

# HENDERSON COUNTY SCHOOLS



## **Plan For Meeting the Needs of Limited English Proficient (LEP) Students**

The "Plan for Meeting the Needs of Limited English Proficient (LEP) Students" has been developed and approved by the Henderson County Board of Education on February 20, 2012, in accordance with the provision in the Henderson County Board of Education Policy 08.13452.

*Revised February 2012*

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# **I. Introduction**

## **A. District Information**

Students whose first language is not English represent a growing minority population in Henderson County Schools. The English language proficiency of these students ranges from non-English speaking to communicatively competent. Assisting students in learning English is a commitment of Henderson County Schools. In our schools, Limited English Proficient (LEP) students face the triple demands of learning the English language, English literacy skills, and curriculum content.

### ***Our District***

The Henderson County School district has an enrollment of approximately 7002 students in grades K-12 and a preschool enrollment of nearly 400. Henderson County has 8 elementary schools, 2 middle schools, one high school, a K-12 alternative Learning Center and an alternative academy for high school students. In August of 2012 the district will open a new preschool building, the Thelma B. Johnson Early learning Center. The district has 1091 students who are listed as African American, Asian, or Hispanic/Latino. This is a minority population of 16%. African American students comprise 9% of the total population, and Hispanic/Latino students are 2% of the population. The September 9, 2011 count showed 102 LEP students in the district making up 1.45% of the student population. Five of those LEP students were also Special Needs students. The district has four (4%) ELL students on first year monitoring and three (3%) ELL students on second year monitoring. One student re-entered the program from monitor status.

In 2010-11, 19 students made progress (AMAO 1) and 5 made attainment (AMAO 2). The district did not make AMAO 3 due to a low overall graduation rate.

### ***Parent Involvement***

Henderson County Schools are committed to involving all parents in the education of their children and keeping parents informed. For parents with Limited English Proficiency, school officials will invite interpreters to attend meetings or make them available upon request. School documents will also be made available or translated upon request. An open house is held each year during the first nine weeks for ELL parents. Each student will be visited at his/her home during the district's Home Visit Blitz.

### ***Staff Collaboration***

School district personnel at all levels will be involved in ensuring the success of Limited English Proficient students in the Henderson County Schools. The LEP program will operate under the supervision of three ELL (English Language Learner) teachers. The ELL teachers will provide embedded professional development for teachers who serve LEP students as well as on-going professional development district-wide. Principals will be responsible for leadership and management of the program at the building level. Others who may assist in program implementation will be classroom teachers, guidance counselors, and instructional assistants.

## **B. Program Goals and Philosophy**

The Henderson County Schools' staff will work collaboratively with the ELL teachers to develop a program for the individual LEP student that will address the language needs and overall school academic program. This program will be documented on the PSP Teaching Plan (Form D).

Program Goals are for students to progress through the levels of English Proficiency while also progressing toward NCLB, state and district targets for core content achievement. The ultimate goal is for all ELL students to reach Level 5 or 6 and a level of 4 in Literacy.

2011-12 goals are to have 75% of ELL students make adequate progress (AMAO 1) and 25% make attainment (AMAO 2).

# **II. Referral Process and Determination of LEP**

## **Step 1: Student Referral and Screening**

At the time of enrollment, all new students will complete a School Enrollment Form. If the student's first learned language is anything other than English, the student may be considered an ELL student. Next, the Home Language Survey will be given to the parent or guardian of the student to be completed in his/her first language. Copies of Home Language Surveys of all potential English Language Learner students will be forwarded to the ELL teacher. **The original is to be kept in the student's permanent file.**

## **Step 2: Evaluation of Test Results**

Henderson County Schools will use the results of the W-APT, the state-mandated proficiency test to determine program placement. Newly identified potential ELL students will be given the W-APT screener within 30 days of the beginning of the school year or within 2 weeks of enrollment. The results of the assessment will determine one of three proficiency levels: Non-English Proficient (NEP), Limited English Proficient (LEP), or Fluent English Proficient (FEP), with a Composite Score of 1 being NEP and 5-6 being FEP.

- a. The ELL Teacher administers and scores the proficiency test.
- b. The ELL Teacher evaluates the students test results according to the test criteria and recommends instructional services accordingly.
- c. The ELL Teacher notifies the principal of program eligibility and English proficiency level.
- d. The ELL Teacher, classroom teacher, and other appropriate staff meet to develop the Program Services Plan (PSP). This plan includes information on English-language learning goals, modifications in regular classroom instruction, instructional accommodations, and KCCT assessment accommodations. These must be used all year in order to be used for testing.
- e. The principal or designee reviews the ELL Teacher's placement recommendation and plan for the student's instructional program. The ELL Teacher notifies the parent or guardian in his/her first language of the student's eligibility for the LEP Program. A parent signature is required to implement or waive services. Usually this is done at the PSP meeting.

## **Step 3: LEP Coding for Infinite Campus (IC)**

Students identified as NEP, LEP, or RFEP (Re-designated Fluent English Proficient) must be coded for Infinite Campus. The ELL teacher is responsible for coding directly into IC.

## **Program Definitions**

**Limited English Proficiency:** Any individual ages three to twenty-one:

- A. who is enrolled in elementary or secondary school
  - i.) who was not born in the U.S. **or** whose native language is a language other than English.
  - ii.) who is a Native American or Alaska Native or a native resident of the outlying areas; and 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**
  - 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**
- B. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
  - i.) the ability to meet the state's proficiency level on achievement and state assessments;
  - ii.) the ability to successfully achieve in classrooms where the language of instruction is English; **or**
  - iii.) the opportunity to participate fully in society.

**Immigrant Children or Youth:** Individuals who are aged three-twenty-one who were not born in the United States and/or who have been in the United States for less than three years

**Refugees:** Any individual who is outside his or her country of nationality who is unable or unwilling to return because of persecution or a well-founded fear of persecution due to race, religion, nationality, membership in a particular social group, or political opinion. Refugee families may also have fled from war or natural disaster.

**ELL Program:** Program for teaching Limited English Proficient students English while moving them forward in academic content.

**English Language Learner (ELL):** A student who lives in a home where the primary language spoken is other than English; and/or whose primary language is a language other than English.

**PSP – Program of Services Plan:** Plan which outlines the following:

- a. The current English proficiency of an ELL student is in listening, speaking, reading, and writing
- b. Modifications necessary to be successful in mainstream classrooms
- c. Level of services to be provided: in-class support, pull-out, monitor, self-contained class for one period each day
- d. Testing accommodations

e. Expected exit date

***Members of PSP meeting include Administrator, Regular Teacher, ELL Teacher and parents.***

### **III. Assessment**

Students are evaluated annually for English Proficiency during the testing window as outlined by the State of Kentucky. Currently this test is the WIDA ACCESS which Kentucky uses for determining Adequate Yearly Progress with regard to ELL populations. New students will be evaluated upon enrollment with the W-APT and again with the WIDA ACCESS during the testing window. The PSP is developed, updated, or the student is exited from services. LEP classification of students is based on language proficiency results.

#### **INCLUSION OF LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS**

For purposes of this document, students whose primary language is not English shall include LEP students as defined in 703 KAR 5:001. For purposes of calculating a school or district's academic indices and for determining adequate yearly progress (AYP) in the federal dimension of the state's accountability program, schools and districts shall for two years maintain in the LEP subgroup those students who have attained English proficiency based on a state-approved English language proficiency assessment in conjunction with professional judgment. However, when determining whether the LEP subgroup meets the state-defined minimum group size, these students who have attained English proficiency shall not be counted LEP.

#### **Part One: State-Required Assessment and Accountability Programs**

##### **A. LEP Students' Participation and Accountability**

Each school shall assess all LEP students enrolled on the first day of the testing window in all parts of the state-required assessments and their scores shall be included in accountability calculations consistent with state law, unless the students are in their first year of enrollment in a United States (U.S.) school.

LEP students in the first year of enrollment in a U.S. school shall be required to take:

- the state approved English language proficiency assessment;
- a NCLB-required mathematics test (if a student is enrolled in a grade in which a mathematics test is administered) with appropriate accommodations as noted in LEP student's PSP; and
- a NCLB-required science test (if a student is enrolled in a grade in which a science test is administered) with appropriate accommodations noted in LEP student's PSP.
- All LEP students enrolled on the first day of the testing window shall be included in calculations of the school and district's participation rate. An LEP student in the first year of enrollment in a U.S. school shall be included in the school and district's participation rate based on the student's participation in the NCLB-required mathematics and science assessments, if the student is enrolled in a grade where these assessments are administered. For LEP students who are enrolled for the first year in a U.S. school and are not in a grade in which there is a NCLB-required mathematics or science assessment, their NCLB participation shall be based on taking an English language proficiency assessment (or the NCLB-required reading assessment if the school or district chooses to administer it).

LEP students in their first year of enrollment in a U.S. school shall not be required to participate in the state-required reading, social studies, or writing on-demand assessments. First year LEP students may also be exempted from MAP testing and District Common Assessments. For these students, these assessments shall be optional at the discretion of the school and district. This first year exemption shall be applied one time.

For the purposes of calculating a school's academic indices in the state dimension and for determining AYP, each school and district shall be held accountable based on an aggregated average of the academic performance of the elementary, middle, or high school students who have been enrolled in the school for a full

academic year in the accountability grades. These accountability requirements shall also apply to LEP subpopulations of sufficient size, except for LEP students who are in their first year of enrollment in a U.S. school.

For LEP students who are in their first year of enrollment in a U.S. school and have been enrolled for a full academic year as defined in 703 KAR 5:001, a school and district may choose to include results from the NCLB-required mathematics and science assessments (and, if given, the state-required reading, social studies, arts and humanities, practical living/vocational studies, and writing on demand assessments) in accountability calculations for both the school's academic indices in the state dimension and for determining AYP. If this option is exercised, the decision shall be consistent across all content areas for the student.

If an LEP student has been enrolled in a U.S. school for at least two (2) full school years prior to the year of the writing assessment in question, the student shall be required to submit a writing portfolio and shall be included in writing portfolio accountability calculations consistent with state law. For instructional purposes a school may allow an

LEP student, who has not been in a U.S. school for at least two (2) full school years prior to the year of the writing assessment in question, to develop a writing portfolio; however, the portfolio shall not be included in writing portfolio accountability calculations.

#### **B. Documentation Needed to Implement Accommodations**

For LEP students who have been identified, it may be necessary to permit instructionally consistent accommodations for the assessment administration. Any accommodation shall be based on an assessment of English language proficiency, consistent with the on-going delivery of instructional services, and stated in the student's PSP. Accommodations shall not be solely for the state-required assessment. Implementation of any accommodations shall not inappropriately impact the content being measured.

For all LEP students PSP committees shall determine on an individual basis whether these students will participate with or without accommodations in the state-required Assessment and Accountability Programs. An LEP student may use accommodations in the state-required assessments if the student meets all of the following criteria:

1. has been assessed with an English language proficiency assessment and meets the criteria as an LEP student;
2. has evaluation data that demonstrates a need for accommodations;
3. has a current PSP developed by a PSP committee that includes accommodations as part of the student's ongoing delivery of instruction; and
4. is participating in instructional programs and services to meet the language and academic content needs of the student.

These accommodations shall be related to the individual student's needs and the impact of the student's English language proficiency on demonstrating what the student knows on a test written in English and the ability to access the curriculum. These decisions shall be made in the best interest of the student (e.g., scribing for a student throughout the school year just so that a scribe can be provided for assessment is not in the student's best interest versus providing a bilingual dictionary with extended time).

If accommodations are needed, documentation shall include:

- the name and date of the English language proficiency assessment administered to determine a student's LEP status;
- a PSP that includes the specific accommodations to be implemented in instruction;
- a list of the names of the PSP committee members who reviewed the documentation and made the decisions. The list of staff shall be placed with the Title III records;
- the appropriate accommodations needed; and

- the signature of the principal of the appropriate school as an indication of approval for the described accommodations.

The LEP student's performance on the annual English language proficiency assessment in conjunction with professional judgment shall determine when accommodations are no longer required. Implementation of any accommodations shall not inappropriately impact the content being measured.

### **C. Implementation of Accommodations**

Accommodations, when consistent with the on-going delivery of instructional services, may include:

1. Administration Strategies include:
  - reading text to student in English with extended time;
  - simplify language with extended time (directions, questions, multiple choice answers, but not reading passages);
  - provide oral native language support with extended time;
  - administering assessments to small groups of LEP students to enable simplified language and/or oral native language support in accordance with guidelines in Section 6 of this regulation; and
  - administering a single form of the test to a small group of LEP students receiving oral native language support because a limited number of bilingual staff is available.

Every effort should be made to distribute test forms to all students in a random order. Under the condition that a school can demonstrate no feasible way to provide a multiple number of interpreters for LEP students, school staff may allow students to use the same form of the test so that one interpreter per foreign language may be employed to provide this accommodation. To meet the need for interpreter services, LEP students may use a different test administration schedule than the regular student population, as long as the different schedule is within the district-established testing window. A list of students who are administered the same form of the test for this purpose shall be submitted to the Division of Assessment Implementation along with the assigned lithocode for each student. If a student has a hearing or visual impairment, uses audiotape, or on-line testing, the student shall be provided the specific form as directed in administration materials.

2. Processing and Response Strategies:
  - use of student-generated glossary (bilingual or English) with extended time; use of dictionaries (bilingual or English) in print or electronic version with extended time;
  - use of scribe; and
  - use of technology (e.g., text-to-speech software, grammar or spell-check systems) with extended time.

For an LEP student with a PSP that has evaluation data and routine instructional experiences to support the accommodation of a scribe, a scribe may be provided if the student has not reached proficiency on the annual English language proficiency assessment.

A student may not write responses to the state-required assessment in a language other than English and have a teacher translate. However, the student may be allowed accommodations on the assessment and these may include dictation of responses, which may be transcribed into English by school staff on the answer document. The student's Program Services Plan shall include any accommodations which are part of the on-going instructional process and are based on the needs identified on a language proficiency test. Accommodations shall not be made solely for the state-required assessment.

### **D. Submitting a Portfolio in a Language Other than English**

An LEP student may submit a portfolio in a language other than English if:

- the student's daily instruction and class work are conducted in the student's native language, and
- the local scorer or a scorer hired by the district is both fluent in that language and trained to score the portfolio.

## Part Two: State-Required English Language Proficiency Assessment

### A. Identifying LEP Students

A local school district shall administer a home language survey (HLS) to students enrolled in the district as the first screening process to identify LEP students. The home language survey shall be based at a minimum on four questions.

- What is the language most frequently spoken at home?
- Which language did your child learn when he/she first began to talk?
- What language does your child most frequently speak at home?
- What language do you most frequently speak to your child?

### B. State-Required English Language Proficiency Assessment

If the answer to any of the Home Language Survey questions is a language other than English, the local school district shall consider that the student may have limited English proficiency and the student shall be administered an annual state-approved assessment of English language proficiency. The student's performance on this assessment shall determine, combined with professional judgment, whether the student is LEP. All students identified as LEP shall be administered the state-approved annual assessment of English proficiency (measuring student's oral language in listening, and speaking, reading and writing skills in English). The performance of students on this approved annual assessment shall be monitored by the district and reported to the Kentucky Department of Education. A student's score on the annual English language proficiency assessment in conjunction with professional judgment shall formally determine whether or not the student identified remains LEP or attains full English proficiency (FEP). In the event professional judgment differs from the results of the English language proficiency assessment, a parent or guardian of the student shall approve with signature the student's classification as a student with limited English proficiency.

### C. Accommodations for State-Required English Language Proficiency Assessment

#### Explore/PLAN Accommodations

For students with disabilities and/or LEP, **most** accommodations included on a student's current IEP, 504 Plan, or PSP are permissible. However, these accommodations must have been used regularly in instruction and assessment during the school year. Some accommodations include:

**Readers-** Oral presentation (from reader script only) with extended time limits

**Scribes-** Scribe to transfer answers to answer sheet with extended time limits

**Paraphrasing-** Oral presentation (from reader script only) with extended time limits

**Use of technology or special equipment-** Assistive communication devices with extended time limits

**Extended time-** Standard print materials with extended time (no other assistance)

**Manipulatives-** Annotate on your roster

**Prompting or cueing-** Oral presentation (from reader script only) with extended time limits

**Interpreters-** Oral presentation (from reader script only) with extended time limits

***\*Note: the accommodations bolded are for K-PREP and what they would correlate with on the Explore or PLAN.***

For more specific information regarding accommodations, go to:

[www.education.ky.gov/KDE/Instructional+Resources/High+School/Language+Learning/English+Language+Learning/](http://www.education.ky.gov/KDE/Instructional+Resources/High+School/Language+Learning/English+Language+Learning/)

### D. On-Demand Writing Assessment Accommodations

For students with disabilities, **most** accommodations included on a student's current IEP, 504 Plan, or PSP are permissible. However, these accommodations must have been used regularly in instruction and assessment



during the school year. Some accommodations include readers, scribes, paraphrasing, use of technology/special equipment, extended time, manipulatives, prompting/cueing, interpreter.

For more specific information regarding accommodations, go to:

[www.education.ky.gov/KDE/Instructional+Resources/High+School/Language+Learning/English+Language+Learning/](http://www.education.ky.gov/KDE/Instructional+Resources/High+School/Language+Learning/English+Language+Learning/)

#### **IV. Instructional Program and Educational Approaches for LEP Students**

Students' programs will be determined and implemented with consideration for each of the following areas that pertain to the particular child and his/her need.

- A. Placement in Pre-Primary and Primary Programs: Students who enroll in the Henderson County Schools in either the Pre-Primary or Primary programs will encounter programming for all students that is designed to optimize and enhance language development skills in English. For LEP students in this grade/age range, maximum time involvement in the regular classroom setting will be used. Pullout for instruction or comprehension tutoring by ELL teachers or program assistants will be minimized because the students will be getting the broad-based program and language immersion that all the students are receiving to learn English. Program assistants will work with ELL students in the regular classroom in a collaborative setting.
- B. Elementary Level 1 and Level 2 ELL services will consist of a pull out model for a minimum of one hour per week during which time ELL personnel will work individually with the student. This model may include a specific ELL class which meets at the same time each day. ELL services will be considered the primary Tier intervention for Level 1 and 2 ELL students. The above services will also be supplemented by ELL in-class support for content classes two to three times per week.
- C. At the middle school and high school levels, an elective ELL Lab will be provided by the ELL teacher for one period a day for students who are at a proficiency levels 1 or 2 on the W-APT or WIDA ACCESS. Additionally, a third lab will be created at Jefferson elementary, which has the highest concentration of ELL students in the district.
- D. For students in the proficiency ranges of three to five the primary focus will be full inclusion in the regular education program as much as possible with English skills taught as a supplement to the regular program. Students will be enrolled in regular classrooms with adjustment in the curriculum to provide basic instruction in English that familiarizes students with pronunciation, grammar, and vocabulary. Language patterns will be taught in the natural classroom setting. Classroom teachers may select members in the class to take turns in serving as buddies to aid the LEP students in acquiring skills in basic reading, math, and writing. With the collaboration and assistance of the ELL teacher, the classroom teacher will adapt materials to the individual ELL student level. Because social language is critical to fluency, in addition to classroom and supplemental instruction, peers will be encouraged to promote informal conversation, especially during recess, lunch, and other free time so that social language can be "caught" to reinforce what is taught.
- E. Referral to other district programs: Students with Limited English Proficiency may be considered for referral to Special Education, Title I, Gifted/Talented, ESS, or other special programs based on meeting the established placement criteria for these programs. None of these programs will be used to take the place of the diagnostic/perspective teaching plan set up through the regular classroom setting.

##### **Henderson County Schools - Department of Special Education Procedures for Screening and Evaluation of English Language Learners**

Prior to referring an English Language Learner (ELL) for a Multidisciplinary Team (MDT) Evaluation, the school's Response to Intervention (RTI) Team or Student/Staff Support Team should determine whether the student is sufficiently proficient in English for an evaluation to be a valid representation of the student's abilities. ELL students require instruction in the English language and sufficient time to develop Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). It is crucial that educators ensure that the issues of limited acculturation and the status of a student's English language proficiency are not contributing or causal factors in a student's low achievement prior to a referral for evaluation for special education

or speech services for a possible language disorder. Thus, ELL learners should receive English language instruction (i.e., ELL services) for at least one school year prior to a referral for an MDT evaluation or a language disorder evaluation.

*NOTE: If the RTI/SST finds evidence that the student may be developmentally delayed (DD), have an Autism Spectrum Disorder or a Traumatic Brain Injury or have a mental disability (e.g., MMD or FMD levels of cognitive functioning), the school should proceed with pre-referral interventions regardless of the student's levels of acculturation or English language proficiency. In such cases, the RTI/SST has the prerogative to accelerate the RTI process, as appropriate.*

- F. **Report Cards and Progress Monitoring:** The academic progress of Limited English Proficient students will be reported in the same format (report card, progress report) as all other students. The ELL teacher, in conjunction with the classroom teacher, and the school principal will have input into decisions on reporting progress. ELL students must meet the standards and criteria required for all students graduating from HCHS.

**Level 1 (Entering) and Level 2 (Beginning):** ELL pull out model supplemented by ELL in-class support for content classes two to three times per week.

**Level 3 (Developing):** ELL in-class support for content classes two to three times per week.

**Level 4 (Expanding):** ELL in-class support for content classes once a week or as-needed basis.

**Level 5 (Bridging) and Level 6 (Fluent):** Monitor for ELL – no support accommodations required. Exited from program, but monitored by state for two years following their exit.

## V. Staffing and Professional Development

District ELL staff currently consists of three certified ELL teachers and three program assistants. ELL teachers attend professional development in increasing English proficiency and student achievement each year. In 2012-13 they will attend the TESOL national conference. A professional development plan is developed each year by the ELL staff. As part of its certified teacher evaluation system, the district has adopted an ELL teacher addendum to address performance and professional development specific to ELL teachers.

The ELL teachers train and monitor the development of the ELL program assistants. Classroom teachers of ELL students will be identified and receive training during the first month of school in strategies to assist ELL students through collaboration and inclusion. Other training may be offered during the school year. As ELL teachers monitor the use of strategies in regular classrooms, embedded PD may occur via the ELL teachers to assist those teachers in addressing student needs.

## VI. Exit Procedures for Students Receiving LEP Services

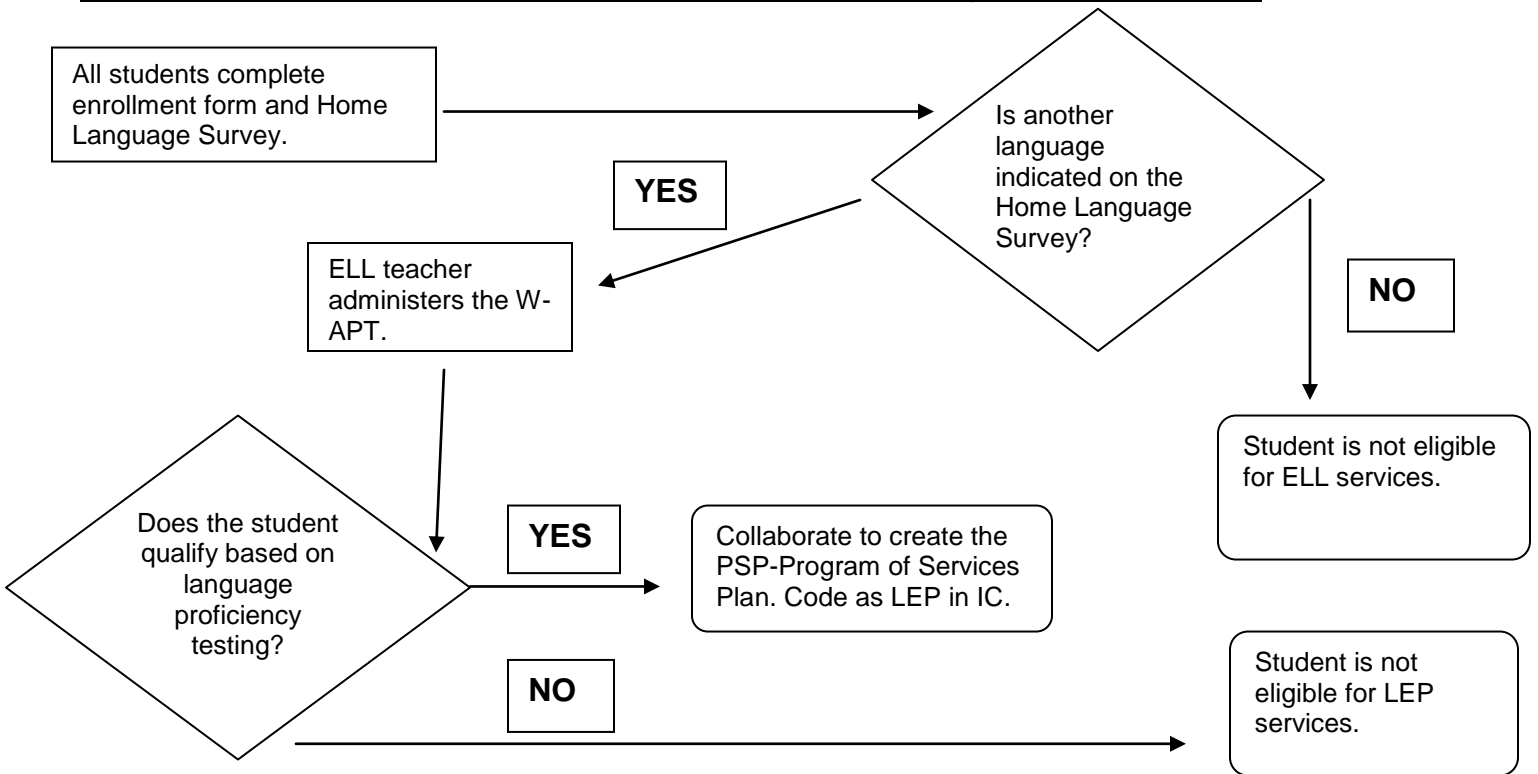
Determination of exiting Limited English Proficiency status will be made for each student by the ELL teacher. The following criteria will be used as a measure to determine if the student is ready to exit the program:

**Step 1:** The LEP student will be assessed during the annual testing window on student achievement of competency in the basic skill areas of listening, speaking, reading, and writing in the English language. This is measured using the WIDA ACCESS Language Proficiency Test. If the WIDA ACCESS overall score is 5 or 6 on a Tier B or Tier C test as well as a 4 in Literacy, the student may be exited from receiving ELL services. Report card grades, state assessment results, and teacher observations should also be considered.

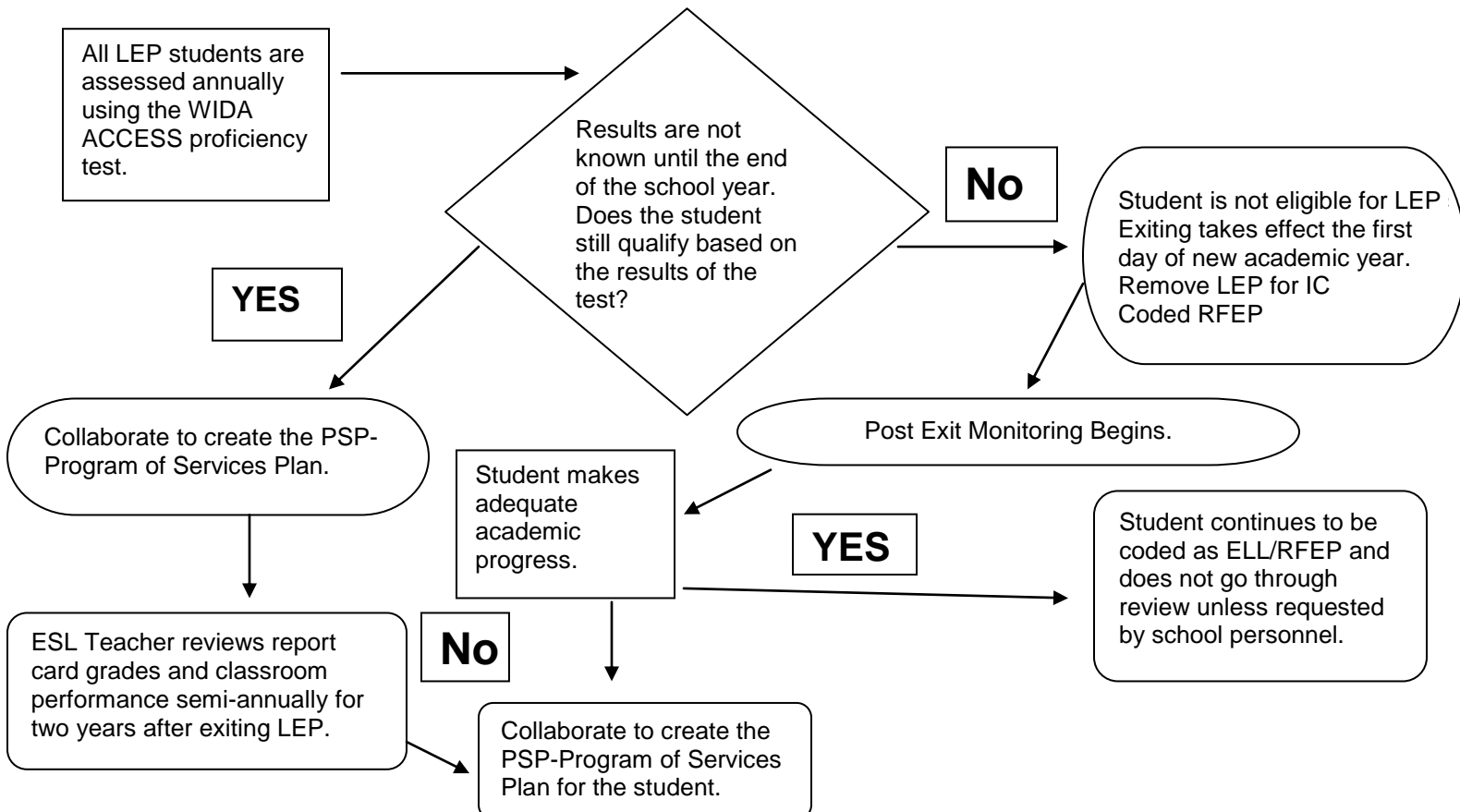
**Step 2:** The ELL teacher will send his/her parent/guardian an exit letter in their first language to inform him/her that the student no longer qualifies for services. The ELL teacher will notify the classroom teacher of any student who has a classification change or exits from the program.

**Step 3:** Post Exit Monitoring will begin in August of the following school year for the student once he/she is removed from the LEP program. Monitoring of the student's grades and classroom performance by the ELL and classroom teachers will occur regularly during the two years after exiting the LEP program. If the student's performance is acceptable, there will be no review unless requested by school personnel. If the student's performance while on monitoring status is deemed not acceptable by both the ELL and classroom teachers, the ELL teacher will create a new PSP for the student.

## Referral Process and Determination of Limited English Proficiency



## Exit Procedures for Students Receiving LEP Services



## **VII. Equal Access to Other District Programs**

All ELL students shall have equal access to all other district programs including Special Needs, Gifted/Talented, and extra-curricular activities. Parents will be involved in any IEP, 504 or Gifted Education plans written for their ELL students. Efforts will be made to notify parents of extra-curricular opportunities

## **VIII. Parent and Community Involvement**

Parents will be informed of their child's LEP placement in writing. Additionally, personal contact will be made to Assist ELL parents in understanding the implications of that placement and services which will be provided. NCLB information will be conveyed to ELL parents.

## **IX. Program Evaluation, Review and Improvement**

The LEP plan will be reviewed once every two years. AMAO progress data will be used in revising the plan. Information will be collected from the ACCESS testing, KCCT testing, and local MAP assessments, as well as classroom grades of ELL students will be used as data sources. Goals for the LEP program will be consistent with the goals for the district as a whole.

## **Appendix**

### **EPAS State Assessments 2011-12 District Assessment Coordinator's Guide to LEP Accommodations**

#### **EXPLORE**

Rules for granting accommodations for EXPLORE testing are the same as for the K-PREP Test .Go to <http://education.kv.gov/JumpTo/?iump=ACTAssessments> and click on EXPLORE Assessment for more information.

#### **Limited English Proficient (LEP)**

First year LEP students in grade 8 are not required to take the EXPLORE assessments. However, an EXPLORE answer sheet for each LEP student must be returned to ACT. If there is no pregridded answer sheet available for a first year LEP student, districts should complete the identifying information in blocks A thru G, then fill in the LEP and X bubbles in the Special Status Code section. Whenever possible, students can complete the untimed, non-test sections of EXPLORE (Plans and Background, Needs Assessment, and Interest Inventory) with assistance.

Second year and beyond LEP students in grade 8 are required to take the EXPLORE assessments. Districts need to bubble in LEP in the Special Status Code section. If an LEP student receives any testing accommodation indicated on the PSP, districts also need to bubble the appropriate accommodation code on the answer sheet.

#### **PLAN**

Rules for granting accommodations for PLAN testing are the same as for the K-PREP Test. Go to <http://education.kv.gov/JumpTo/?iump=ACTAssessments> and click on PLAN Assessment for more information.

#### **Limited English Proficient (LEP)**

First year LEP students in grade 10 are not required to take the PLAN assessments. However, a PLAN answer folder for each LEP student must be returned to ACT. If there is no pre-ID label available for a first year LEP student, districts should complete the following portions of a PLAN answer folder: identifying information in blocks. A thru J and the YES bubble in block K. Then fill in both the LEP and X bubbles in the Special Status Code section on page 4. Whenever possible, students can complete the untimed, non-test sections of PLAN (Student Information, Interest Inventory, and Needs Assessment) with assistance.

Second year and beyond LEP students in grade 10 are required to take the PLAN assessments. Districts need to bubble in LEP in the Special Status Code section on page 4 of the student's answer folder. If an LEP student receives any testing accommodation indicated on the PSP, districts also need to bubble the appropriate accommodation code on the answer folder.

#### **The ACT**

ACT is committed to ensuring that official ACT scores reported to colleges and other entities from Kentucky State Testing are comparable to scores earned through other forms of ACT testing involving the application of ACT's test accommodations policies. Therefore, ACT supports the following two forms of accommodations on the ACT when it is administered as part of a state testing program:

**ACT-Approved Accommodations** result in ACT scores that are fully reportable to colleges, scholarship agencies, and other entities *in addition to* being used for state testing purposes. Only students with professionally diagnosed and documented disabilities and who receive accommodations in school should apply for ACT-approved accommodations. Examples of accommodations that may be requested include extended time, alternate test formats, stop-the- clock breaks, and authorization to test over multiple days. Requests will be reviewed by ACT staff, and if appropriate, by other expert disability consultants, to ensure they meet ACT's established eligibility criteria and include the same supporting documentation required for approving all other ACT accommodations requests.

**"State-Allowed" Accommodations** that result in ACT scores used only for state testing purposes; these scores are not college-reportable. English language learners (ELL) who do not have a disability but receive accommodations in school should request State- Allowed Accommodations.

The school's appointed TAC will submit individual requests for test accommodations to ACT. The TAC will submit **one** of the following forms for each student for whom accommodations are requested:

***Request for ACT-Approved Accommodations*** - This request form will be used to request ACT approval of test accommodations for students who meet ACT's established eligibility requirements.

***Application for State-Allowed Accommodations*** - This application will be used to request test materials for students who will test with "state-allowed" accommodations. This includes students who do not meet ACT's eligibility requirements (e.g., **English language learners with no disabilities**) or whose requests for ACT-Approved Accommodations have been denied.

**ACT Review of Requests for Accommodations on the ACT** ACT will review requests for ACT approval by applying the Americans with Disabilities Act (ADA) standards that are used for all such requests. Approval is dependent on submission of all required documentation by the stipulated deadline and review by ACT. It is possible for ACT to approve an accommodation for one student, while the same accommodation may be denied for a different student. Students who do not meet ACT eligibility requirements (e.g., **English language learners with no disabilities**) or whose requested accommodations are denied by ACT may apply to take the ACT with the denied accommodations under the State-Allowed Accommodations option, **or** they may test under standard conditions. IMPORTANT NOTE: Students must apply for the State-Allowed Accommodations so that ACT can ship the correct ACT test materials - which are *different* from those used by examinees testing with ACT-Approved Accommodations.