



# **LAU PLAN**

## **ENGLISH LEARNERS**



*Preparing Students For The Future!*

**Tony Watts, Superintendent**

**April 28, 2025**

**Newport Independent Schools District**  
30 W 8th St, Newport, KY 41071

# Newport Independent Schools

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# Newport Independent Schools

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## SECTION 1: GUIDING PRINCIPLES

The purpose of the district's EL program is to ensure ELs, including immigrant children and youth, attain English language proficiency, develop high levels of academic achievement in English, and meet the same challenging state academic achievement standards as all children are expected to meet.

### **English Language Development**

- Increase the percentage of ELs making growth in language acquisition and to reach full proficiency by ACCESS 2.0.
- Provide EL students with a language assistance program that is educationally sound and proven successful.
- To help English Language Learners to become English proficient in the language skills of speaking, listening, reading and writing.

### **Academic Achievement**

- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, core curriculum, gifted and special education programs, and all sports and clubs.
- Monitor EL students' progress in acquiring the English Language proficiency in grade level content knowledge.
- Monitor exited EL students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.

### **Cross-Cultural Efficacy:**

- Ensure meaningful communication with limited English proficient (LEP) parents in their native language, through interpretation and translation services, whenever possible and to the extent possible.
- To involve English Language Learner's families with the community and

the school, specially with the educational process to make learning a cooperative effort.

- Educate staff about EL's cultural and linguistic background.

## SECTION 2: ENROLLMENT, IDENTIFICATION AND PLACEMENT

### Home Language Survey

- All enrolling students in the participating district are required to complete a Home Language Survey (HLS) provided in the families native language.
- If a response on the Home Language Survey indicates a language other than English, then school/district staff will assist families with the Home Language Survey.
- Upon confirmation of a home language other than English, an initial assessment is conducted by a school/district staff to ensure the student is identified and screened for eligibility.

### State-approved English language proficiency placement assessment

- Referred students, whose primary language is other than English, are screened for language proficiency, listening, speaking, reading and writing, using the WIDA Placement Test. Certified district/building personnel will administer the assessment.
- Students who do not attain a composite proficiency level of "Bridging" (4.5) are identified in the EL Program as "Limited English Proficient."
- Identification of English learners must occur within 30 calendar days of enrollment during school or within 14 calendar days of enrolling during the school year.

### Process to place student in appropriate LIEPs and content courses

EL students' academic experiences may vary greatly, partly dependent on their past opportunities to participate in academic endeavors in any language. Academic skills may be more appropriately assessed in the child's first language. It is important to remember that lack of English skills may influence the performance in content-area testing.

- The Language Assessment Committee (LAC) team will gather academic and other pertinent data from the student's previous school, if available.
- The LAC will gather academic and other pertinent data by administration of an appropriate grade-level screener or standardized assessment
  - An interpreter or translator will be utilized when appropriate.

#### *Team-based data review and recommendations for LIEP program*

- Depending upon the proficiency level of the student as determined by the WIDA online screener, the LAC determines the frequency and intensity of directed instruction for English Language Development Needs.
- Depending upon the academic screeners used for determining a student's academic proficiency, the LAC determines the frequency and intensity of academic services and supports.

#### *Team-based data review and recommendations for content courses*

- The LAC makes a determination for the English Language Development needs of students as they enter content specific classes.
- The scope of the expectations for the appropriate content classes are determined by the LAC based upon previous and current academic

proficiency and academic history.

Students are placed in an age-appropriate educational environment, within two years of their actual age.

#### Parental forms distributed in a language most easily understood

- Determination of student eligibility & Notification of English Language development program placement - Parent Notification is an important component of law.
- Student scores indicate eligibility.
  - EL teacher or principal will complete the “Notification of Program Placement in the English Language Development Program”.
  - The “Notification of Program Placement in the English Language Development Program” is sent initially and annually.
  - The “Determination of Student Eligibility” is sent once upon placement.
- Student scores indicate non-eligibility
  - EL teacher or principal will only send home the “Determination of Student Eligibility” indicating the LIEP is not recommended.
- Parent notification forms will be sent within 30 days of the beginning of the academic year, or within two weeks if the student enrolled after the start of the school year. The district will communicate notification in an understandable format, in the parent’s home language and to the extent practical. Signed copies of the forms will be placed in the student’s cumulative file and uploaded into Infinite Campus (IC).

#### *Process for waiving students from LIEP*

- When a parent declines participation, the school district will still follow a process

to ensure English Language Development and academic progress for the student.

- Students will participate in the annual ACCESS test until meeting the state exit criteria.
  - *See Section 3: Program Description for detailed process for waiving students from LIEP.*

### SECTION 3: PROGRAM DESCRIPTION

All English language learners will participate in a quality instructional program that supports the development of a positive self-concept as well as foster pride and intercultural understanding. The district's implemented instructional program is designed to meet the grade level academic standards as identified in Kentucky's approved Program of Studies and Core Content for Assessment. Emphasis will be placed on providing students with the greatest possible access to core curriculum and afford students access to appropriate English language instruction that will ensure progress from limited English proficiency to fluent English proficiency.

#### LIEP Goals

Goal 1 – Increase the percentage of EL students making progress in learning English as measured by ACCESS 2.0. (English Language Goal)

Goal 2 – Increase the percentage of EL students attaining English language proficiency as measured by ACCESS 2.0. (English Language Goal)

Goal 3 – Increase the percentage of EL students growth towards proficiency as measured by the Kentucky Summative Assessment (math, reading & writing, science, and social studies) and MAP (reading and math). (Academic Goal)

#### Program service plan development and required student records



- After a student is identified as an English Language Learner (EL) a Program Service Plan (PSP) shall be completed within 30 calendar days if the student enrolls on the first day of school, or within 14 calendar days if the student enrolls any day after the first day of a school year.
- Assessment, placement, and the design of an individual Program Services Plan (PSP) for English Language Learners shall be made in compliance with appropriate state and federal education requirements.
- Instructional and related services shall be designed to meet the English language and academic needs of the student while assisting them to participate in the general education curriculum and to overcome language barriers to grade promotion and high school graduation.
- EL staff will work with classroom teachers and guidance counselors to provide support to classroom teachers who will provide one or more service types as identified by the Program Service Plan.

*Description and implementation of specific state- approved LIEP model used in district and the process to place students.*

Newport Independent is committed to ensuring a quality education for all students. In order to fulfill this mission and provide access to all core curricular areas, English language learners may receive one or more of the instructional approaches listed below. Each student's Program Services Plan (PSP) lists the instructional approach or approaches to be implemented by the school. Each program requires English Learners teachers with specialized training in meeting the needs of ELs (ESL or bilingual teaching endorsement). Program service models may be combined to best meet the unique needs of an English Learner.

*Program Models:*

Content Area Tutoring- Programs that provide one-on-one or small group tutoring/assistance to ELs during school hours in the content areas, including ELA, mathematics, science, and social studies. Tutoring is generally provided by teachers other than EL teachers and may be provided by an aide under the direction of a teacher.

Content-Based ESL- Instruction focuses on both academic content and developing English proficiency. The English language used for instruction is adapted to the proficiency level of the student with curriculum modified to meet language development needs.

Sheltered English Instruction – LEP students from one or more language backgrounds are grouped to receive specifically designed content area instruction that focuses on modifying the delivery of academic content so that the linguistic demand of the materials is appropriate for the English Proficiency levels of the students. The goal is the achievement of academic content and skills.

Structured English Immersion—LEP students participate in mainstream/content classrooms where teachers differentiate instruction to address the linguistic needs and backgrounds of the LEP students. The goal is the acquisition of English while learning academic content.

Newcomer Program: Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs.

Pull-Out English Instruction – LEP students are pulled from their mainstream

classrooms for a portion of the day to receive instruction in English language development either individually or in small groups.

Push-In English Instruction – The EL teacher/aide/tutor/assistant goes into the mainstream classroom to assist LEP students with the academic content of English language skills.

Collaborative Services – The mainstream teacher and the EL consultant/teacher/aide/assistant work together to determine accommodations, modifications, and appropriate instructional strategies for LEP students.

Heritage Language – An EL teacher, tutor/aide/assistant may use the native language to clarify information that was presented in English. This is used as a support system when needed, not a bilingual approach.

*Description of frequency and intensity of services by grade level/span and or/current proficiency level*

**Elementary (K-2nd) & Intermediate (3rd-6th):** ELs at the elementary and intermediate level are serviced primarily through content-based instruction. Students learn and interact through universal instruction with explicit English instruction and support provided by an EL certified teacher. The following services may take place as determined by the student's needs.

<b>Low proficiency (Levels 1 and 2)</b>	<b>Mid Proficiency (Level 3)</b>	<b>High proficiency (Level 4 and 5)</b>
<ul style="list-style-type: none"> <li>• May receive pull-out and/or push in programming (at least 2-5 time per week with certified EL teacher)</li> <li>• May receive Tier 1 collaboration with classroom teacher and EL teacher.</li> <li>• May receive Native language assistance (based on individual student need and availability of services)</li> <li>• May receive consultative services</li> </ul>	<ul style="list-style-type: none"> <li>• May receive pull out or push in instruction (at least 1 to 2 times per week with a EL certified teacher)</li> <li>• May receive Tier 1 collaboration with classroom teacher and EL teacher.</li> <li>• May receive consultative services.</li> </ul>	<ul style="list-style-type: none"> <li>• May receive pull out or push in instruction (at least 1 time per week with certified EL teacher)</li> <li>• May receive collaboration teaching (Tier 1 collaboration with EL teacher and classroom teacher)</li> <li>• May receive consultative services and monitoring of progress.</li> </ul>

**High School (7th - 12th):** At the secondary level, students are provided a content-based integrated approach in which content teachers collaborate with an EL certified teacher to provide students access to appropriate subject and grade level academic language and access the core curriculum. Students meet regularly with both the EL certified teacher and the classroom teacher. The following services may take place as determined by student need.

<b>Low proficiency (Levels 1 and 2)</b>	<b>Mid Proficiency (Level 3)</b>	<b>High proficiency (Level 4 and 5)</b>
<ul style="list-style-type: none"> <li>• May receive pull-out and/or push in programming (at least 2-5 time per week with certified EL teacher)</li> <li>• May receive Tier 1 collaboration with classroom teacher and EL teacher.</li> <li>• May receive Native language assistance (based on individual student need and availability of services)</li> <li>• May receive consultative services</li> </ul>	<ul style="list-style-type: none"> <li>• May receive pull out or push in instruction (at least 1 to 2 times per week with a EL certified teacher)</li> <li>• May receive Tier 1 collaboration with classroom teacher and EL teacher.</li> <li>• May receive consultative services.</li> </ul>	<ul style="list-style-type: none"> <li>• May receive pull out or push in instruction (at least 1 time per week with certified EL teacher)</li> <li>• May receive collaboration teaching (Tier 1 collaboration with EL teacher and classroom teacher)</li> <li>• May receive consultative services and monitoring of progress.</li> </ul>

Professional Learning Communities (PLCs) will be utilized to assist in making adjustments to instructions and goals based on need. Services are reviewed and adjusted as students make progress or demonstrate need in certain areas. In addition to English instruction, ELs are provided further MTSS assistance in building intervention time.

*Description of annual parent notification of continuing placement and programming options in language most easily understood.*

Parents will be notified annually of their student's continuing eligibility and level of services. A signature will be obtained and stored in the student cumulative folder. The EL teacher or teacher will complete the "Notification of Placement" in the English Development Program.

Parent notification forms will be sent out within 30 days of the beginning of the academic year, or within two weeks if the student enrolled after the start of the school year. Parents shall receive annual notification of their child's progress on the state's English proficiency objectives and required state assessments. Newport Independent School District will communicate notification in an understandable and uniform format, to the extent practicable using both verbal and written translations. A copy of the form is kept in the student's cumulative file and EL teacher's classroom file.

*Process for waiving students from the EL program*

The EL program is a voluntary program, and if at any point the parent refuses services or chooses to withdraw their student from the program, they may do so. Below are the specifications of the services waive:

- A meeting with the EL teacher, the general education teacher (K-12) and the

principal is held to discuss the school's recommendation of services, concerns about not receiving services, and the potential outcome of the decision with the parent. "The Explanation of Consequences for not participating in the EL program" will be reviewed at this meeting.

- If the parent proceeds with waiving the services, the parent must sign the "Request for change in Program Placement". This signed form is kept in the student's cumulative folder.
- After refusal of services, the EL teacher and general education teacher will communicate regarding a plan to provide support to warrant mastery of English and academic achievement for the student who has waived services. This communication will include documentation (emails, meeting minutes, on going-documentation) of proficiency, progress, and appropriate instructional strategies to differentiate instruction and other information relative to increasing the student's achievement. All students who qualify for EL services, including the students who waived services, will continue to be monitored and take the WIDA ACCESS 2.0 annually until they reach language proficiency and meet state exit criteria.

#### Highly qualified Staff

The district employs highly qualified classroom teachers as licenced by the Educational Professional Standards Board.

#### Designated administrator oversight for EL program

The Newport Independent Schools want to ensure the best educational opportunities for English Language Learners attending our schools. The District Title III Coordinator, along with the building principals are to be responsible for the English Language Learners program. The District Title III Coordinator is in charge of the oversight of the EL Program.

Access to both Kentucky Academic Standards (KAS) and English Language Proficiency (ELP) Standards.

EL students are required to meet the same standards as other district students. However, there are materials and strategies that can assist in this process. EL students will have access to the Kentucky core standards because they will spend significant time in the general education classroom. The EL teacher and core/content teachers will collaborate the planning of instruction through PLCs, faculty meetings, via email, and Google Docs. The District will provide professional development to the EL and school staff centered on content instruction and evidence based strategies. The frequency of meetings, collaborations, and learning will vary depending on the purpose and level of student language acquisition. All content teachers who work with EL students and administrators will receive individual or group opportunities to collaborate.

Curriculum and supplemental resources

All EL students will have access to the district-wide general education curriculum resources that are aligned to the Kentucky Academic Standards (KAS). Instructional and supplemental resources will be evaluated and updated on a regular basis and dependent upon academic performance on district-wide and state-wide assessments. Additional program support materials will be considered to purchase to meet the needs of our EL students. Using data from the teacher team collaboration/data review, materials are/would be selected to address gaps EL students may have.

Materials are fluid and changing as the needs identified in this process change. Our current curriculum and supplementary resources for the 2025-26 school year include the following.

## Core and Tier Instruction

Grade Level	Reading & Writing	Math	Science	Social Studies
K- 2	Wonders	Math in Focus	Stem Scopes PLTW	TCI
3-6	Wonders	Math in Focus	Stem Scopes PLTW	TCI
7-12	My Perspectives	SAAVAS	Stem Scopes	TCI
Intervention	iReady	iReady	Stem Scopes	Teacher Created Materials

## Technology

- Newport Independent Schools is a 1:1 district. An iPad is provided for each student in grades K - 5th and a MacBook Air for each student in grades 6th - 12th.
  - Apps and features on the technology devices enhance core materials, make learning in other languages, allow for translation, and include text to speech capabilities.
- Curriculum, textbooks, and supplementary resources for core instruction are available electronically, with some programs available in another language.
- District and building administrators and staff have been provided Google training, as Google is the identified Learning Management System (LMS).

## Other Resources

- Newport Independent purchased the Team Curriculum for Academic Language Mastery for levels K to 12, Ready, Set, Go! Newcomers and all the Finish Line



assessments for grades K to 12.

- NIS and NHS have multiple “Literacy Library” from Saddleback company to complement the EL Team curriculum.

#### SECTION 4: MEANINGFUL ACCESS

Every student in the Newport Independent Schools District will be given equal educational opportunities. It is the responsibility of all staff to treat students without discrimination on the basis of linguistic background when determining students’ eligibility for district services. Teachers will provide notification of special programs to the parents of EL students taking into account the possibility of language barriers. The LAC will provide support to classroom teachers if they need assistance with home communication either written or verbal. Also, the district purchased the *Affordable Language Services* to ensure that all Newport Staff have immediate access to an interpreter or translator 24/7 to assist with communication with families.

##### Process in place for identifying and servicing gifted/talented (GT) ELs

EL students will have the opportunity to participate in the district Gifted & Talented Program in grades K-12: K-3rd Talent Pool and 4th-12th G/T program.

- All students in the district are formally evaluated at the end of 3rd grade or the beginning of 4th grade.
- The GT program considers multiple sources of information including student test data (State Proficiency Assessment, District Interim Assessments, MAP, CERT, ACT, etc.), student/teacher/parent feedback and recommendations, observations, transcript/grades, portfolios, and inventories.
- Any student is also eligible for identification with the submission of a portfolio. The portfolio can include information gathered about the student or by the student. The school GT identification can include any information gathered

within the portfolio to determine if a student needs to have a Gifted Student Service Plan (GSSP) for GT services and/or if the student is considered part of the Talent Pool.

- School personnel will review cultural conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students. Additional data to consider for the EL student includes: results from state approved EL assessments, prior academic performance in another language, rapid acquisition, ability to speak multiple languages, high ability in mathematics or science, translates at an advanced level, cultural disadvantage behavioral checklist, etc.

*Process in place for identifying and servicing ELs in special education*

EL students who experience academic difficulty in the general education setting may or may not be in need of special education services. If a disability is suspected, the school will refer an EL student for evaluation after appropriate intervention services are used. Special care will be taken to ensure that language attainment is not misinterpreted as a disability.

- A comprehensive process is in place to ensure that a child's needs are met by taking into account language barriers and acculturation issues that may exist.
- During the Child Find process cultural, language proficiency, and development in first and second languages are taken into consideration.
- An evaluation team gathers evidence from multiple data sources to determine if the child's educational performance and progress discrepancy are or are not the result of limited English proficiency. The evaluation team considers the child's unique linguistic variables. The team determines this by comparing the child's performance to peers with similar linguistic backgrounds (if possible). If

performance is similar to peers, then the team determines the child's needs are not likely due to a disability requiring special education.

- When conducting the evaluation and the family's primary language is not English, the parents are interviewed in their native language. It only constitutes a disability if the problem presents in both English and the individual's primary language.
- The evaluation team uses data from multiple sources to rule out language and acculturation as the primary reason for the performance deficit. Evaluation teams consider the following during the evaluation process:
  - The materials and methods used in the evaluation process are nondiscriminatory;
  - Assessments or other evaluation activities are administered in the child's primary language;
  - During the intervention process the child's linguistic variables are taken into consideration;
  - The child's language aptitude is measured in areas such as interpersonal communication skills, cognitive academic language proficiency;
  - Based on the information gathered the team is able to rule out language as the primary factor in the child's performance and progress.

If English proficiency is ruled out as the primary factor in the child's performance and progress, and the child meets eligibility criteria, then the ARC determines if specially designed instruction is needed to meet the child's identified needs. If a child qualifies for special education services, the ARC considers the child's language needs as the IEP is developed. Instruction will be delivered by the ESL teacher as well as a Special Education teacher. The evaluation team is formed to include a member with knowledge of the child's language needs as well as training in second language

acquisition.

*Process in place for identifying and servicing ELs in all co-curricular and extracurricular programs*

EL students have the same access to all co-curricular and extracurricular programs as the general education students. Meaningful access includes, but is not limited to:

- Grade-appropriate curricula so promotion and graduation requirements are achieved. The district will use multiple data points to determine placement of EL students in grade-level and interventions. Such indicators include benchmark testing, classroom performance, parent input, student interviews, and teacher recommendation.
- Equal opportunity to participate in all programs, including pre-school, full-day kindergarten, Title I programs, Extended School Services (ESS), 21st Century programs, gifted and talented, career and technical education, dual credit courses, college courses, counseling services, arts, athletic programs, and clubs.
- Extracurricular activities provided by the district and the community are announced through means of school newsletters, announcements, ALL Calls,

Facebook page, etc. that are provided in English and the student's home language.

EL students may not be segregated based on national origin or EL status. Although EL program service options may require that EL students receive separate instruction for a limited portion of the day, the chosen program must be carried out in the least segregated manner consistent with achieving the program's educational goals.

## SECTION 5: PROFESSIONAL DEVELOPMENT

**All teachers of English Language Learners are provided professional development to support EL students in a variety of settings.**

- ***District and building administrators***
  - **District Title III coordinator will attend all required and optional Kentucky Department of Education (KDE) EL trainings and webinars.**
  - **District and building administrators will complete the required state assessment training, WIDA and ACCESS, to proctor and oversee the administration of the specified test.**
  - **Building administrators are required to attend all content and classroom training sessions pertaining to EL services, instructional techniques, modifications, assessments and cultural awareness.**
- ***Content and classroom teachers***

- EL staff will meet with general education teachers during faculty and PLC meetings to provide strategies, present data and information to guide their instruction, and address concerns/barriers to their ELs access to education.
  - All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for EL students.
  - Bi-annually, EL teachers meet with all classroom teachers to inform them about the individual EL students' PSP, ACCESS results and current levels of English language acquisition utilizing the Language Acquisition Chart.
  - The LIEP staff meets with regular classroom teachers on a frequent basis, (at least once a month) to design, modify, and adapt lessons and provide accommodations for students in the general education classroom.
- ***LIEP Staff***
    - EL teachers will review individual and team needs assessments to determine the teacher/building/district professional learning focus. The LIEP staff will receive training based on identified focus, including but not exclusive training pertaining to Newcomers, Equitable Assessment, MTSS and English Language Learners, SIOP, Culturally and Linguistically Diverse Teaching.
    - The LIEP staff will meet 4-5 times a year to discuss issues that arise and then will present those issues to the general

**education staff and administration.**

- **EL teachers and assistants will complete the required state assessment training, WIDA and ACCESS, to proctor and oversee the administration of the specified test.**

## **SECTION 6: ELP ASSESSMENT**

Newport Independent Schools uses WIDA screener assessments to determine the ELP of students who have been identified as potential EL students based on the Home Language Survey (HLS). Kindergarten students are screened using the Kindergarten online screener and students in grades 1-12 are screened using the WIDA Screener Online.

WIDA provides Kentucky with the annual ELP assessment known as ACCESS for ELs 2.0. Any student identified as an EL must take the ACCESS test, including ELs not receiving services. An EL student will participate in the annual ELP assessment until meeting the state exit criteria requirements.

The Alternate ACCESS is individually administered to ELs in grades 1-12 with significant cognitive disabilities which prevent them from meaningfully participating in the traditional ACCESS for ELs. The ARC team determines which assessment the student should take, and each student's IEP or 504 team determines if accommodations are required.

### **Annual training to appropriate staff**

Administrators and the EL teachers will annually complete the online training provided by WIDA for both the state approved language proficiency placement

assessment and the WIDA ACCESS test. Administrators and the EL teachers will submit their certificates of completion to the district office, to be placed in their district file.

#### *Dissemination of scores to stakeholders*

Parents are notified of the testing results along with any formal information. If supplemental services are recommended, the parents are given that information. The notification is given in both English and their native language. The ACCESS tests results will be shared with the following:

- Students - The EL teachers discuss individual results with the EL student.
- Parents- The school district sends home individual ACCESS reports.
- Classroom/Content teachers- The EL teacher discusses individual ACCESS scores with teachers and makes recommendations regarding student placement, accommodations, and instructional strategies.
- School Board- The board will be provided with a yearly update (date designated for district-wide data reporting to our Board) This update includes the ACCESS 2.0 results and staffing recommendations.
- Administrators- EL teachers will provide information to building administrators in regards to the assessment scores.

#### *Appropriate training to interpret results for staff*

Throughout the school year, the EL staff will assist the classroom teacher with language support strategies with the EL students and will also serve as a resource to the classroom teacher whenever possible. Information on understanding assessment results will also be provided to intervention teachers, administrators, and the staff directly serving EL students.



### Utilization of assessments results to guide instruction and programming

Throughout the school year, the EL staff will be available to assist the classroom teachers in planning for and delivering Core instruction. The EL staff will utilize assessment results to plan for direct instruction and services, including instruction to support the EL program. Programming will be determined utilizing assessment data.

## SECTION 7: EXIT CRITERIA & PROCEDURES

### LIEP Exit Criteria

The program guidelines shall include an evaluation process that includes objective exit criteria to indicate when students:

- have developed the required proficiency in using English to speak, listen, read, and write with comprehension.
- are able to perform on-level with their native English speaking peers in the mainstream classroom.
- are able to have full access to all aspects of the school's mainstream curriculum and participate successfully without the use of simplified English materials.

In order to exit from the EL program a student must achieve a score of 4.5 or higher Overall Composite Proficiency Level on a Tier B/C ACCESS for ELLs. Students taking the Alternate ACCESS for ELLs must score a P2 or higher Overall Composite in order to exit EL status.

### LIEP Exit Procedures

The Program Exit Date will be June 30th of the school year in which they exited services in accordance with the English Learner Data Standards. An

exit letter will be sent home to parents as a notification of the student's exit from the EL program. The LAC will initiate the monitoring process to be implemented for four years. If a student transfers to Newport Independent Schools from a Non WIDA state and is monitored and/or exit status in that state, then monitor and/or exit status will be honored, and the student will continue with the monitor and/or exit status.

## SECTION 8: MONITORING PROCEDURES

Districts have an obligation under Title VI of the Civil Rights Act and the Equal Education Opportunities Act (EEOA) to monitor the academic progress of former English language learner (EL) students who have been re-designated fully English proficient (RFEP). These students must be monitored for four years after exiting from a language instruction program [ESSA 3121(a)(5)].

### *Monitoring procedures in place after students exit the program*

After a student's English proficiency level reaches the "Expanding" level (4.5) on ACCESS for ELs, the LEP student may receive transition services until she/he demonstrates full proficiency with a level of "Bridging" (5) or "Reaching" (6). LEP students who attain a composite proficiency score of level 4.5 and a literacy score of level 4.5 are deemed "fully English proficient" and are able to be successful in academic classes without EL accommodations or modifications. These students "exit" the EL program and are then monitored by the EL teacher for four (4) academic years. Progress monitoring occurs at the end of every quarter and includes the completion of the progress monitoring form by the homeroom and/or content teachers.

This monitoring must ensure that these students are able to participate

meaningfully in the mainstream classroom, which means:

- students are able to perform on-level with their native English-speaking peers in the mainstream classroom;
- students are able to have full access to all aspects of the school's curriculum and participate successfully without the use of simplified English materials; and
- students have access to language instruction services if needed.

Designated instructional staff, such as English as a Second Language (ESL) staff or a guidance counselor, must formally monitor the RFEP student's academic performance regularly. The information must be documented in the student's cumulative folder. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services must be made available to the student.

*LIEP re-entry procedures in place if indicated by data, including notification of parent/guardians*

The district must collect data on the academic performance of RFEP students for the duration of the two-year period. The sources of information collected may include:

- records on length of time from entry in a US English speaking school to exit from LEP programs;
- performance on standardized achievement tests;
- grades in content area classes;
- Grade Point Averages (GPAs);
- teacher observations;
- parent observations and/or feedback;

- meeting promotion and graduation requirements; and/or graduation rates.

If an exited EL student is not progressing despite additional support, the student may be re-evaluated using a valid, reliable, grade-appropriate assessment (e.g WIDA MODEL) to determine if a student is eligible for additional EL program services. The Language Assessment Committee (LAC), including the student's parents, will meet to analyze the data and determine change of placement if needed. The EL parents will receive notification of this meeting in their native language and be invited to attend. If the parents do not attend, they will be notified in the same manner as to the decision made.

- One of the decisions can be for the student to reenter the EL program. Parents do have the right to refuse the services. In the instance, the LAC and school staff still have the responsibility to assure measures be put in place to help the student academically and document the plan. The EL Department Chair and District Title III Coordinator will be responsible to ensure the implementation of the plan.
- If re-entry occurs, parents will be notified using the “Notification of Program Placement.” The EL Department Chair will mark the student as “EL” in the student information services in Infinite Campus (IC).

ESSA 3121(a)(5) requires that districts report on the number and percentage of ELs meeting the State academic standards for four years after students are no longer receiving Title III services. The data must include results on content assessments for reading/language arts, mathematics, and science and be disaggregated by English learners with disabilities (ELWD).

## SECTION 9: EL PROGRAM EVALUATION

### *ALIEP Evaluation in place*

On-going evaluation of the English Language Learner program will provide valuable information for decision-making, and ultimately lead to improved service delivery to English Language Learners. The LAC will monitor student access to equal educational opportunities, both instructionally and extra-curricular. The District Title III Coordinator will be responsible for overseeing this evaluation and determining impact on future programming. Data will be shared annually with parents, teachers, community members, administrators and the Board of Education. The following data will be collected, analyzed and shared annually:

- Scores on the Kentucky Summative Assessment data
- Scores in reading and math as measured by iReady in grades K-9th
- District Interim Assessment (DIA):
  - Scores in reading and math in grades K-8
  - High School
    - Alg. I, Geometry, Alg. II
    - English I, English II
- Using the most recent ACCESS 2.0 scores at the end of each school year, the team will analyze the percentage of ELs:
  - Making growth in language acquisition
  - Reaching full proficiency and exiting the program
  - Average years an EL student participates in the EL program prior to exiting the program
- Grades in content area
- Enrollment rates in preschool and special programs

- Enrollment rates in Special Education services
- Participation in extracurricular programs
- Placement rates in gifted and talented and advanced courses
- Other data that can be used by the district to determine program

effectiveness are:

- Retention rates
- Drop-out rates
- Graduation rates
- Suspension rates
- Transience rates
- Attendance rates

The evaluation process will include evaluation of future programming and services in the following areas:

- Staffing and professional development needs
  - Staff survey
  - Effectiveness of professional learning
- Adjustment of the EL program
  - Modification of programs when performance data indicates ELs are not reaching proficiency within a reasonable period of time
  - ELs not participating in standards-based grade-appropriate instruction
- Teacher Scheduling
  - Student to EL teacher staffing ratios
  - Student PSPs and teacher scheduling of providing services
- Curricular Needs
  - Review instructional resources to determine effectiveness in student achievement.

- Evidence based resources available to provide program services based on individual student needs.