1970 memo. The basis for the case was a claim that the students could not understand the language in which they were being taught; therefore, they were not being provided with an equal education. The Supreme Court agreed, saying that:

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

The case reaffirmed that all students in the United States, regardless of native language, have the right to receive a quality education. It also clarified that equality of opportunity does not necessarily mean the same education for every student, but rather the same opportunity to receive an education. An equal education is only possible if students can understand the language of instruction.



SCHOOL OPENING ALERT!!!

The U.S. Supreme Court has ruled in the Supreme Court case *Plyler v. Doe* [457 U.S. 202 (1982)] that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. Like other children, undocumented students must, under state law, attend school until they reach a mandated age, usually 18.

As a result of the *Plyler* ruling, public schools may not:

- Deny admission to a student during initial enrollment or at any other time on the basis of immigration status.
 - Treat a student differently to determine residency.
 - Engage in any practices to “chill” or hinder the right of access to school.
 - Require students or parents to disclose or document their immigration status.
 - Ask students or parent’s questions that may expose their undocumented status.
- Require social security numbers as a requirement for admission to school, as this may expose undocumented status.



Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program on behalf of a student need only indicate on the application that they do not have a social security number.

Changes in the F-1 (Student) Visa Program **do not** change the *Plyler* rights of undocumented children. These changes apply only to students who apply for a student visa from outside the U.S. and are currently in the U.S. on an F-1 Visa.

Additionally, the Family Education Rights and Privacy Act (FERPA) and various state privacy acts prohibit schools from providing any outside agency – including the Immigration and Naturalization Service – with any information from a child’s school file that would expose the student’s undocumented status without first acquiring permission from the student’s parents. Schools should note that even requesting such permission from parents might infringe on a student’s *Plyler* rights.

Finally, school personnel – especially building principals and those involved with student intake activities – should be aware that they have no legal obligation to enforce U.S. immigration laws.

To order free copies of this flyer or to report incidents of school exclusion or enrollment problems, call:

NCAS	Nationwide	800-441-7192	(Spanish/English)
META	Nationwide	617-628-2226	Spanish/English/Kreyol)
NY Immigration	Outside NYC	800-232-0212	(Spanish/English/18 Other)
Hotline	New York City	718-899-4000	(Spanish/English)
MALDEF	Texas	210-224-5476	(Spanish/English)
MALDEF	California	213-629-2512	(Spanish/English)

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**FLOW CHART FOR ENGLISH LANGUAGE LEARNERS (ELLs)
IDENTIFICATION AND ELIGIBILITY PROCEDURES**

Title VI of the Civil Rights Act of 1964

1982 Plyler vs. Doe Executive Order 13166

Michigan's Bilingual Education Law

Sections 380.1152 – 380.1157 of the School Code of 1996

Does every student receive a Home Language Survey (HLS) included in the enrollment packet?

Yes

Have the parent or guardian complete the HLS form.

(The HLS form is available in the following languages:
 Arabic, Bengali, Hmong, Romanian, and Spanish.

Does the HLS identify that the student, parents or guardians speak a language other than English?

(If yes, send copy of HLS to the Detroit Public Schools' Office of ELLs & Global Languages)

Yes

The student *is* potentially eligible

Office of Civil Rights (OCR) May 25 Memorandum 1974 Lau vs. Nichols

No

The student is *not* potentially eligible.

Does the student have a reading/English Language Proficiency Assessment (ELPA) score?

No →

Administer the ELPA Screener Test

OCR May 25 Memorandum 1974 Lau vs. Nichols 1981 Castañeda vs. Pickard

Yes

Does the student meet one of the following sets of criteria?

1. The student in grades K-2 is automatically eligible if HLS indicates that another language is spoken at home.
2. The student in grades 3-12 has an English Language Proficiency Assessment (ELPA) score Basic through Proficient.
3. The student has been in a bilingual special education program for less than seven years and/or has a teacher determination (after parent/guardian consultation) that is "yes" (use code "6" on Bilingual Master Print-out).

Yes

The student is eligible for the English Language Learners services based on score and Teacher determination

Executive Order 13166 Title III, NCLB

No

The student is not eligible for the English Language Learners services based on score and Teacher determination.

Send the Bilingual Parent Notification Letter home in the parent's primary language within ten days.

Introduction To ELPA

For the last five years, the State of Michigan has implemented the annual administration of the statewide English Language Proficiency Assessment (ELPA). The ELPA was administered to all English Language Learners who were enrolled in grades K through 12 and were eligible for limited English proficiency (LEP) services. The term English Language Learner, or ELL, has been adopted by the State of Michigan to refer to students who are Limited English Proficient (LEP).

The statewide administration of the ELPA was one of the first steps in improving the manner in which the English language proficiency of ELL students has been assessed. This fall, the State is taking a second step by providing an ELPA Initial Screening for new enrollees as a tool in determining eligibility for LEP services. Like the spring ELPA, the fall ELPA Initial Screening contains all four domains (Listening, Speaking, Reading, and Writing). The fall version is shorter in length and designed to be scored at the time of administration. The overall score is reflective of the proficiency level that has been set for last spring's ELPA.

The development of the ELPA Initial Screening is also an important step in aligning both the content and performance expectations of assessments used with our English language learners. By recording these ELPA results in the Office of Educational Assessment and Accountability (OEAA) secure website, all Michigan schools and districts have access to an ELL's most recent English language proficiency scores. When paired with other criteria that are used by local schools and districts for eligibility decisions, the availability of ELPA results can expedite the appropriate instructional placement of students who are learning English as a second language. The Initial Screening is Part A of this fall's ELPA.

The second part of this fall's ELPA Initial Screening supports our long-term goal to create uniform measures that support the teachers who help these students learn English so that our students can more effectively participate in academic courses taught in English. This summer, Michigan educators of English language learners met to develop assessment items with higher levels of linguistic difficulty and academic rigor to be added to next spring's ELPA.

Part B of the fall ELPA is composed of a short unit—6 to 14 questions—that consist of these newly developed items. Schools and districts are asked to administer Part B of the ELPA Initial Screening so that we can review how these items performed in preparation for the development of next spring's ELPA. If many of your new students have a very limited knowledge of the English language, please administer Part B items to some ELLs who are performing in the intermediate range of acquiring English language skills. Student answer choices for Part B items are entered into the OEAA secure website along with their raw scores for Part A. Data generated for Part B items are used to select items for the ELPA.

There is much work ahead to accomplish our long-range goal, and we appreciate the assistance of schools and districts in providing important feedback and assistance in helping us continue to improve the ELPA as a useful, diagnostic tool.

Meeting Federal Requirements

Statewide administration of the ELPA meets federal assessment requirements for the annual assessment of all ELLs. As specified in the No Child Left Behind (NCLB) legislation of 2001, Title I requires the annual assessment of all ELLs who are enrolled in grades K through 12 to determine the progress in acquisition of the English language. Areas to be assessed and reported for Title III include English Listening, Speaking, Reading, Writing, and Comprehension. Proficiency levels are to include a basic, intermediate, and proficient level for each grade level assessed. Assessments are to be based on English language proficiency standards, which are to be adopted by each state. ELPA results are to be used annually for the Title III federal reporting of ELL student progress in acquiring English language skills. The reporting of last spring's ELPA results brings the State of Michigan into full compliance with federal requirements for an annual assessment that is based on state English language proficiency standards.

In Michigan, the ELPA Initial Screening has been designed to assist schools in determining eligibility for new enrollees this fall. The proficient level for this fall's overall score is reflective of the proficient standard set for last spring's assessment. This screening score may be used as an assessment tool to determine instructional placement for potential English language learners who enroll in Michigan schools this fall and do not have an ELPA score from last spring.

English language learners must fully participate in the state's administration of assessments that measure the state's academic content standards. In Michigan, these assessments are currently the Michigan Educational Assessment Program (MEAP). Administration of the ELPA can only be used in place of administering the MEAP English language arts assessment for newly arrived students. These are ELLs who have entered the United States for the first time and have been enrolled in a public school for fewer than ten months at the time of the MEAP assessments. To apply for the one-time exemption for a newly arrived ELL, please download the form from the OEAA website at www.michigan.gov/rneap.

Administration of the ELPA Initial Screening is NOT a substitute for the next ELPA annual assessment, which is to be given in the spring of 2011 as an annual assessment to all students who are eligible for LEP services during the 2010—2011 school year.

Features of the ELPA Initial Screening

The goal of the ELPA Initial Screening is to measure the English language proficiency level of Michigan students who are being assessed to determine eligibility for LEP services. Both oral and written language are included in the assessment of listening, reading, writing, and speaking skills for academic and social settings.

Michigan's ELPA Initial Screening is a customized assessment. Like the spring ELPA that is used for annual reporting of performance, the fall ELPA is designed to be aligned with the Michigan English proficiency standards, which were approved by the State Board of Education in April 2004. Most of the items for the Initial Screening are drawn from last spring's ELPA.

The fall screening level to be administered to new students covers topics and content from the previous year. The title of each screening assessment includes an ELPA assessment level. ELL students take the assessment level designed for their current grade, not for their skill level, since items at each assessment level have been selected to represent a broad range of ability, making it more likely that ELLs who are new to the United States will be able to answer some items with confidence.

Each ELPA Initial Screening has two parts, Part A and Part B.

Part A contains four domains, or sections:

- **Listening**, with easy-to-administer multiple-choice questions;
- **Reading**, with easy-to-administer multiple-choice questions;
- **Writing**, a two-part section containing multiple-choice and open-ended questions; and
- **Speaking**, an individually administered set of performance tasks, scored by the assessment administrator or proctor at the time of administration.

Complete descriptions of the content domains of the ELPA are available by accessing the OEAA website at www.michigan.gov/oeaa.

Part B is an additional section, or form. At assessment levels I, II, and III, these forms will cover one language domain (Listening, Reading, Writing, and Speaking) per form. At assessment levels IV and V, these forms may cover one language domain per form, or a combination of Listening and Speaking, or Reading and Writing. The assessment level for a grade level span has six to eight forms. A district's school will receive only one Part B form for a grade level span. It is possible that a school that administers more than one assessment level in the building may have a different Part B form for another ELPA level. (For additional information, please see the tables on pages 8 and 9.)

Last spring, the ELPA included four assessment levels—Primary, Elementary, Middle Grades, and High School—which matched the state's grade level span for the English Language Proficiency standards. Based on input from ELL educators, the primary level has been divided into two parts, allowing the kindergarten assessment content to be pulled out as a separate level.

There are now five levels of assessment. The tables that follow show the grades included in each level, the sections of the assessment, and the total number of items per section. For the Speaking section, each student should be administered the assessment individually. All other ELPA sections can be administered either individually or in a group.

Part A Sections

Level	Grade in Fall 2010	Part A Sections	Number of Items
I	Kindergarten* (pilot-oral sections only)	Listening	8
		Speaking	4
		(Total Points: 20)	Total: 12
I	1	Listening	8
		Reading	8
		Writing	6
		• Writing Conventions	
		• Constructed Response Speaking	4
		(Total Points: 36)	Total: 26
II	2-3	Listening	8
		Reading	8
		Writing	6
		Speaking	4
		(Total Points : 38)	Total: 26
III	4-6	Listening	9
		Reading	8
		Writing	4
		Speaking	4
		(Total Points : 37)	Total: 25
IV	7-9	Listening	9
		Reading	8
		Writing	4
		Speaking	4
		(Total Points : 37)	Total: 25
V.	10-12	Listening	9
		Reading	8
		Writing	4
		Speaking	4
		(Total Points : 37)	Total: 25

*This is a pilot year. Please supplement results with scores from other assessments that are customarily administered to incoming K students.

Part B Sections

Assessment Level	Grade in Fall 2010	Form Number and Domains		Number of Items
1	1	1	Listening	12
		2	Listening	12
		3	Reading	12
		4	Writing	7
		5	Writing	7
		6	Speaking	8
		7	Speaking	8
Assessment Level	Grade in Fall 2010	Form Number and Domains		Number of Items
II	2-3	1	Listening	12
		2	Listening	12
		3	Reading	13
		4	Reading	13
		5	Writing	6
		6	Writing	6
		7	Speaking	8
		8	Speaking	8
Assessment Level	Grade in Fall 2010	Form Number and Domains		Number of Items
III	4-6	1	Listening	14
		2	Listening	14
		3	Reading	13
		4	Reading	14
		5	Writing	7
		6	Writing	7
		7	Speaking	7
		8	Speaking	7
Assessment Level	Grade in Fall 2010	Form Number and Domains		Number of Items
IV and V	7-9 and 10-12	1	Listening	14
		2	Listening/Speaking	10
		3	Speaking	11
		4	Reading	14
		5	Reading/Writing	11
		6	Writing	8

Administering and Scoring ELPA Initial Screening Questions and Answers

1. What is the ELPA Initial Screening?

The ELPA Initial Screening was developed to assist schools in determining eligibility *for* Limited English Proficiency (LEP) services for new ELLs (English language learners) entering Michigan schools in the fall.

Since the fall version is shorter, there are three proficiency levels—basic, intermediate, and proficient—all linked to the proficiency levels on the spring ELPA (English Language Proficiency Assessment). The intermediate level on the ELPA Initial Screening encompasses the high - and low-intermediate levels from spring.

2. Why are we giving ELPA?

The implementation of the ELPA is federally mandated as part of the No Child Left Behind (NCLB) legislation. The content is based on Michigan's ELP standards, offering assessment in the four domains of listening, speaking, reading and writing with individual student reports that also include comprehension. The ELPA is used for the official reporting of Title III annual performance for the State of Michigan.

3. Does the ELPA Initial Screening replace next spring's assessment?

No, the ELPA Initial Screening does not replace the spring ELPA. The spring ELPA is the annual assessment that is to be given to all students who are enrolled in grades K-12 and are eligible for LEP services. The fall ELPA Initial Screening helps ensure appropriate instructional placement of ELLs.

4. Who is assessed?

ELL students who are new to your district or who did not participate in the spring ELPA should be assessed using the ELPA Initial Screening this fall.

5. How do we find out if a student who is new to our district took the ELPA last spring? How do we get the results?

Staff members who have been designated as ELPA Screener Users can log onto the secure OEAA Web site and perform a search for that student. The student's name will be displayed as a link, which can then be clicked on to determine all assessments that have been administered to the student. The spring ELPA test and a (t) will be shown for students who have a score for last spring.

Although scores and results from the spring ELPA will still remain confidential, the student record search will show the school and district where the spring ELPA test was taken. A link to the state's master listing of schools and districts at the bottom of the page will show an administrative contact name and telephone number for the school district that administered the spring ELPA to a particular student.

6. How does staff—especially from ISDS—get assigned as ELPA screener users?

The ELPA Screener User role is new and unique. The ELPA Screener User has access only to ELPA sections of the OEAA Secure Website. This includes permission to register students for an ELPA Initial Screening; to enter data for Parts A and B; and to print reports. The Screener User can enter a student name or Unique Identifying Code (UIC) to find out if ELPA was administered to the student last spring (which is indicated as a (t) after the student name for the spring cycle).

ISD staff can be assigned as an ELPA Screener Users for this assessment by contacting the districts that are served. In Michigan, school districts have primary responsibility for student assessment data. With assessment programs such as ELPA, the districts provide user access to ISD staff—on an individual basis—to historical and current ELPA scores.

Direct access to a district’s ELPA scores will enable ISD staff to research assessment information for students who are eligible for Title III services and to manage program services for these students, where appropriate. Access to ELPA records is particularly important to ISD staff that is responsible for district Title III information as part of a consortium.

7. Are foreign exchange students eligible for the ELPA if they meet the criteria of the federal government?

Yes.

8. Must we test grade 12 foreign exchange students since they are with us for this school year only?

Foreign exchange students are to be assessed with ELPA if they are eligible for services (and if districts include them in the state aid membership count in a grade level when the state assessments are administered).

9. My district uses the Wood-Munoz test to determine English proficiency. Why should I use the ELPA Initial Screening?

The ELPA assessments are designed to meet federal requirements for ELPA assessments, including alignment with Michigan standards of English language proficiency reporting requirements. The scale score of the ELPA Initial Screening is aligned with the scale scores of last spring’s ELPA, providing consistent scores.

Use of the ELPA Initial Screening is required for reporting an English language proficiency score for ELLs who have “recently arrived” in a US public school. On September 13, the U.S. Department of Education modified rules for these recently arrived students.

10. Is the ELPA Initial Screening mandatory?

This is a transitional year. The ELPA Initial Screening is recommended, but mandatory only for schools and districts who wish to excuse “recently arrived” students from taking the English Language Arts portion of the MEAP this fall. This is a one-time exemption that is offered to English language learners who have been enrolled in a U.S. public school for 12 months or less.

If an ELPA is administered to students, they can be counted as participating in the ELA portion of MEAP, provided that the results of the ELPA are on file, listing a U.S. entry date of 12 months or less in section 5 of the demographic page. This field is also available on the OEAA Secure site as part of Tested Roster.

Submission of special forms to excuse these students from the ELA portion of MEAP is no longer required. The mathematics, science and social studies portions of the MEAP are to be administered to “recently arrived” students using accommodations as needed. A list of accommodations for ELLs is provided in MEAP administration manuals.

11. Will the ELPA score be used in place of the MEAP score?

The ELPA score can only be used in place of the MEAP English language arts (ELA) score for “recently arrived” students. These are ELLs who have been in a United States public school for one school year or less, at the time of the MEAP assessments. For example, if an ELL meets this criterion at the time of MEAP in fall 2010, the ELPA score can be used as a substitute for ELA.

These students still need to take the MEAP mathematics and science or social studies assessments with the appropriate accommodations. The date listed in section 5 of the ELPA demographic pages from spring and fall 2010 will be used to determine eligibility.

12. Why was kindergarten through second grade students tested on ELPA last spring when there is no MEAP at these grades?

The No Child Left Behind (NCLB) legislation requires an annual assessment of all students enrolled in grades K- 12 who are eligible for LEP services, regardless of funding or current program participation.

13. We are supposed to screen the students to determine whether they can opt Out of the ELA section of MEAP. MEAP is still in October, correct?

The fall MEAP cycle for grades 3-8 begins October 9. See question 4, “Is the **ELPA** Initial Screening mandatory?” for guidelines regarding the use of ELPA for “recently arrived” students.

14. If our ELLs took the ELPA test last spring, do they still need to take the MEAP?

ELLs are to participate in both assessment systems. MEAP and ELPA are considered to be separate—or different assessment requirements—as described in the No Child Left Behind legislation. MEAP is the assessment system that the State of Michigan uses to measure student progress with Michigan content standards in mathematics, English language arts, and science.

ELPA is the assessment system that the State of Michigan has developed to measure student progress with learning English and is based on the English language proficiency standards. In past years, schools and districts chose from six off-the-shelf English language proficiency assessments and student scores were converted to a common set proficiency scores. These scores **were** then used for Title III reporting. Once implemented, the results from the ELPA will be used for Title III reporting.

The only exception is a recently arrived ELL. For more information regarding these students, please see the answer to question 11.

15. Will the ELPA screener be used throughout the year, or only during the testing window of early September to October 4?

The first phase of the ELPA Initial Screening is to be completed October 4. Returning all Part A and B completed materials to the district for return to OEAA on October 6 is critical. There is a requirement to collect and review scores for all Phase I items, including Part B forms by October 10.

Unused Part A materials may be kept for new students entering schools after October 4. A word of caution, however. Like the fall MEAP the content of the ELPA Initial Screening for fall is based on content from the previous school year. Thus, the proficiency measure for students is based on where a proficient student would have scored if they had taken the ELPA last spring. **Starting December 1**, it is recommended that ELPA Initial Screening levels should be given to students according to the following:

Level	Grade Level(s)
I	K (all four sections)
II	1-2
III	3-5
IV	6-8
V	9-12

All students taking the ELPA Initial Screening will still need to participate in the annual ELPA for spring 2011.

16. How will we receive initial screening materials for new students who arrive at school after October 6?

Supplemental orders for the first phase of ELPA Initial Screening are being disseminated by OEAA staff. Some unused Part A materials may be kept for new students entering schools after that time, but these materials have to be kept securely within the school or district, just as with any other assessment. For further information, please refer to the answer for question 15, above.

17. When will Administrator Manuals be sent out?

The Administration manuals for the ELPA Initial Screening were distributed as part of the original shipments from Harcourt Assessment, Inc. These were shipped on September 6-7.

Beginning September 8, supplemental orders were filled by the Office of Educational Assessment and Accountability (OEAA). In addition, electronic versions of the manuals have been placed on the OEAA secure web site; these can be found at the bottom of the main Web page for the ELPA Initial Screening (log in first through <http://www.michigan.gov/elpa>). To order additional administrator manuals for ELPA Initial Screening, contact the OEAA at (877) 560-TEST (8378).

18. Do we read the answers to the students on the listening section?

This fall, the test questions (item stems) and answer choices may be read out loud to all students taking the ELPA Initial Screening. The Listening CDs and audiotapes automatically include the reading of all textual answer choices.

19. Can we include the Home Language Survey questions in an enrollment form or does it need to be a separate document?

Many school districts do include the Home Language Survey questions as part of the enrollment form. Title III staff has developed a model for implementing the survey. It is available at the Michigan Department of Education Web site:

http://www.michigan.gov/documents/Home_language_survey_52531_7.dot

To obtain ELPA scores for a student who took the ELPA in another district, please refer to the answer for question 6, above.

20. Is the ELPA Initial Screening site available now?

Information and functions related to the ELPA Initial Screening on the secure OEAA Web site became available on Friday, September 8. The scoring and reporting features were made available on Tuesday, September 12.

21. What is the final date to enter the test data into the OEAA website? Is it October 4?

The closing date of the Phase 1 cycle is October 4. We will keep the site open until October 6 for those districts who plan to hand deliver materials to OEAA here in Lansing on Friday.

The site will remain open for the scoring and reporting of Part A for new students who arrive after October 4, 2006.

22. Do we do Part B?

Yes. Schools and districts should administer **all of the Part B** forms received in the original shipment, which included a statewide total of 400 assessments for each Part B Form.

It is very important that all Part B forms are administered to students as the second part of the screener for new students. If you have large numbers of new students with little or no language background, you may opt to give the Part B form to ELL students who participated in the ELPA last spring.

Good information about all Part B items is required before inclusion on an operational test. We have determined that 400 responses are statistically needed for this process.

Please note: It is expected that all Part B forms will be completed and returned by October 6; Part B writing forms will be collected from participating districts on October 4 so that hand- scoring may be completed on October 6-7.

23. Why do we need to complete the demographic page if we are entering the information onto the secure site?

We need the name of the student, teacher and school in case of research that requires referring to the actual document. A label is very helpful for this process. Some of the other information being gathered, such as language background or accommodation, is not gathered elsewhere. These data are important reporting elements.

24. My district ordered ELPA Initial Screening Level I assessment for teachers in the elementary school, but we did not see a K assessment. Why not?

The K assessment for the ELPA Initial Screening is optional. As a pilot, teachers of Kindergarten ELLs may administer the Listening and Speaking sections of Level I to their students. For the kindergarten level of the ELPA Initial Screening, the Individual Students Report shows a predicted proficiency level that is based only on the oral language sections of the assessment.

25. Will results impact AYP?

Not directly at this time. However, the performance of ELLs on MEAP, as a subgroup, is critical in helping a school or district make AYP. As students make progress in learning English, it is expected that the number of ELLs who score at the proficient level in MEAP will increase.

26. What effects are there on AYP at the school level?

ELPA tracks academic progress with learning important English skills. The results are used for Michigan's Title III Annual Performance report. English language learners are also assessed with all Title I content-based assessments (MEAP). Again, see the response to question 4, above, for exemption of ELLs on the ELA portion of the MEAP.

27. What is the AYP expectation for ELLs per year?

The assessment performance expectations for ELLs are tied to the Title III reporting for the State of Michigan. The assessment results are reported in terms of an individual student's growth or gains from one year to another and the average gains for Title III programs.

28. Were any questions changed through the teacher meetings in Lansing in July?

Part A is composed of questions that were included in last spring's ELPA. This enables us to link the results to last spring's performance levels.

Part B includes new items that were developed or modified by Michigan teachers who were involved in the item development process during the months of June and July.

29. In the fall ELPA Initial Screening, will the directions in the Speaking section still say, "Read and finish the sentence"? Last spring, we found that having the students read was a distraction, especially for younger students. If new students cannot read English yet, this may be even more distracting.

Part A speaking items are the same as spring 2006, in order to allow the linking of the screening results to the performance levels from last spring. The phrase "Read and finish the sentence" will still be included on these items.

Part B speaking forms contain new formats that may be introduced in spring 2007 assessment, depending on this fall's results. We hope that students will be less distracted and more able to show us their best performance on these new items.

30. Will districts receive multiple forms for both Part A and Part B or only one form?

There is one form of Part a. Part B has a number of forms. The Part B forms, which were included as part of the original shipments to districts, were distributed in a scientific manner to ensure appropriate demographic representation for the sampling of each form.

Each district that is assigned to administer a part B form will only have one form for each student. A Part B form focuses on only one or two language domains and contains 10-14 items.

31. Will the State work to change SRSD recording from levels IA - 5 to Basic/Intermediate/Proficient?

We will request that SRSD update the assessment fields to reflect ELPA reporting.

32. Why are you using three levels of English proficiency to score students for the ELPA Initial Screening and four levels for ELPA?

The spring 2006 ELPA had sufficient length to support four levels. The ELPA Initial Screening is shorter and is designed to assist districts with initial placement, which is to take place within the first 10 school days after enrollment.

The proficient and basic levels of the initial screener correspond to the proficient levels from last spring. The Intermediate level on the ELPA Initial Screening encompasses both the High- and Low-Intermediate levels on last spring's ELPA.

33. How will the MDE provide levels IA-5?

The ELPA will provide at least the three levels of proficiency—basic, intermediate, and proficient—that are required by federal guidelines. Scale scores will also be reported using a common scale across grade levels, providing schools and districts information about student performance within—and across—proficiency levels.

34. Will the ELPA spring and fall assessments replace the Woodcock-Muñoz Language Survey for determining eligibility and language acquisition progress?

The ELPA is used as the official State of Michigan assessment for Title III annual reporting purposes. The ELPA Initial Screening has been designed as a shorter measure that is consistent with the spring ELPA results and can be used for new students at other times in the year.

35. For regular MEAP testing we were just sent a memo saying not to put demographic info in the database. The information would be taken from the fall SRSD, is the same for the ELPA testing?

The fall SRSD data will not be available at the time of testing. However, the district may use data systems that identify new students as a pre-load for the ELPA Screener cycle, allowing test administrators to add only raw scores and other data after the assessments are completed.

36. Why is the screening limited to a window? New students can come in at anytime. What do we do to assess them?

Districts may use Part A of the ELPA Initial Screening for new students. Please see question 15 for additional information.

37. Are there normal percentiles we can use to qualify students for Sec. 41 funding (both on ELPA Spring 06 and fall 06)?

By legislation, the ELPA is a standards-based assessment. As such, results are reported as scaled scores and proficiency levels.

38. What about preschoolers? Is there any formal assessment?

Not at this time. The federal requirements specify an annual assessment for grades K-12. Providing a consistent screening assessment for incoming K-12 students at other times of the year is also important.

This fall, there are a number of districts desiring to use the ELPA Initial Screening as an assessment for incoming K students. If the interest for an assessment at the pre-K to entering K levels is significant, we will explore the feasibility of extending the availability of English language proficiency assessments of pre-K levels.

39. Will we be testing students that are in special education and are also eligible for LEP services?

Yes, all students who are eligible for Title III services—whether or not they are currently receiving those services—need to be assessed. This includes students with disabilities and Section 504 students.

For these students, accommodations that are customarily used during classroom activities may be considered for use during the administration of the ELPA. These accommodations are designed to assist students with disabilities in taking ELPA. Accommodations for ELPA are referenced in the Manual for Administering and Scoring the ELPA Initial Screening.

40. Does the Department offer training to develop skilled test administrators?

We have provided training for administration both in a teleconference format and in a face-to-face format at regional sites. We invite interested educators in assisting with the training of test administrators throughout the state.

41. What do we do if a student is new to our district but may have taken the ELPA in the spring?

You can determine whether the student has taken ELPA by linking to spring 2010 from the ELPA screener cycle on the OEAA Secure Site. For more information, please see the answer to question 5, above

42. I heard that a colleague of mine helped the OEAA write items for the ELPA last summer. Can I participate, too?

Certainly. We are looking for educators who work with ELLs at any level for item writing committees, bias review committees, content review committees, and for an upcoming Writing scoring committee.

If you would like to be considered, as a candidate, please contact Phil chase, ELPA Specialist, by phone at (517) 335-3967, or by e-mail at chasep2@michigan.gov.

ELPA Initial Screening

As your schools begin to open their doors this fall, new students will enroll. Part of the enrollment process includes the Home Language Survey. This survey, which is a Title VI requirement, asks the following two questions:

1. Is your child's native tongue a language other than English?
2. Is the primary language used in your child's home or environment a language other than English?

If the answer to either question is "yes", the school assesses the student's level of English language proficiency to determine if the student is eligible for Title III services. (Please note: The assessment for eligibility is to take place for all schools, whether or not there is currently a Title III program or funding for such services.)

An ELPA Initial Screening has been specially developed to assist schools with the assessment of these new students. The ELPA Initial Screening may also be used as the standards-based English language proficiency assessment for students who have recently arrived to the United States.

This assessment is short—approximately 10 points per domain—and can be scored at the time of testing. Individual student reports and class/group results can be generated as students are scored. The results of the ELPA Initial Screening are linked to last spring's assessment, allowing ease of score comparisons. Since the ELPA Initial Screening is shorter than the annual assessment administered last spring, three performance levels are available: proficient, intermediate, and basic.

Like last spring's assessment, this fall's ELPA Initial Screening contains four sections: Listening, Reading, Writing and Speaking. The ELPA Initial Screening is not timed. The first three assessment sections can be administered in small group settings if you have larger numbers of new students. The fourth section, speaking, is individually administered to students. ELLs take the assessments that match their grades of enrollment.

Training for the ELPA Initial Screening

Training to administer and score the ELPA Initial Screening will be provided by teleconference at Wayne RESA on the afternoon of August 31. This session will assist school staff in all aspects of giving the assessment to students, including the preparation of materials, strategies for guiding administration, and accurate scoring and reporting of results. A flyer announcing this training session is enclosed.

DVDs, and video stream versions of the training will be available to educators who are either unable to attend or are not located in close proximity to a satellite site.

Detroit Public Schools
Office of English Languages Learners and Global Languages

PARENT NOTIFICATION LETTER
FOR BILINGUAL/ENGLISH AS A SECOND LANGUAGE (ESL) SERVICES

Date: _____

School: _____

Student Identification #: _____

Student Name: _____

English Language Proficiency Level: _____

L1: Basic (B)

L3: High Intermediate (HI)

L2: Low Intermediate (L1)

L4: Proficient (P)

L5: Advanced/Proficient (AP)

Score in Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Comprehension: _____ Other assessment results _____

Dear Parent/Guardian:

Based on your child's English language assessment results listed above, he/she is eligible for bilingual/ESL services. The Detroit Public Schools will provide bilingual/ESL supplemental instructional programs to your eligible child because he/she comes from a language background other than English. These services support regular classroom instruction and focus on your child's language and academic needs to ensure success in school.

It is your right as a parent to make a decision regarding these supplemental services. If you DO NOT want your child to receive these services, you may notify your child's school principal.

If you need additional information, please call your child's school.

Sincerely yours,

Principal

Migrant Education Program (MEP)

_____ Student's Name	_____ Date	_____ Grade	_____ Homeroom
_____ Parent's or Guardian's Name		_____ Phone Number	
_____ Address	_____ City	_____ State	

SCHOOL NAME: _____

The Migrant Education Program is focused on offering great educational opportunities such as after-school tutoring and summer school to students who qualify.

In order to determine if your child(ren) qualify for this program, please answer the following question:

Have you or your spouse worked in any of the following areas, even for a short while in the last three years?

_____ In the fields (planting crops of any kind)

_____ Fishing (or cleaning/ packing fish)

_____ Forestry (includes nurseries –seeds, trees, shrubs)

_____ Meat/ chicken packing

_____ Any other similar activity that required for you to move with your children from one place to another because you were in search of employment. You had to be interviewed for the job, even if you were not hired.

Kindly return this letter to the school secretary in the main office. We will contact you for a more in-depth interview if you have marked any of the previously listed activities.

School Office Staff

Please return this survey form to the coordinator of the Migrant Education Program at Webster Elementary School/ Acosta Resource Center via Fax (313) 849-3580 or through the pick-up or call for pick-up at phone (313) 849-1208. Also, please provide a copy to the Office of English Language Learners and Global Languages to Fax (313) 873-8596.

Detroit Public Schools
Office of English Language Learners and Global Languages

EXPLANATION OF COMPUTER PRINT-OUT COLUMNS (BILINGUAL STUDENT LIST)

1. **Student Name:** Name of student
2. **Date of Birth:** Birth Date of student.
3. **Student ID:** ID number of student – the identification number assigned to the student by the Detroit Public Schools
4. **Grd:** Grade of student – the current grade placement of the student.
5. **Ethnc:** Ethnic Code of student:
 1 – Native American 2 – Asian Pacific Islander
 3 – Black (Not Hispanic) 4 – Hispanic Surname 5 – White (Not Hispanic)
7. **Sx:** Sex of student
8. **Langu:** Language from Home Language Survey Form – the identification number of the specific language.
9. **Ho Sv:** Home Language Survey – a form signed by the parent indicating the native or home language of the student.
10. **Date Entered US:** Date that the student entered the United States
11. **ELPA:** English Language Proficiency Assessment
 Lis – Listening Scale Score; Com – Comprehension Scale Score
 Rea – Reading Scale Score; OveSS – Overall Scale Score
 Wri – Writing Scale Score; Spe – Speaking Scale Score
 OvePL – Overall Performance Level
12. **Tea Det:** Teacher Determination – a determination of eligibility (Y or N) made by the bilingual teacher after consultation with the parent(s) or guardian. Teacher Determination is needed for all students receiving special education services.
13. **Hrs Wrk:** The minimum required hours of weekly service for bilingual students according to their ELPA scores.
14. **Migrant:** Migrant – a student is identified as migrant if his/her family has moved within the previous 36 months to obtain temporary or seasonal work in agriculture or fishing.
15. **Immigrant:** Immigrant – a student not born in any State in the United States of America, and have not been attending one or more schools in any one or more States in the United States of America for more than three (3) full academic years.
16. **Years in Prg:** The year(s) in Bilingual Education Program
17. **Eli Cde:** 1 – Meets eligibility criteria for service
 1 & 6 – Special Education Students needs Teacher Determination
 1 & 7 – Student needs Home Language Survey
 1 & 9 – Student needs ELPA Score
 2 – Does not meet eligibility criteria for service
 2 & 8 – Neither the student nor the parent/guardian speaks a language other than English

1 & 5 – Teacher determination of eligibility

18. **FLEP:** Formerly Limited English Proficient Students

DETROIT PUBLIC SCHOOLS

Office of English Language Learners and Global Languages

Languages Spoken by Bilingual Students by Alphabetical Order

English Name of Language	DPS Code	English Name of Language	DPS Code
AFRIKAANS	55	MACEDONIAN	39
AKAN	58	MALAY	21
ALBANIAN	9	MALAYALAM	72
AMHARIC (ETHIOPIA)	85	MALTESE	15
ARABIC/CHALDEAN	2	MANDINGO	59
ARMENIAN	19	MARATHI	54
ASSYRIAN	36	MOHAWK	71
BASA (LIBERIA)	79	NEPALI	61
BENGALI	41	NIGER LANGUAGES (EDO, LUGANDA)	28
BULGARIAN	87	OJIBWA	84
CARIB	81	ORIYA	95
CHEROKEE	25	OROMO	37
CHICHEWA (NYANJA)	62	PANJABI/PUNJABI	20
CHINESE (MANDARIN/CANTONESE)	8	PASHTO	91
CREOLES, FRENCH	47	PERSIAN	74
CZECH	40	PHILIPPINE LANGUAGES	13
DANISH	42	POLISH	6
DUTCH/FLEMISH	43	PORTUGUESE	27
EFIK	48	ROMANIAN	16
ENGLISH	0	RUSSIAN	29
ESTONIAN	49	SERBIAN	4
EWE (GHANA)	50	SHONA	73
FANTI (GHANA)	77	SINHALA; SINHALESE	66
FRENCH	12	SOMALI	93
GERMAN	11	SPANISH	1
GREBO	65	SWAHILI	35
GREEK	7	TAGALOG	18
GUJARATI	51	TAHITIAN (POLYNESIAN)	60
HEBREW	53	TAMIL	75
HINDI	17	TELEGU	52
HMONG	82	THAI	30
HUNGARIAN	24	TLINGIT (INDIAN)	64
IGBO	32	TSWANA	67
INDIAN LANGUAGES (COMANCHE)	70	TURKISH	31
INDONESIAN	45	TWI	78
IROQUOIAN LANG. (ONEIDA)	57	UKRAINIAN	33
ITALIAN	5	URDU	23
JAPANESE	22	VAI	63
KANNADA	88	VIETNAMESE	14
KHMER/ CAMBODIAN	80	VISAYAN	83
KINYARWANDA	97	WOLOF	94
KOREAN	10	YORUBA	86
KRU LANGUAGES	90		
LAO	38		
LITHUANIAN	34		

Detroit Public Schools
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**SCHOOLS WITH LESS THAN NINE ENGLISH LANGUAGE LEARNERS:
GUIDELINES FOR CLUSTERING SERVICES**

Schools with nine or fewer students classified as “English language learners” (ELLs) in grades FIRST through TWELVE are eligible for the Clustering Program.

The process is as follows:

1. School staff will identify all potentially eligible English language learners via a Home Language Survey (HLS) form.
2. Once the Home Language Survey is completed by the Parent/Guardian, a school designated staff member should contact the Office of English Language Learners and Global Languages for assistance in initiating the clustering process.
3. The potentially eligible students are tested to determine their English language proficiency level.
4. Transfers are offered to students that have limited fluency and have been in the United States of America for less than two (2) years.
5. If the Parent/Guardian accepts the transfer, the Office of English Language Learners and Global languages will arrange for transportation services and contact the receiving school.
6. Students who do not choose to go to the cluster school must receive Chapter 1 Section 31A services at their home school. Families that choose not to participate in the clustering program must file a letter with the school to document the refusal of services.
7. The clustering services will be provided, on a full-time basis at the nearest school that has a Bilingual/English as a Second Language (ESL) program.

If your school has less than nine (9) English language learners, please contact the Office of English Language Learners and Global Languages at (313) 873-4020 to assist you with the clustering process.

SCORING ELPA PERFORMANCE LEVEL

- L1: Basic (B)** – This student’s performance indicates minimal or no English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this level.
- L2: Low Intermediate (L1)** – This student’s performance indicates partial or developing English language acquisition in the areas of listening, reading, writing, speaking, and comprehension as defined for Michigan students at this grade level.
- L3: High Intermediate (HI)** – This student’s performance indicates near-sufficient or mostly developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.
- L4: Proficient (P)** – This student’s performance indicates sufficient or well-developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.
- L5: Advanced Proficient (AP)** – This student’s performance indicates substantial understanding and application of complex English language skills in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.