

# Title III: English Learner (EL) and Immigrant Compliance

## LEA Responsibilities

June 2019



## VISION

---

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

---

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

## STRATEGIC PLAN GOALS

1

All  
Students  
Proficient  
and Showing  
Growth in All  
Assessed  
Areas



2

Every  
Student  
Graduates  
from High  
School and  
is Ready for  
College and  
Career



3

Every  
Child Has  
Access  
to a High-  
Quality Early  
Childhood  
Program



4

Every  
School Has  
Effective  
Teachers and  
Leaders



5

Every  
Community  
Effectively  
Uses a  
World-Class  
Data System  
to Improve  
Student  
Outcomes



6

Every  
School and  
District is  
Rated "C" or  
Higher



# Agenda

# Agenda

---

- Immigrant Identification
- EL Identification
- Instructional Supports (LIEPs)
- Parent and Family Engagement
- MSIS Overview of Data
- Monitoring and Evaluation
- Use of Funds

# Identification of Immigrant Students

The term “immigrant children and youth” refers to individuals who:

- Are aged 3-21;
- Were not born in any state (State means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico);
- Were born to U.S. citizens abroad (for example, children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant; and
- Have not been attending one or more schools in any one or more states for more than 3 full academic years (An academic year is 10 months of school attendance, kindergarten through twelfth grade.).

# Definition of an English Learner

The term “English learner”, when used with respect to an individual, means an individual—

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States **OR** whose native language is a language other than English;

# Definition of an English Learner

---

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or



# Definition of an English Learner

---

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

# Definition of an English Learner

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

- (i) the ability to meet the challenging State academic standards;
- (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
- (iii) the opportunity to participate fully in society.

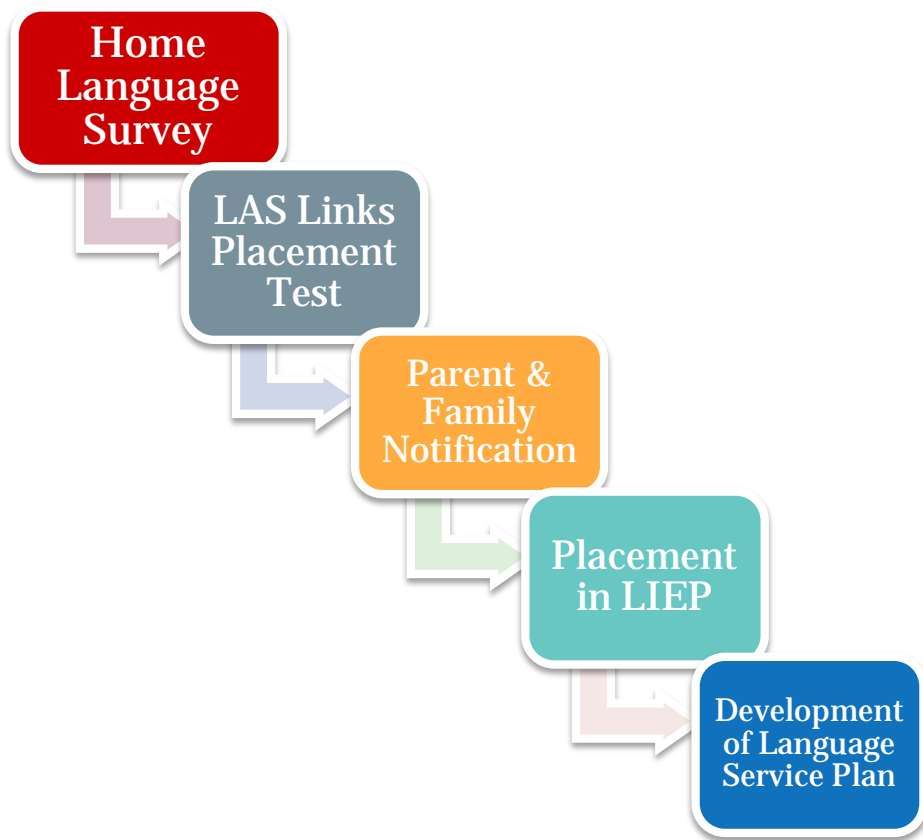
# Identification and Assessment

---

The Mississippi Department of Education is tasked with ensuring that all districts appropriately identify and assess EL students in need of language assistance in a timely, valid and reliable manner.

ESEA § 3113 (b)(2)

# Mississippi's Identification of English Learners



# Home Language Survey

- The Home Language Survey (HLS) must be completed for **all entering** students at the time of registration, regardless of background.
- A copy of the HLS should remain in the student's cumulative folder until graduation.
- Districts may develop their own Home Language Survey (HLS). However, it is strongly recommended that the HLS in the Mississippi English Learner Guidelines be used for all Mississippi students.
- If any language other than English is indicated on the HLS, the student is then administered the LAS Links screener within 30 days of enrollment at the beginning of the year, or within 10 days if enrollment occurs later in the school year.

# Home Language Survey



## HOME LANGUAGE SURVEY FOR K-12 SCHOOL DISTRICTS

### STUDENT INFORMATION

Student Name \_\_\_\_\_ Grade \_\_\_\_\_  
*First Middle Last*

Date of Birth \_\_\_\_\_ Gender \_\_\_\_\_ School \_\_\_\_\_

1. What is the dominant language **most often** spoken by the student? \_\_\_\_\_
2. What is the language **routinely** spoken in the home, regardless of the language spoken by the student? \_\_\_\_\_
3. What language was **first** learned by the student? \_\_\_\_\_
4. Does the parent/guardian need **interpretation** services? ☐ Yes ☐ No  
If so, what language? \_\_\_\_\_
5. Does the parent/guardian need **translated** materials? ☐ Yes ☐ No  
If so, what language? \_\_\_\_\_
6. What was the date the student first enrolled in a school in the United States? \_\_\_\_\_  
*MM/YYYY*
7. In what country was the student born? \_\_\_\_\_

\_\_\_\_\_  
*Parent / Guardian Signature*

\_\_\_\_\_  
*Date (MM/DD/YYYY)*

### DISTRICT USE ONLY

☐ Designated English Learner on the LAS Links Screener

#### DOCUMENTATION OF LAS LINKS SCREENER FOR STUDENT

Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

# LAS Links Placement Test

- Potential EL students identified by the HLS during registration **at** the beginning of the school year must be assessed for English language proficiency within 30 calendar days of enrollment.
- Potential EL students who register **after** the beginning of the school year must be assessed within 10 school days of enrollment.
- The LAS Links Placement Test is the assessment selected by MDE to assess student proficiency in the four language domains: speaking, listening, reading, and writing.
- The student's placement test report must be placed in their cumulative folder.

# Parent and Family Notification: Districts must...

1. Notify parents (or guardians) of the results of the LAS Links Placement Test
  - Within 30 days for students arriving at the beginning of the school year
  - Within 10 days for students arriving later in the school year.
2. Provide communication in an understandable and uniform format and to the extent possible, provided in a language the parent can understand, (ESEA §1116(e)(5))
3. Allow parents to use their right to opt-out from their child being placed in an EL program but may not opt-out from taking the LAS Links Proficiency Test.
  - If a parent chooses to opt-out from their children placement in an EL program, the district must still ensure the language needs of the student are met.



# Placement

- If the results of the LAS Links Placement Test do not meet the exit criteria, the student must be placed in the Language Instruction Educational Program (LIEP).
- The term “language instruction educational program” means an instruction course :
  - (A) in which an EL is placed for the purpose of developing and attaining ELP [English language proficiency], while meeting challenging state academic standards; and
  - (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

(ESEA § 3201(7))

# Common Language Instruction Educational Programs (LIEPs)

- **ESL or ELD:** Content-based program of techniques, methodology and special curriculum designed to teach ELs explicitly about the English language
- **Structured English Immersion:** Program designed to impart English language skills so that the ELs can transition and succeed in an English-only mainstream classroom once proficient.
- **Transitional Bilingual Education:** Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English.
- **Dual Language or Two-Way Immersion:** Bilingual program in which the goal is for students to develop bilingualism and biliteracy in two languages by receiving instruction in English and a partner language.

# Developing a Language Service Plan

- The Mississippi Department of Education (MDE) requires each student designated as an EL to have a Language Service Plan (LSP).
- The LSP must contain the following:
  - Student's demographic information
  - Date of first enrollment in a U.S. school
  - Yearly LAS Links scores
  - State and classroom accommodations
  - Signatures of Student Evaluation Team members

# Language Service Plans

- All EL students must have a current LSP on file. Plans should include at least one language goal in each of the four domains—reading, writing, listening, and speaking.
- LSPs should guide instruction—both for regular classroom teachers and EL teachers. Copies of student LSPs must be provided to all teachers who work with the student.
- LSPs should be rewritten each year.

# Meaningful Communication with Parents/Families

- Districts must ensure meaningful communication with limited English proficient parents/families.
- Districts must identify parents with limited English proficiency separate from identifying ELs. (An English proficient student might still have a parent who needs translated information.) This often takes place on school registration forms.

ESEA § 1116(e)(5)

# Translation/ Interpretation Requirements

---

Information that should be translated or interpreted includes information about language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for participation in district or school activities, parent conferences, handbooks, extracurricular offerings, etc.

# Translation/ Interpretation Requirements

Districts must develop and implement a clear process for determining:

- 1) if parents and guardians have limited English proficiency
- 2) the primary language, and
- 3) their language needs.

Remember, the parents of non-EL students may have language needs.

# Meaningful Communication with Parents

- Communicate the same information as non-LEP parents and families.
- Provide written translations. When no translated documents are available, language assistance, such as an interpreter, still must be provided.
- Use caution with interpreters or translators such as using family, friends or bilingual staff who are not certified interpreters or translators.



# Translation/Interpretation Needs

- Translators who serve families during meetings should sign a confidentiality agreement and receive training from the district if no previous training has been completed. Translators must be proficient in English and the language being translated.
- Translation is a district requirement and may not be funded with federal dollars.

# Tips When Working with an Interpreter

---

- Make eye contact with the family, not the interpreter.
- Plan for an interpreted meeting to take about twice as long as one conducted in English.
- Ensure that interpreters are familiar with the meaning of educational concepts and phrases used in the meetings.

# Family Engagement Resources

---

- TransACT is an online service that allows educators to comply with federal parent and family communication requirements.
- This service is provided by the state at no cost to educators or schools.
- Any public school employee can create an account and access professionally translated and legally vetted documents at [www.transact.com](http://www.transact.com).

# English Learner Resources

- **MDE Family Guides for Student Success** – grade level books with activities for families to use at home to strengthen/support academic skills (Pre-K – 8<sup>th</sup> grade); these guides are also available in Spanish
- **English Learner Toolkit**  
<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf>
- **Title III Resources**  
<https://www.mdek12.org/OFP/Title-III-Part-A/resources>

# Immigrant Data

---

- Once a student has been identified as an immigrant, the district must ensure the student is correctly marked in their student data package.
- This information will transfer over to MSIS once the district has submitted their data to the MDE.
- Language for immigrant student must be selected in MSIS.

# Immigrant Data

Native home language of the immigrants must to be selected for each student.

Districts | Schools | IMMIGRANT Students

**Mississippi Student Information System  
IMMIGRANT Students**

District: DISTRICT School: SCHOOL School Year: SHOW\_YEAR

[ Enter the Student's Native Home Language ]

Msisstudentid	Firstname	MI	Lastname	Native Home Language
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE



# EL Data

- Once a student has been identified as an EL, the district must ensure the student is correctly marked in their student data package.
- This information will transfer over to MSIS once the district has submitted its data to the Mississippi Department of Education (MDE).
- Districts should ensure each column on the EL roster screen of MSIS is completed.

This information must be monitored and updated monthly.

# Instructions for MSIS EL Screen

## Steps for Entering EL Data in MSIS

### INSTRUCTIONS BELOW FOR MSIS SCREENS

1. Go to Modules > Federal Programs > ELL



Contact Information tab must be complete to ensure that reports are able to be generated.

A screenshot of the MSIS ELL Students form. The form is titled 'Mississippi Student Information System ELL Students'. It has tabs for 'Districts', 'Contact Information', 'Survey Information', 'Schools', and 'ELL Student'. The 'Contact Information' tab is active. The form contains fields for 'Select School Year' (2018-2019), 'District' (4620), and 'Name' (ABERDEEN SCHOOL DIST). Below these are sections for 'Enter Coordinator Information' and 'Enter Consortium Information'. The 'Enter Coordinator Information' section has fields for 'Federal Coordinator' (First Name, Last Name, Telephone Number, E-Mail Address) and 'ELL Coordinator' (First Name, Last Name, Telephone Number, E-Mail Address). The 'Enter Consortium Information' section has fields for 'Consortium' (N), 'Fiscal Agent' (N), and 'Participant' (N).



# Instructions for MSIS EL Screen

2. Below is the view of the complete screen for the EL information. The MSIS Student ID, FIRSTNAME, MI, LASTNAME, GRADE AND FIRST MONTH OF SERVICE columns will automatically be generated from the student data package. Language, Type of Instruction Services Status and Year must be completed in MSIS by district staff personnel. Districts must ensure EIs are correctly identified in the district's student data package.

Mississippi Student Info

Mississippi Student Information System - ELL Students - Development - Enter Mode

File Interfaces Maintenance Modules Reports Security Query Block Help

Districts Contact Information Survey Information Schools ELL Roster

Mississippi Student Information System  
ELL Students

District: 4829 ABERDEEN SCHOOL DIST School: 500 SPECIAL EDUCATION NON-PUBUC School Year: 2018-2019

(Enter the Student Demographics)

Missstudentid	Firstname	MI	Lastname	Grade	First Month of Service	Language	Type of Instruction	Service Status	Year

3. In the Language column, enter the language spoken by the student.

Language

4. In the Service Status column, select whether the student is “served” or “monitored.” A “monitored” student is a student that has scored 4 or above on the Reading, Writing, and Overall sections of the LAS Links assessment and has exited EL status.

Service Status

5. In the Year column, select the number of years the student has been served or monitored. If this is the first year a student has been labeled EL, even though it might only be a few months, please mark “1”.

Year

6. In the Type of Instruction column select the type of instruction for the student.

Type of Instruction

# Instructions for MSIS EL Screen

- Select the language spoken by the student (the language on the HLS that indicated that the student needed to be screened).
- Select whether the student is “served” or “monitored.” A “monitored” student is a student that has scored 4 or above on the Reading, Writing, and Overall sections of the LAS Links assessment and has exited EL status.
- Select the number of years the student has been served or monitored. If this is the first year a student has been labeled EL, even though it might only be a few months, please mark “1.”

# Monitor and Evaluate ELs

- Districts are required to monitor and evaluate ELs in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content.
- ELs exit from the language assistance programs when they are proficient in English on the LAS Links Test.
- Exited students are monitored to ensure they were not prematurely exited and that any academic deficiencies evident in the language assistance program have been remedied.

# Monitor and Evaluate ELs

- Districts must monitor the progress of ELs in
  - 1) achieving English language proficiency.
  - 2) acquiring content knowledge.
- In Mississippi, students are monitored on language proficiency through the LAS Links Annual Assessment. Content knowledge is monitored through other state-mandated assessments required of all students.

# Assessing English Learners

- The Elementary and Secondary Education Act (ESEA), as authorized by ESSA, requires that the LEA must assess **100% of their EL (Served) population**. This includes students whose parents have opted out of the EL program.
- The LAS Links Assessment measures the four domains of reading, writing, listening, and speaking.

# EL Exit Criteria

All districts must use **ONLY** the state-adopted EL exit criteria:

- ✓ A 4 or 5 on the LAS Links overall; **and**
- ✓ A 4 or 5 on the LAS Links in reading; **and**
- ✓ A 4 or 5 on the LAS Links in writing.

Note: **No** other criteria can be used to exit an EL to Monitored status or retain them in services.

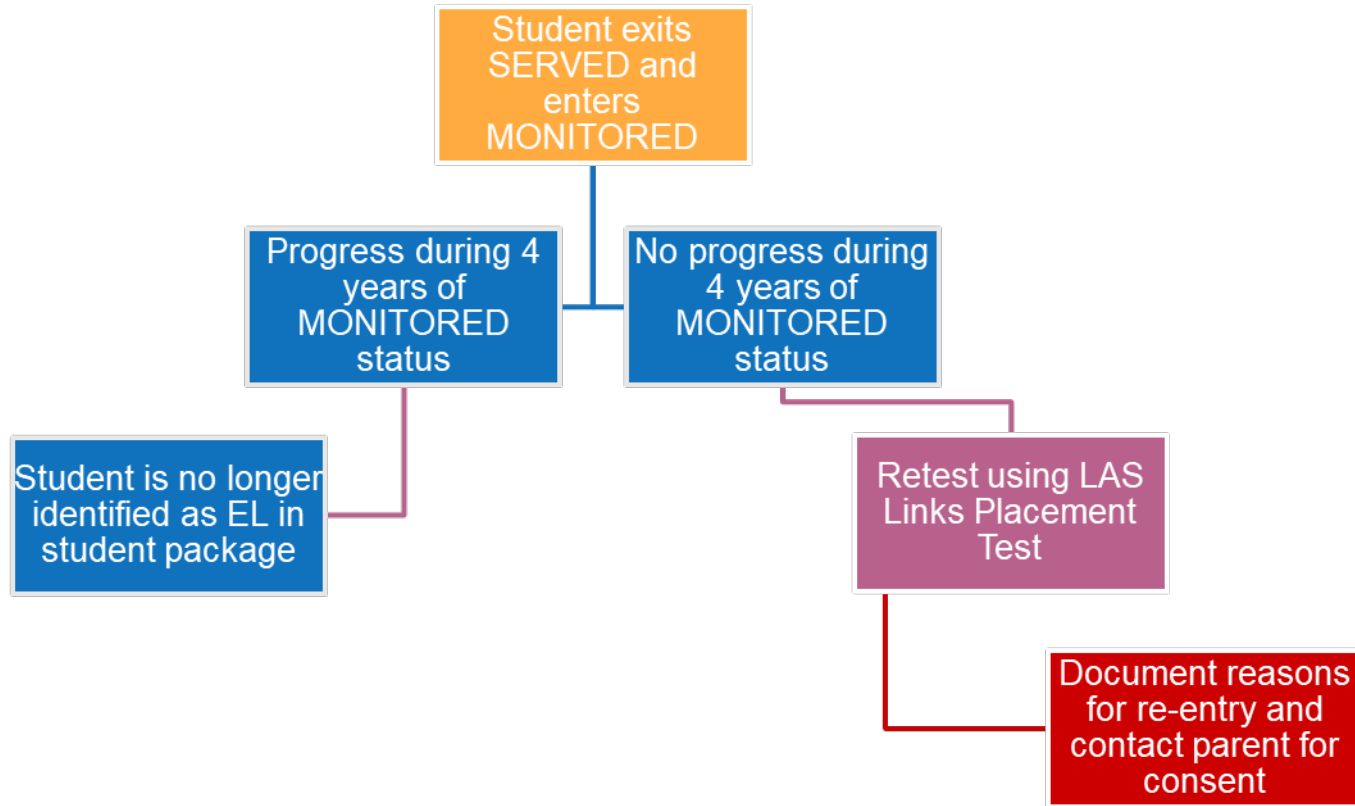
# Instructions for MSIS EL Screen

- When the student has met the Exit Criteria, change the Served status to Monitored status. It is the district's responsibility to keep information updated and accurate to test the appropriate Served students on the LAS Links Assessment.

Service Status
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>



# EL Reclassification



# Use of Funds

- Upgrade program objectives and effective instructional strategies;
- Improve the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures;
- Provide tutorials and academic or career and technical education for ELs;
- Develop and implement preschool, elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services;
- Improve the English proficiency and academic achievement of ELs;

# Use of Funds

- Provide community participation programs, family literacy services, and parent outreach and training activities to ELs and their families;
- Assist parents in helping their children to improve their academic achievement and become active participants in the education of their children;
- Improve the instruction of ELs by providing for the acquisition or development of educational technology or instructional materials and access to electronic networks for materials, training, and communication; and
- Offering early college high school or dual/concurrent enrollment programs designed to help ELs achieve success in postsecondary education.

# New English Learner Guidelines

- Mississippi English Learner Guidelines
- Federal Education Grants that can Support EL Students
- Instructional Strategies
- Administrator Supports
- USDE Dear Colleague Letter, Civil Rights of English Learners

MISSISSIPPI  
ENGLISH LEARNER GUIDELINES:  
REGULATIONS, FUNDING GUIDANCE,  
AND INSTRUCTIONAL SUPPORTS  
2018



# English Learner Contacts

## Instruction

LeighAnne Cheeseman  
Assistant State Literacy Coordinator  
English Learner Coordinator (K-3)  
[lcheeseman@mdek12.org](mailto:lcheeseman@mdek12.org)

## Intervention

Sandra Elliott  
English Learner Intervention Support  
Specialist  
(Pre K – 12)  
[selliott@mdek12.org](mailto:selliott@mdek12.org)

## Federal Guidelines

Farrah R. Nicholson  
Student Learning Opportunities Director  
[fnicholson@mdek12.org](mailto:fnicholson@mdek12.org)

## Assessment

Sharon Prestridge  
ELPT Program Coordinator  
[sprestridge@mdek12.org](mailto:sprestridge@mdek12.org)

# Office of Federal Programs

---

**Quentin Ransburg, Executive Director**

[qransburg@mdek12.org](mailto:qransburg@mdek12.org)

**Judy K. Nelson, Bureau Director**

[jnelson@mdek12.org](mailto:jnelson@mdek12.org)

**Farrah R. Nicholson, Student Learning Opportunities Director**

[fnicholson@mdek12.org](mailto:fnicholson@mdek12.org)

**Federal Programs**

[federalprograms2@mdek12.org](mailto:federalprograms2@mdek12.org)