MICHIGAN Department of **Education**

ADMINISTRATIVE SYSTEMS

Mi•Map

Identification, Planning, and Compliance for English Language Learners

Why go this route?

Proper identification and planning of administration for programs serving English Language Learners (ELLs) will result in:

- An equitable educational service system for ELLs
- Compliance with State, Federal and Office of Civil Rights requirements
- ELLs academic success

You'll know you've arrived when...

- Program leadership is knowledgeable in the areas of State and Federal compliance, program models and instructional strategies for ELLs.
- All ELLs are identified upon enrollment and assessed.
- Student data will be entered into an electronic database for State reporting and program planning.
- All ELLs needing English language proficiency assistance will be given appropriate support.
- Program funding will flow smoothly.
- Compliance documents will be completed for timely submission.
- Hiring of highly qualified staff, supervision and professional development will be based on student needs.
- Resources supporting responsive educational systems for ELLs, their teachers and families will be available.
- ELLs are proficient in English and are successful in meeting state content expectations.
- The achievement gap between ELLs and their non-ELL counterparts narrows/closes.
- Migrant students are identified and properly serviced. (If you suspect that you have a migrant student but have no program, contact the Michigan Department of Education at (517) 373-6066.
- To qualify as a migrant student, the child must have moved across district boundaries with, or to join, the family with the intent of working in temporary or seasonal agriculture or fishing.

Construction Zone

Program needs assessment will provide a road map for planning.

It's about TIME

Much of the educational support for ELLs requires adherence to specified timelines:

- Identification, assessment and placement upon enrollment.
- This process may require 1-2 hours per student depending upon student's English language proficiency.
- Fall count Section 41, Title III, Refugee and spring student English language proficiency reporting, annual refugee program reporting (if applicable) and annual migrant reporting (if applicable) may take 2-3 hours per report.

Potential COSTS

- Additional highly qualified personnel may be required for data management, staff supervision, program administration and delivery of instruction.
- Professional development
- Instructional materials to support ELL's connection/access to core content.

The Process

A step-by-step guide

to identification, planning,

and compliance.

NOTE: Steps marked with a ● **are accompanied by one or more inserts, included in this packet.**

1 Registration and Identification:

- Examine school enrollment form to ensure that there is reporting of home language information. (INSERT for Step 1: Student Enrollment Form)
- Have a bilingual staff person available or translate the enrollment forms to ensure that the family understands the information requested.

2 Assessment and Determining Eligibility

- Assess the student's English language proficiency using State approved test. Assess native language whenever appropriate.
- Determine if student is eligible for bilingual or ESL services. If student is eligible notify parents of results and administer additional academic assessments. (INSERT for Step 2: Parent Notification)
- Enter student data into electronic student data system to aid in educational planning and preparation for state and federal reporting.

3 Instructional Planning and Placement

- Evaluate transcripts from other schools/countries (INSERT for Step 3: Evaluation of Student Transcripts)
- Place the student in age/grade appropriate educational setting giving consideration to all placement criteria and adequate support (ESL/bilingual) to gain English language proficiency as well as access to core content.
- Ensure the instructional setting is responsive to student/family needs.
- Monitor student progress toward achievement of English language proficiency and grade level content expectations. (Refer to Assessment Module)
- Assure student access to all programs, services and extra-curricular activities
- Follow up on students' progress for two years after exiting program.
- If no specific bilingual or ESL support personnel are available, insure that general education staff has appropriate support and professional development.

4 School-Home communication

- Provide school/home communication in the student's home language when possible or English that is easily understood (comprehensible input).
- Inform parents of their child's progress, change in placement and their right to exit student from the program

5 Exit Criteria and Program Evaluation

- Establish exit criteria for students based on academic and language performance standards. (INSERT A for Step 5: Exit Criteria)
- Evaluate program outcomes annually and adjust its goals and delivery accordingly. (INSERT B for Step 5: Program Evaluation Rubric)

6 Tracking of formerly limited English proficient (FLEP) students

- Former ELLs must be followed for two years post-exit to ensure that they are making adequate progress without support services.

7 Migrant students must be counted, reported and provided services as required by law.

Getting more mileage from identification, planning, and compliance

How identification, planning, and compliance

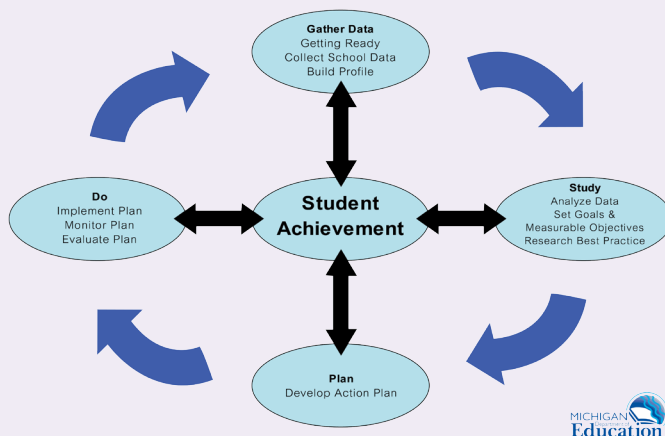*assists your school in regard to the following initiatives:*

Elementary and Secondary Education Act (ESEA)

- Districts are held accountable for student progress towards meeting English language proficiency as well as state standards in math and English language arts.

- State annual assessment data must be disaggregated by sub-populations.

- Instructional strategies must be based on scientific research.

- Parental choice and involvement must be communicated in a comprehensible manner.

State Accreditation System

- Extended-learning opportunities must be provided to all students.

- Family involvement must be made available in a comprehensible manner.

Michigan Continuous School Improvement Process (Mi-CSI)
Michigan School Improvement Framework

Data relating to English Language Learners must be disaggregated and strategies must be included in all aspects of the continuous school improvement process

Resources

Books, Articles, Websites

Educating Second Language Learners.

Genesee, F. (1994). Cambridge University Press.

Language Policy in Schools

Corson, D. (1999). Lawrence Erlbaum Assoc.

Dual Language Instruction: A Handbook for Enriched Education

Cloud, N., Genessee, F. & Hamayan, E. (2000). Heinle & Heinle.

Myths & Realities: Best Practice for Language Minority Students.

Samway, S. & McKeon, D. (1999). Heinemann.

"Claiming Opportunities: A Handbook for Improving Education for English Language Learners Through Comprehensive School Reform"

The Education Alliance at Brown University, 2003.
http://alliance.brown.edu/

People

Specialists

U.S. Department of Education Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)
http://www.ed.gov/OELA/

For more information, contact:

Michigan Department of Education

Office of Education Improvement and Innovation
517-241-3147

School Improvement Unit
517-373-8480

Curriculum and Instruction Unit
517-241-4285

Office of Assessment and Accountability
517-373-0048

Office of Early Childhood and Family Services
517-241-3592

Office of Field Services
517-373-3921

Special Populations Unit
517-373-6066

Office of Professional Preparation and Teacher Certification
517-373-6505

Office of Special Education and Early Intervention Services
517-373-9433

Associations

National Association for Bilingual Education (NABE)
http://www.nabe.org/

Teachers of Speakers of Other Languages (TESOL)
http://www.tesol.org/

Center for Applied Linguistics
http://www.cal.org/

Association for Supervision and Curriculum Development
http://www.ascd.org/

Educational Credential Evaluators
http://www.ece.org/

World EducationalServices
http://www.wes.org/

MICHIGAN Department of **Education**
Office of School Improvement

www.michigan.gov/mde