District ELL Administrator/Coordinator Handbook

An A to Z Guide

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pennsylvania
DEPARTMENT OF EDUCATION

CENTER FOR SCHOOLS AND COMMUNITIES

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Introduction

As the district English Language Learner (ELL) coordinator or administrator, you have many responsibilities.

These include:

- Ensuring that your district complies with applicable federal and state laws and policies related to English Learners (EL).

- Acting as your district point of contact for the state for matters related to ELs.

- Disseminating information from the state to educators and administrators in your district.

- Ensuring the proper identification of ELs.

- Ensuring the accurate reporting of ELs in Pennsylvania Information Management System (PIMS).

- Ensuring the proper instructional placement of ELs in your district.

- Developing and maintaining the Language Instruction Educational Program (LIEP) in your district.

- Coordinating the annual language proficiency testing (ACCESS for ELLs®) of ELs in your district.

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- Analyzing data concerning the ELs in your district and developing action plans to address areas of concern.

- Ensuring a process for reclassifying students in accordance with the state-defined criteria.

- Ensuring that parents are provided with information as required by federal and state regulations.

This guide outlines the relevant information necessary for you to fulfill your responsibilities as the district EL coordinator or administrator. It is meant as a quick reference, so it does not contain all the details that you will need for each area that is covered. It contains links to documents and sites that provide the full information with which you must familiarize yourself.

Compliance with applicable federal and state laws and policies

You should become very familiar with the state regulations regarding the education of ELs. Regulations can be found on the **Pennsylvania Department of Education (PDE) Educating English Learners webpage**.

In addition to the state regulations, you must become familiar with applicable federal laws and regulations:

- **Title III of the ESEA**. *(Your district may not receive Title III funding if it does not apply for the grant. See the Title III section on page 7 of this document for more information.)*

- **Title VI of the Civil Rights Act of 1964**.

- **Equal Educational Opportunities Act of 1974 (EEOA)**.

- **Every Student Succeeds Act (ESSA)**.

- **Relevant court precedents**.

Failure to properly adhere to these laws, regulations, and policies may result in compliance findings and possible litigation.

Disseminating information and acting as your district's point of contact

PDE collects the contact information for district EL coordinators through PIMS. Districts may list more than one person for this role and may update this information at any time during the school year.

PDE uses this information to communicate directly with district coordinators in field memos, which are sent out only when there are important updates.

PDE sends out updates only a few times per year to avoid saturating districts with information. Updates are not scheduled, but rather are driven by need. Urgent matters are sent out ad hoc throughout the year.

Routine updates are sent usually two to three times per school year and once in the summer when information is compiled and ready to be shared. You may need to share PDE updates with your staff or school and district administration.

It is very important that you read updates from PDE carefully to make sure that you attend to any action items.

If you do not receive updates, or the incorrect person in your district is receiving them, you must update PIMS. Do not contact PDE to request a change to the contact. PDE cannot change this information.

Work with your PIMS administrator to update PIMS. If you missed any field updates, you could check on the **ELD Portal PA website**, where all field updates are archived.

Ensuring the proper identification of ELs

PDE published a statewide process for districts to use when identifying newly enrolling students as ELs in both Pre-K and K-12. These documents can be found on the **PDE EL webpage for Screening, Identification, and Placement**.

Districts are not required to use these documents as they are formatted, but all steps in the procedures are required. In other words, a district may choose to develop their own identification procedure with corresponding documentation, but it must include all the steps outlined in the state document.

State regulations require that parents be afforded the opportunity to review the identification and program placement decision and either accept or refuse the placement. A parent may not refuse any part of the identification process including language proficiency screening.

A parent may also not refuse the identification of their child as an EL. A parent may only refuse placement in a specialized program of instruction (i.e., bilingual education, ESL class, after-school tutoring, etc.).

Please carefully review the **parental refusal guidance documents on PDE EL webpage** which contain important information regarding the district's responsibility for ELs whose parents refuse specialized services.

PDE EL webpage for Screening, Identification, and Placement

Guidance for Parent Right to Refuse the LIEP

Ensuring the accurate and timely reporting of EL data in PIMS

You are responsible for ensuring that all ELs in your district are accurately reported to the state in PIMS. You will most likely not be reporting information directly to PIMS. That is normally done by the district PIMS administrator. PIMS is normally populated with data from your local student information system (SIS).

You are responsible for ensuring that your local SIS has accurate, up-to-date information about your ELs. You can do this by ensuring that students are identified as ELs in your local SIS at the time of enrollment and that you update your SIS throughout the year as students enroll and disenroll.

You should also pay very close attention to all data variables for each student to ensure that they are accurate.

These variables include:

- Name.
- Date of birth.
- Title III status.
- Date first enrolled in U.S. Schools.
- Immigrant status.
- SLIFE status.
- Program type.
- Home language (home language codes can be found in **Appendix J of PIMS Manual Volume II**).

For more information about the various data that are collected in PIMS for ELs, **visit the PIMS webpage** and review the sections of the manuals pertaining to ELs. Manual I has a description of the data variables and rules for reporting them.

PIMS User Manuals webpage

You can also find a list of language codes used in reporting on the PIMS webpage.

For questions about your local SIS, you will need to contact your local SIS administrator or SIS vendor. PDE does not have information about local student data systems.

Ensuring the proper instructional placement of ELs in your district

You must share with the staff responsible for identification and placement of ELs which types of instructional programs and models your district is employing for ELs and the criteria on which placement is based. Once a student is identified as an EL, they must be appropriately placed within the instructional program to maximize opportunities for academic success and language learning based on all the information gathered during the identification process, including current English proficiency level.

For example, if your district has a newcomer program, you must ensure that there are clear criteria for placing students in the program and that enrollment personnel adhere to a process for appropriate placement based on those criteria. If you use pull-out ESL as a program component, then you must have clear guidelines about how often and when students will be pulled out based on their needs and how to appropriately schedule them.

If the personnel who are responsible for identification of ELs do not create schedules or place students in programs, then you must prepare the personnel who are responsible for that.

Ensuring that your Language Instruction Educational Program complies with state and federal regulations

Your district must employ an academic program that meets the needs of ELs by ensuring equal access to the general curriculum and promoting the development of English proficiency in accordance with OCR guidelines codified by Castaneda vs. Pickard (1982) and further articulated in the Basic Education Circular (BEC). This is referred to as the Language Instruction Educational Program (LIEP).

All LIEPs must be:

1. Based on a sound theory or on research indicating likelihood of success.

2. Resourced appropriately to translate the theory or plan into reality.

3. Effective as evidenced by periodic (at least annual) evaluations.

Included in resources for point 2 above are teachers, administrative support, materials, technology, and ongoing staff training.

In addition to these resources, you must also provide an ELD curriculum to be used by your ESL staff. This should be developed locally and align to the rest of the academic program in the district and should **NOT** be composed solely of a commercial resource.

PDE conducts training on LIEP and curriculum development and has archived past trainings covering this topic. You can access that information on the **ELD Portal PA website**.

Please **read the BEC** carefully to ensure that the design of your LIEP meets all state-specific requirements. If you have questions or concerns, you should contact PDE.

Coordinating the annual language proficiency testing (ACCESS for ELLs®)

Pennsylvania is a member of the **WIDA Consortium**. WIDA is a consortium of more than thirty-five states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners.

As a member of the WIDA Consortium, Pennsylvania utilizes the **ACCESS for ELLs®** to annually measure the English language proficiency (ELP) of ELs across the Commonwealth. The ACCESS for ELLs® was developed by the Center for Applied Linguistics in collaboration with the WIDA Consortium.

The ACCESS for ELLs® is aligned to the **WIDA English Language Proficiency Standards** and has been accepted by the United States Department of Education as a valid and reliable assessment of English proficiency. Pennsylvania requires that the **ELP** of all ELs K-12 be measured annually with the ACCESS for ELLs®. Pre-K **dual language learners** (DLLs) are not required to take the ACCESS test.

For information on how the results of this assessment are used for accountability purposes, **visit the PDE Pennsylvania ESSA Consolidated State Plan webpage**.

The **Center for Applied Linguistics** develops the test for the WIDA Consortium. Data Recognition Corporation (DRC) produces the tests, provides them to districts, scores the tests, and produces test reports for schools, districts, and the state.

There are many activities related to ACCESS testing throughout the year to which you must attend. They are covered in the ACCESS for ELLs Checklist document that can be downloaded from the **Pennsylvania page of the WIDA website**. This document has links to training and other resources to help you organize and manage your district's testing.

You will also find other supporting resources on that webpage including the test coordinator quick start guide, AMS support page, state contact information, and state-specific guidelines. You should review all this information and check the site periodically for updates.

The following list broadly outlines the different activities for which you are responsible:

- Ensuring SIS and PIMS data is up to date and accurate at all times.

- Ensuring that test administrators are appropriately trained and certified to administer the test.

- Ensuring that the appropriate technology requirements are met for online testing.

- Receiving and distributing the test materials.

- Ensuring that all testing is completed within the testing window.

- Ensuring the security of test materials for the duration of the testing window.

- Shipping test materials back to DRC at the conclusion of the testing window.

- Reviewing and validating test data.

- Receiving and distributing test reports to students, parents, and teachers.

Systems you will need to access

- **WIDA AMS** – district coordinator access to the AMS can be granted by the state or by DRC. Once you have access, you can manage users in your district. See the WIDA AMS user guide located on the welcome screen of the AMS when you log in for detailed explanations of the various functions.

- **WIDA Secure Site** (accessed through the WIDA website homepage) – district coordinator access to the WIDA secure site can be granted by WIDA. They may require verification from the state, so you should cc one of the ESL or BLE advisers when you contact the helpdesk for access.

In order for testing information to be correctly attributed to your school and your students, you must ensure that your local SIS data is current **at all times** and that PIMS is updated according to the state schedule.

You will receive e-mail reminders from DRC of all testing activities for which you are responsible. DRC produces the list of e-mail addresses from the WIDA AMS. To ensure that you receive these reminders, you must gain access to the AMS with the appropriate role.

System	Content and use	How to gain access	Website
WIDA Secure Website	• ACCESS for ELLs® training courses • ACCESS for ELLs® training account creator • Secure documents • Screener materials	E-mail the WIDA helpdesk and inform them that you are the district coordinator. They may require verification from the state, so you will need to cc one of the ESL/BLE advisers.	**wida.wisc.edu**
WIDA Assessment Management System (AMS)	• Test session scheduler • Material ordering • Data validation • Reports • User management	Contact one of the ESL/BLE Advisors to request access or the DRC helpdesk.	**WIDA AIMS Login Webpage**

Coordinating Title III grant applications and district Title III activities

As the district EL administrator or coordinator, you have certain responsibilities related to the district application for Title III grants if your district chooses to receive Title III funds.

Title III of ESEA provides funding for supplemental activities for ELs. Your district may apply for a Title III grant if it meets the minimum grant threshold of $10,000. The number of ELs required to meet this threshold is commonly around 40. It changes slightly from year to year based on federal funding and the number of state grant applications.

If your district does not have enough ELs to meet this threshold, it may enter into a consortium with other districts. In this case, the ELs from all consortium members are combined to meet the threshold and one of the member districts, usually an IU acting as the fiscal lead for the consortium, applies for a grant on behalf of all member districts.

Title III funds may only be used to supplement existing programs and activities for ELs. They may not supplant local or state funds, and they may not be used to fund activities required by state or federal laws or regulations. For example, if a particular activity last year was subsidized with nonfederal funds, the same activity this year cannot be paid with Title III funds. State-mandated activities must be paid with state funds first.

Local and State Funds: Required activities (BEC, ESSA, Title VI) Activities formerly funded locally.

Title III Funds: Supplemental activities (summer school, tutoring, native language materials, professional development for staff, etc.)

Title III funds must be used to increase the English proficiency of EL students by providing high-quality supplements to language instruction educational programs. A full list of required and authorized expenditures may be found in Section 3115(c), (d) of Title III.

These services may be provided directly by the LEA, another LEA, institutions of higher education, community-based organizations, or private entities in any combination.

You will need to conduct a consultation with all non-public schools within your district boundaries to make Title III services available to them if they choose to enter into an agreement with your districts.

You can access the Title III legislation at the **federal Title III webpage**. You should become familiar with this information to effectively manage Title III grant applications, funds, and activities.

You can find information about the grant application process and requirements for use of funds on the **PDE EL Title III webpage** or on the **PDE Federal Programs Office webpage**.

Coordinating professional development for ESL and general education

The district is responsible for providing professional development related to teaching ELs to ALL teachers working with ELs (not only ESL teachers).

It is your responsibility to ensure that these opportunities are made available to teachers and that teachers are aware of them.

PDE offers several professional development (PD) opportunities each year. These workshops are free of charge, but the district must pay the cost of substitute teachers, if necessary. The number of participants is limited, and availability is on a first-come, first-served basis. **Visit the ELD Portal PA website** for current opportunities and full descriptions.

You will also receive periodic e-mails from your local Intermediate Unit (IU) alerting you to additional PD opportunities that you should disseminate appropriately.

You should develop a local PD plan that includes all teachers working with ELs and provides them with the necessary knowledge and strategies to deliver effective instruction. You may utilize your ESL staff to conduct training for content teachers, contract with your local IU, hire outside experts or consultants, take advantage of state-offered PD, or any combination of these.

Regardless of how your plan is organized, you must ensure that all teachers working with ELs receive adequate training related to their role.

Analyzing data concerning the ELs in your district and developing action plans to address areas of concern

Analyzing data from various sources is an important part of many aspects of work that you do as the district EL administrator or coordinator. It is essential that you have or develop some basic skills in working with data, including ELP data, and a foundational knowledge of how second language acquisition affects outcomes on non-ELP assessments and other outcomes.

PDE provides training and support for data analysis that you may take advantage of if necessary. You can find information on available trainings and archived resources at the ELD Portal.

You can learn about WIDA data analysis and research on the **WIDA research webpage**.

Ensuring a process for reclassifying students when they meet the state-defined, required criteria.

Students may be **reclassified** as former ELs only when they have met the minimum criteria outlined in the state-defined, required **reclassification, monitoring, and redesignation document**.

There are steps that you must take to prepare for and complete the reclassification process that occurs at the end of the school year.

1. **Train Staff:** Communicate the process to and train staff as necessary well before the end of the year.

2. **Identify students:** Develop procedures for identifying students for potential reclassification prior to the reclassification window.

3. **Compile scores and reclassify ELs:** Collect reclassification information and make student EL status changes in your local SIS.

4. **Communicate outcomes:** Communicate the process and the outcomes to parents, students, and staff.

This process must be documented in the students' permanent record in accordance with the guidance.

Step One Train Staff	Step Two Identify Students	Step Three Compile Scores and Reclassify ELs	Step 4 Communicate Outcomes
Communicate the process to and train staff as necessary well before the end of the year.	Develop procedures for identifying students for potential reclassification prior to the reclassification window.	Collect reclassification information and make student EL status changes in your local SIS.	Communicate the process and the outcomes to parents, students, and staff.

Once a student has been reclassified, they begin a two-year active monitoring process and must be reported in PIMS as Monitor 1 or Monitor 2. During this time, if a student begins to struggle academically as a result of second language acquisition needs, they may be redesignated as an active EL and placed back into the LIEP.

Monitoring must be a formalized process and must be documented. You may choose the method for accomplishing this, but it must, at a minimum, include periodic reviews of the students' academic progress in all core classes as well as consultation between ESL and content teachers.

After the initial two years of active monitoring, students are reported in PIMS as being in monitor status for an additional two years (Monitor 3 and Monitor 4). This is for state accountability calculations only. The district is not required to conduct active monitoring of former EL students during monitoring years 3 and 4.

Ensuring that parents are provided with information as required by federal and state regulations

Both federal and state regulations require that parents receive certain types of information from the school and district. Schools must communicate information to language minority parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English.

This includes, but is not limited to, information related to:

- Registration and enrollment in school and school programs.

- Grievance procedures and notices of nondiscrimination.

- Parent handbooks.

- Report cards.

- Gifted and talented programs.

- Student discipline policies and procedures.

- Special education and related services, and meetings to discuss special education.

- Parent-teacher conferences.

- Requests for parent permission for student participation in school activities.

- A complete description of the reasons for placement in the LIEP including the EL identification process.

- A detailed description of the supports or specialized programing for English language acquisition in which their children will be placed including the benefits it has for them and evidence of its effectiveness.

- Information regarding their right to refuse placement in a specialized program for English language acquisition.

- The results of the annual ELP assessment (ACCESS for ELLs®).

- Notification of a change in the student's program or service.

- Written notification of the proposed reclassification decision and an explanation of the rationale for the decision.

In addition to providing parents of ELs with important information, you should develop a local policy and plan for the involvement of parents in school activities.

The plan should include how the district will:

- Reach out to the local EL community.

- Inform parents of the multiple ways in which they can become involved in the education of their children, not only in LIEP-specific activities, but in all school programs, services, and activities.

- Provide culturally and linguistically appropriate parent programs and training activities that are designed to assist all parents of EL students to become active participants in the education of their children include input from the parents of ELs when it considers improvements not only to EL programs but to other school programs in which ELs may be involved.

Many required parent notices are provided in multiple languages by PDE on its translation library. You can access the translation library on the **ELD PA Portal website**. You should spend some time getting familiar with the site. PDE adds forms and additional languages as the budget allows. There is a link in the Translation Library for you to submit a new form that you would like included in the library if you do not find it.

Please keep in mind that the state can only include forms that can be used throughout the Commonwealth. District- specific forms cannot be included. After review of the form, it may be added to the queue for translation. You may have a need for a particular language, but if it is not common enough throughout Pennsylvania, then it may not be available.

PDE must add languages in the order of prevalence throughout the Commonwealth. For this reason, it cannot accommodate individual requests for the addition of languages.

In addition to the state library, you should research contract services, reach out to any and all local and community- based organizations that may have resources that can help with communication with parents, and explore and make use of any school-based resources available (e.g., bilingual staff).

Glossary

Glossary of commonly used terms and acronyms.

50/50: An immersion program model in which English and the partner language are each used for 50 percent of instruction at all grade levels.

90/10: An immersion program model in which students are instructed 90 percent of the time in the partner language and 10 percent in English in the first year or two, with the amount of English instruction gradually increasing each year until English and the partner language are each used for 50 percent of instruction (generally by third grade).

AMS – WIDA Assessment Management System. The system used by states and districts to manage ACCESS testing.

BEC – Basic Education Circular. State regulations promulgated under legislation. 22 Pa. Code §4.26 is the law governing the education of ELs in PA. The EL BEC provides a detailed interpretation of that law. Districts must adhere to all requirements outlined in the BEC.

Bilingual education: Used both as an umbrella term for dual language and transitional bilingual programs, and synonymously with transitional bilingual programs.

BLE – Bilingual education. An LIEP in which students' native language is used to support academic content learning and English development. There are several variations of bilingual education programs.

CAL – Center for Applied Linguistics. Federally funded organization located in Washington DC that promotes language learning and cultural understanding by serving as a source for research, resources, and policy analysis. CAL also develops and maintains the ACCESS for ELLs on behalf of the WIDA Consortium.

Developmental bilingual: A dual language program in which students are primarily native speakers of the partner language.

DLL – Dual language learner. Term used to describe pre-K students who have been identified as having second language acquisition needs based on a screening process at the time of enrollment. DLLs are provided with language supports throughout their enrollment in pre-K programs. Once they reach kindergarten, they must be re-screened for possible identification as ELs. DLLs do not need to meet reclassification criteria and do not participate in the annual ELP assessment (ACCESS for ELLs®).

DRC – Data Recognition Company. The vendor, contracted by the WIDA Consortium, that produced the ACCESS test materials, provides them to states and districts, scores ACCESS tests, and provides the resulting data and reports.

Dual immersion: Used synonymously with dual language, particularly in the Southwestern and Western United States.

Dual Language Immersion (referring to a program type): A program in which at least 50% of instruction is in the partner language and, in both English and the partner language, the focus of instruction is on both language and subject content.

Dual Language Immersion (referring to a technique or a method): A method in which teachers speak in the partner language exclusively during instructional time. May be used in immersion programs or in traditional foreign language classes at any grade level.

Dual language immersion: Used synonymously with dual language.

Dual language: A program in which the language goals are full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, the partner language is used for at least 50% of instruction at all grades, and the program lasts at least 5 years (preferably K-12). CAL and other institutions use this term as an umbrella term that includes two-way immersion, foreign language immersion, heritage language immersion, and developmental bilingual programs. Throughout the U.S., it is frequently used synonymously with two-way immersion.

Early exit program: See transitional bilingual education.

EEOA – Equal Educational Opportunities Act. A federal law prohibiting discrimination against faculty, staff, and students, including racial segregation of students, and requiring school districts to take action to overcome barriers to students' equal participation in all activities using federal funding.

EL – English learner. This is the term used to describe the student. Formerly, the terms *limited English proficient* (LEP) and *English language learner* (ELL) were used.

ELD – English language development. Term used most often to describe the instructional content taught by ESL teachers.

ELP – English language proficiency. The English language proficiency level of a student on the WIDA 1.0 – 6.0 scale.

ELRS – English Learner Reporting System. This data system is used to collect narrative information about district/school LIEPs that cannot be collected in PIMS. It must be completed annually.

English immersion: A program for English language learners in which the goal is proficiency in oral and written English, in which the native language is not used for instruction.

ESEA – Elementary and Secondary Education Act. This federal act is an extensive statute that funds primary and secondary education in the U.S. It emphasizes equal access to education and establishes high standards and accountability for states and schools.

ESL – English as a second language. This term normally refers to the teacher of ELs because the program specialist certificate contains the term ESL, although it can be used interchangeably with English language development (ELD) in many cases.

ESSA – Every Student Succeeds Act. The most recent update to the Elementary and Secondary Education Act. It was passed by Congress in 2015. See the PA state consolidated plan.

Exit/exit criteria – The terms formerly used to describe reclassification

Foreign language experience/exploratory (FLEX): A program characterized by frequent sessions over a short period of time or short and/or infrequent sessions over an extended period of time in order to expose students, typically in grades K-8, to one or more languages and cultures. Goals are learning about languages, learning basic words and phrases, and/or developing an interest in foreign language for future study. Some instruction may take place in English.

Foreign language immersion: A dual language program in which students are primarily native English speakers learning a foreign language.

Foreign language in the elementary school (FLES): A foreign language class taught at least 75 minutes per week, in which the goals are to acquire listening, speaking, reading, and writing skills and to gain an understanding of and appreciation for other cultures. The focus of instruction can be on language and/or subject matter content.

Foreign language: In the U.S., a language other than English. See also world language.

Full immersion: See 90/10. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

Heritage language immersion: A dual language program in which students are primarily English speakers with some proficiency in or a cultural connection to the partner language through family, community, or country of origin.

Heritage language program: A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school-based or community-based and range from an hour a week to full immersion.

IHE – Institution of higher education

IU – Intermediate Unit. An educational entity that acts as an intermediary between the state and LEAs. IUs also provide direct and support services to LEAs in their regions.

Glossary continued

L1 – A student's first/native language.

L2 – An additional language spoken/understood by a student (usually referring to English).

Late exit program: A transitional bilingual program in which students receive instruction in the partner language for 4-6 years. May differ from a developmental bilingual program if the amount of instruction in the partner language falls below 50%.

LEA – Local education agency. The term used by the state to refer to school districts., charter schools, career and technical education schools, or any other entity responsible for the education of students in PA.

LIEP - Language Instruction Educational Program. This includes all components of the academic program for ELs (English language development, supports for content learning, and any additional/supplemental classes, courses, or services).

Maintenance bilingual: Less common term for developmental bilingual.

Newcomer program: A specially designed program for new immigrants to the U.S. who are English language learners in which students learn in special classes until they can be integrated into the mainstream. Teachers may or may not use the native language for instruction. They are most often found at upper elementary and secondary grade levels.

OCR – Office of Civil Rights. Federal office that supports states and schools and investigates complaints of noncompliance with various federal civil rights laws and regulations.

One-way immersion: Used frequently in the Southwestern United States to refer to developmental bilingual education; also frequently used to refer to foreign language immersion (to contrast it with two-way immersion that enrolls students from two language groups).

Parental refusal – A parent's act of refusing placement for their child in a specialized, separate course, setting, or program that is part of the LIEP.

Partial immersion: See 50/50. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

Partner language: Alternative term for the language other than English that is used for instruction in programs. Preferred term in dual language, in which both English and the foreign language are "targets" for developing proficiency.

PD – Professional Development

PDE – Pennsylvania Department of Education

PHLOTE – Primary home language other than English. This term is used to describe students who come from an environment where English is not the dominant language. All ELs are PHLOTE students, but not all PHLOTE students are ELs.

PIMS – Pennsylvania Information Management System. The statewide data system used to collect individual student information for the purposes of required federal and state reporting and data analysis. Data is provided to PIMS from local school district student information systems (SISs) throughout the school year.

Pull-out – An LIEP component in which ELs are pulled from other classes in order for an ESL professional to provide direct, stand-alone English language development instruction.

Push-in – An LIEP component in which an ESL professional provides direct ESL instruction to ELs in a general education classroom setting (normally during non-instructional time).

Reclassification – The act of determining that an EL has met the criteria for English proficiency and can be removed from active EL status. Students begin a two-year monitoring period immediately after reclassification.

Redesignation – The act of placing a monitored EL back to active EL status if the determination is made that the student has persistent language acquisition needs that are causing him/her to struggle academically.

Sheltered English Immersion – A comprehensive program in which sheltered English instruction is used along with specialized English language development instruction.

Sheltered Instruction – An LIEP component that delivers language-rich, grade-level content area instruction in English in a manner that is comprehensible to English learners.

Side-by-side model: A way of distributing languages for instruction in dual language programs in which students are instructed in one room by an English teacher and in another room by a partner language teacher. Students move between the two classrooms for instruction. Teachers generally teach exclusively in one language to two groups of students.

SIOP – Sheltered Instruction Observation Protocol. A research-based model of sheltered instruction that has been used across the U.S. The SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency

SIS – Student information System. The information system used at the local school district level to collect student information, including demographic and enrollment information, schedules, attendance, grades, etc. Districts also use local SIS data to update to PIMS. If the SIS data in a district is incorrect or incomplete, then the data in PIMS will also be incorrect/incomplete.

Spanish for native speakers program: A program of instruction for native speakers of Spanish that complements foreign language instruction in Spanish for non-native speakers.

Target language: The language other than English that is used for instruction. See partner language.

Transitional bilingual education: A program for English language learners in which the goal is proficiency in oral and written English. The students' native language is used for instruction for a number of years (1-3 is typical) and is gradually phased out in favor of all-English instruction.

Two-way bilingual immersion: Less common term for two-way immersion.

Two-way immersion (TWI): A dual language program in which both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population.

World language: Increasingly common term for foreign language.

Timeline

This is a list of suggested and required EL coordinator or administrator activities broken down by month. Many of these activities, and the times of year for which they are listed, are only suggested. The time of year that you engage in some of these activities may be different than what is listed here, and some may not apply to you based on your local context. You may consider using this list as a template to create a customized list for yourself if it will be helpful.

July

- Identifying staff who will be responsible for the initial identification and placement of newly enrolling ELs.
- Developing and reviewing policies and procedures for enrollment staff so that they are aware of their responsibilities for identifying ELs and placing them in the LIEP appropriately.
- Reviewing your program description documents and ensuring that they are up to date. These must be shared with staff at the beginning of the school year and parents at the time of enrollment.
- Ensuring that you have appropriate resources (staff, materials, technology, ELD curriculum, training plans) to implement your LIEP effectively.
- Evaluating your LIEP based on all available data to ensure that it is effective and developing and planning for any changes that may be necessary.
- Making plans for professional development that will be provided to staff for the coming year to ensure that all educators working with ELs are appropriately supported.
- Checking the PDE EL webpage for updates to regulations, policies, and guidance that could affect your local plans or procedures.
- Developing, reviewing, and implementing parent outreach activities and plans.
- Receiving Title III grant funds if you completed a grant application.
- Implementing plans for expenditure of Title III funds at this time, if your district receives them. Title III grant allocations are available July 1.
- Contracting or making arrangements for the translations of any local documents that are necessary for communication with parents of ELs prior to the beginning of and during the school year.
- Contracting with any interpreting services or making connections with community organizations that can assist with interpretation that may be necessary for parent outreach and communicating with parents at the time of enrollment.
- Developing schedules to ensure that there is adequate time to provide ELD instruction to ELs without conflicting with core content.
- Logging into the WIDA AMS to ensure that your profile is up to date.
- Contacting your local IU to ensure that you are the point of contact for ELs in your district and that you are on their e-mail dissemination list.
- Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

August

- Ensuring that staff who will administer the WIDA screener are appropriately trained and certified.
- Finalizing schedules to ensure that there is adequate time to provide ELD instruction to ELs without conflicting with core content.
- Briefing all staff who will be involved in the enrollment and identification of ELs on all required policies and procedures including appropriate program placement criteria if applicable.
- Ensuring that your local SIS collects all required EL student data so that PIMS data can be submitted accurately.
- Preparing any initial staff development training materials for returning and new teachers who will be working with ELs.
- Briefing district leadership about EL enrollment trends, program plans, program evaluation outcomes, parent outreach activities, and creating a culturally responsive school environment for parents and students.
- Checking the PDE EL webpage for updates to regulations, policies, and guidance that could affect your local plans or procedures.
- Developing, reviewing, and implementing parent outreach activities and plans.
- Contacting the Special Education coordinator in your district to establish procedures for collaborating and communicating if a student with a disability is identified as an EL or vice versa.
- Registering for the WIDA Conference if you wish to attend. The Conference is normally held in early to mid-October.
- Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

Timeline continued

September

- Supervising the student enrollment process to ensure that ELs are appropriately identified, and parents are provided with all necessary information.
- Actively communicating with parents about ways that they can become or remain involved in their children's education.
- Ensuring that the district SIS is being updated with accurate information concerning ELs and making any necessary corrections.
- Communicating important information with ESL and content staff working with ELs.
- LIEP design and rationale.
- Any state policies or policy changes of which they should be aware.
- Professional development plans and opportunities (state and local).
- Rosters of EL students who they will be teaching.
- Individual student ELP information that they will need for planning instruction and assessment.
- Any expectations for collaboration and expected outcomes.
- Implementing your PD plan (if activities begin in September).
- Ensuring that all students who enrolled at the beginning of the school year have been properly screened and placed within the LIEP, if necessary, before the end of the month.
- Checking to ensure that all appropriate documents have been provided to parents and filed in students' permanent record.
- Updating any program description documents as necessary based on student growth as measured locally.
- Making and finishing reclassification determinations for ELs using the previous year's data, documenting the decisions appropriately, making the necessary schedule changes, and informing parents.
- Reclassification decision must be complete before October 1. Students may not be reclassified between October 1 and June 1 without expressed permission from PDE.
- Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

October

- Checking to ensure that the data you are providing to PIMS from your local SIS is accurate and up to date.
- This is especially critical in October because PDE produces the ACCESS for ELLs test ordering file for DRC at the end of the month and the October numbers are used for federal reporting and Title III grant allocations.
- Developing your ACCESS testing schedule and sharing local testing procedures with your staff.
- The ACCESS testing dates, including the testing window, will be published both on the PDE EL webpage and on the WIDA website. See the ACCESS testing section of this document for more information.
- Checking staff rosters and assigning test administrator training accounts to those educators who will be administering the ACCESS test beginning in January.
- All test administrators must be certified before the testing window opens.
- Ensuring that interpreters are available for any parent conferences or school meetings that may take place this time of year.
- Implementing any staff development activities designed to build capacity in teaching and administration staff who are working with ELs.
- Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

November

- Ensuring that all necessary steps outlined in the "before testing" section of the ACCESS for ELLs checklist have been completed or will be completed prior to December.
- See the ACCESS testing section of this document for more information and a link to the checklist.
- Checking the PDE and WIDA websites for any changes that may have been made to ACCESS testing dates or procedures and policies.
- Collecting interim and benchmark data or evidence of program success for use in program evaluations and reporting later in the year.
- Mid-November is a good time to conduct a semi-formal, interim analysis of available data because it is roughly one quarter of the way through the school year.
- Checking on the level of parent involvement and whether or not it is meeting your stated goals.
- Planning enhancements to parent involvement activities and outreach, if necessary.
- Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

Timeline continued

December

- Ensuring that all educators who will administer the ACCESS for ELLs have completed the test administrator training before the end of the month.
- Verifying that all technology requirements for administering the online ACCESS 2.0 have been met and will be in place for the opening of the testing window in January.
- Ensuring that all necessary steps outlined in the "before testing" section of the ACCESS for ELLs checklist have been completed or will be completed prior to the end of the month.
- See the ACCESS testing section of this document for more information and a link to the checklist.
- Communicating the ACCESS testing procedures and schedule with all school staff to accommodate or avoid overlapping activities (field trips, school events, other local testing, classroom observations, teacher meetings, etc.) and to prevent unnecessary disruptions to testing (announcements during testing times).
- Working with your school administrators to ensure that adequate testing space will be available during the window, including during test make-up time.
- Receiving your ACCESS testing materials.
- Review all materials to ensure accuracy of the order.
- Review all informational documents contained with the order to ensure you are familiar with the policies and procedures outlined in them.
- Securing all ACCESS testing materials and implementing your plan for distribution to schools in accordance with test security protocols.
- Adding all ELs who arrived after October to the WIDA AMS so that testing sessions can be scheduled.
- Ensuring that all ELs who enrolled after October are accurately reported in your local SIS and in PIMS.
- Ensuring that you are ready to begin testing as soon as the window opens in January.
- Communicating the testing requirements and procedures to parents of ELs.
- Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

January

- Implementing your testing procedures and schedule.
- BEGIN TESTING AS SOON AS POSSIBLE ONCE THE WINDOW OPENS. DO NOT WAIT TO BEGIN TESTING.
- Extensions to the testing window may not be possible in many cases and any students not tested will count against the district for participation and will also not receive scores.
- Monitoring testing to ensure that all security and administration protocols are being followed in all classrooms.
- Ensuring that all ELs who enrolled after October are accurately reported in your local SIS and in PIMS.
- Ordering any test materials needed to accommodate ELs who enrolled after October.
- Immediately reporting any test irregularities or breaches in test security to PDE.
- Reaching out to families of students who are absent during testing times to ensure that they are aware of the importance of the testing for the student and the school.
- Ensuring that all necessary steps outlined in the "during testing" section of the ACCESS for ELLs checklist are being completed.
- See the ACCESS testing section of this document for more information and a link to the checklist.
- Collecting interim and benchmark data or evidence of program success for use in program evaluations and reporting later in the year.
- January is a good time to conduct a semi-formal, interim analysis of available data because it is roughly half of the way through the school year.
- Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

Timeline continued

February

- Keeping track of testing progress to ensure that all students will be tested before the close of the window.
- Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.
- Planning for the collection and shipment of all test materials back to DRC prior to the shipping deadline in March.
- Ensure that you have collected all materials required to be returned and make sure that you have a sufficient number of district or school labels. Contact DRC if you need additional labels.
- Ensuring that all necessary steps outlined in the "during testing" section of the ACCESS for ELLs checklist are being completed.
- See the ACCESS testing section of this document for more information and a link to the checklist.
- Immediately reporting any test irregularities or breaches in test security to PDE.
- Utilizing make-up testing sessions for students who were absent or for groups who didn't test on schedule because of weather delays or closings.
- Requesting an extension to the testing window BEFORE THE DEADLINE if it is apparent that you will not complete testing by then.
- NOTE: It is possible that your request will be denied. You must demonstrate that your testing schedule began at the start of the window and that you will not be able to complete it before the deadline because of unanticipated circumstances (e.g., multiple, extended weather closings).
- Registering for the Pennsylvania Migrant Education Conference if you wish to attend. The conference is normally held in mid-March or mid-April.
- Registering for the PDE Data Summit if you wish to attend. The Summit is normally held in late March.
- Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

March

- Shipping all testing materials back to DRC before the shipping deadline.
- Beginning to implement a training plan for staff who will be involved in the reclassification of ELs at the end of the school year.
- PDE has made training resources available on the ELD Portal.
- Reviewing your program to ensure it continues to meet the needs of all ELs.
- Reaching out to parents who have refused services to explain the benefits of participation in the full LIEP.
- Checking with all staff working with ELs to ensure that they have been participating in PD covering topics directly related to the education of ELs and to determine if they require any other supports.
- Ensuring that all necessary steps outlined in the "after testing" section of the ACCESS for ELLs checklist are being completed.
- See the ACCESS testing section of this document for more information and a link to the checklist.
- Registering for the annual Pennsylvania Federal Programs Coordinators Conference if you administer the Title III grant and wish to attend. The conference is normally in late April or early May.
- Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

April

- Ensuring that your district's PIMS data is accurate and up to date.
- PDE creates an important snapshot of data near the end of April to use in attribution and accountability calculations. If your student data is incorrect, it could have significant consequences for your district's accountability.
- Determining which staff will conduct reclassification evaluations in May and June.
- Beginning to compile lists of students for whom reclassification evaluations will be made and sharing those lists with the staff who will be completing the evaluations.
- Monitoring any Title III activities to ensure that they continue to meet the needs of ELs according to your stated goals and that your budget does not reveal overage or shortage.
- Reviewing enrollment trends and beginning to plan for adjustments to your LIEP including staffing and resources for the following school year.
- Ensuring that staff who will be involved in spring kindergarten enrollment are properly trained and understand all required policies and procedures.
- Collecting interim and benchmark data or evidence of program success for use in program evaluations and reporting later in the year.
- April is a good time to conduct a semi-formal, interim analysis of available data because it is roughly three quarters of the way through the school year.
- Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

Timeline continued

May

- Planning your Title III grant application if your district is eligible and wishes to receive Title III funds.
- Completing your online data validation for ACCESS for ELLs in the WIDA AMS.
- You should have received a reminder about this with instruction from DRC.
- Conducting kindergarten enrollment and identifying kindergarten ELs in accordance with state requirements.
- Planning for how you will communicate ACCESS for ELLs test results and any summer activities to the local EL community.
- ACCESS score reports are available in multiple languages, but you may need to translate other, locally developed documents.
- Ensuring that all staff who will participate in the reclassification process are trained and properly supported in doing so.
- Overseeing the process of reclassification evaluations conducted by participating educators.
- Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

June

- Finalizing reclassification procedures and compiling all necessary documentation.
- Reclassifying students who meet the criteria and updating your district SIS and PIMS.
- Receiving ACCESS for ELLs test results and all related reports.
- Filing ACCESS for ELLs student reports in each student's permanent record.
- Communicating the ACCESS for ELLs test results to parents.
- Analyzing ACCESS for ELLs school and district reports to inform program and policy decisions.
- Planning for the design of your LIEP for the following school year based on the profile of your EL population.
- Completing your district's Title III grant application in eGrants.
- Reaching out to the EL community to inform them of any summer educational opportunities.
- Ensuring that your district immigrant counts are accurate.

Important contacts

Organization	Name	Contact Information	Contact about issues related to:
Pennsylvania Department of Education (PDE)	**Bob Measel** ESL Bilingual Advisor Title III Director	**romeasel@pa.gov** 717-783-6595	• State EL policy. • State ESSA plan EL indicator. • Program design and evaluation. • Requests for technical assistance. • Compliance with state and federal laws, regulations. • ACCESS testing (policies, state procedures). • Allowable activities under Title III.
	Julia Puza ESL Bilingual Advisor	**jpuza@pa.gov** 717-787-5482	
Center for School and Communities	**Meghan Dale, Ph.D.** Statewide Multilingual Education Professional Learning Project Lead	**esl@csc.csiu.org** 717-763-1661, ext. 121	• Professional development offerings. • Professional development registration. • Requests for technical assistance.
WIDA	WIDA Client Services Center	**help@wida.us** 866-276-7735	• Access to the WIDA secure website. • Access to WIDA training applications.
Data Recognition Company (DRC)	DRC Customer Service	**WIDA@ datarecognitioncorp. com** 855-787-9615	• All WIDA AMS functionality. • Materials receipt, inventory, and return. • Labeling of test booklets. • Installation, functionality, and troubleshooting of INSIGHT and Testing Site Manager (TSM). • Processing paper test materials. • ACCESS for ELLs 2.0 suite of assessments and WIDA screener data and reporting.
Local Intermediate Unit (IU)	Find your local IU's contact information.	**paiu.org/Find-an-IU**	• Support for the LIEP, teachers, students. • Professional development.