English Learner (EL) 101 Part XI:

EL Students at the Secondary Level

TODAY'S SESSION TAKEAWAYS

What will be covered in today's session?

1	**Enrolling an EL Student (High School)**
2	**English as a New Language Course**
3	**Certificate of Multilingual Proficiency**
4	**Schoolwide Contributions**
5	**Secondary Toolkit for ELs**

Enrolling an EL Student (High School)

EL STUDENT HIGH SCHOOL ENROLLMENT

- A public school must comply with its legal obligation under Title VI of the Civil Rights Act of 1964, which requires schools to take affirmative steps to ensure that EL students can meaningfully participate in educational programs and services, including federally *Lau*-required English language development.

- Per IC 20-33-2-3, children less than 18 years of age and intend to remain in Indiana for 30 days must be enrolled in school.

- Students do not "age out" of the right to an education. Students over 18 years of age have a constitutional right to attend school until they receive a high school diploma.

ENROLLMENT: STEP ONE

1

First, determine where the student is enrolling from. For a first-time student enrolling in an Indiana school whose home language survey indicates another language, **administer the WIDA Screener to determine the student's current level of English proficiency.**

For students transferring from another Indiana school or a WIDA state (see www.wida.us), obtain the annual ACCESS results to determine the student's current level of English proficiency.

ENROLLMENT: STEP TWO

2 Determine the credits to award the student via transfer transcripts, completed courses, and/or demonstration of proficiency (i.e. local course finals).

3

Utilize the awarded credits and the results of the English proficiency assessments to determine the appropriate English course and other content area disciplines, with support. All ELs must be enrolled in credit-bearing courses, including an English/language arts course.

ENROLLMENT: STEP FOUR

4 Ensure that all ELs are provided with their Lau-required (1974) English language development services as well as meaningful access to grade level curriculum via supports in the student's Individual Learning Plan (ILP).
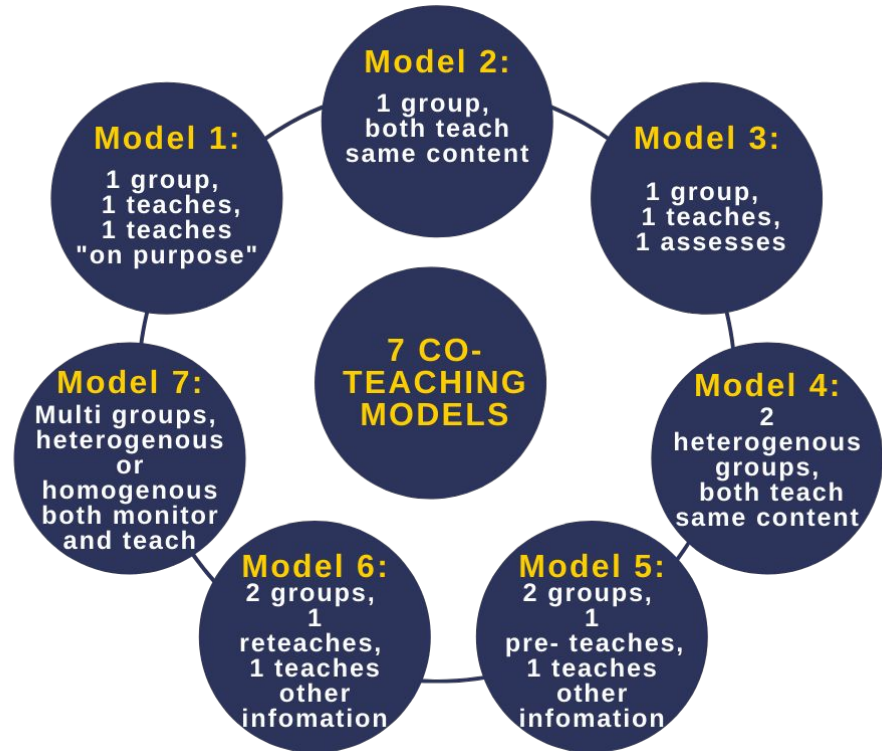
ENROLLMENT: STEP FIVE

5 Regularly evaluate each EL's programming to ensure students are on-track to graduate. Revise support as needed based upon the results of the English proficiency assessment, student progress, family feedback, and teacher input.

Secondary EL Program Models

ENGLISH AS A NEW LANGUAGE (ENL) CLASS

English as a New Language (ENL) Class: English as a Second Language (ESL) Program Model Example

English Credit: (1012)
- Based on WIDA English Language Development Standards
- Recommended for newcomers & students with limited or interrupted formal education (SLIFEs)
- Recommended for proficiency levels 1-4.9
- Recommended for grades 9-12

Note:
- Dual licensed English/language arts (ELA) & EL-certified teacher
- Eight credits maximum

World Language Credit (2188)
- Based on WIDA ELD Standards
- Recommended for newcomers & SLIFEs
- Recommended for proficiency levels 1-4.9
- Recommended for grades 9-12

Note:
- EL-certified teacher
- Four credits maximum

Guidance: **Secondary English Learner Toolkit**: Appendix B

Certificate of Multilingual Proficiency

CERTIFICATE OF MULTILINGUAL PROFICIENCY (COMP)

- Asset-based program to celebrate students' home language and English language acquisition

- Earn six World Language (WL) credits towards Core 40/Academic Honors Diploma

- Designation on official transcripts for career or college readiness

IDOE CoMP Webpage

HOW DOES THE COMP BENEFIT EL STUDENTS?

- The CoMP is available in 90+ languages.

- If an EL student scores as an *Intermediate High* on an approved assessment, it will count as three years of WL credits; therefore, the student would not have to take the coursework. This could help our EL students earn an Academic Honors Diploma.
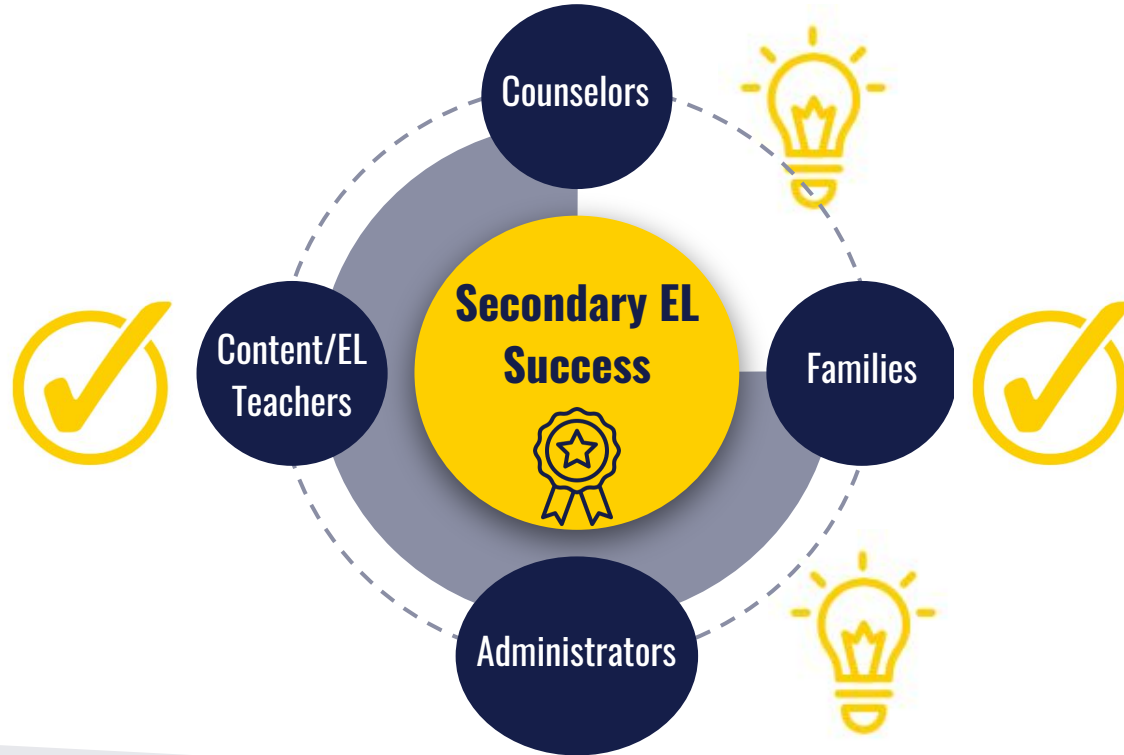
For students who will be entering the workforce after graduation, having a certificate to validate their language proficiency in addition to their transcript will help employers identify that they can use the language in a variety of contexts. For students opting for postsecondary education, the Indiana Department of Education (IDOE) is in communication with university partners to determine if there can be a mechanism to award credit/placement to students who have earned this recognition as the world language proficiency will be measured by an external assessment rather than a locally created one.

REQUIREMENTS FOR STUDENTS

1. **Students must earn six credits in a single WL through coursework.**

    a. If a student is proficient in a WL upon enrollment, a score of *Intermediate High* on a WL assessment can serve as demonstration of proficiency in lieu of coursework. The student then receives six WL credits. Assessments can be taken at any time during their high school career.

2. **Students must pass an approved *external assessment* in WL and receive an *Intermediate High* level of proficiency.**

    a. The approved assessments and scoring guides are available via IDOE's CoMP guidance.

3. **Students must earn at least eight credits in English/language arts (ELA).**

    a. Students must pass the ELA Grade 10 graduation qualifying exam or
    b. Achieve a 5.0 or higher on WIDA ACCESS (ELs).

Schoolwide Contributions

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SECONDARY COMMUNITY: SHARED RESPONSIBILITY

Counselors

Secondary EL Success

Content/EL Teachers

Families

Administrators

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POSSIBLE AREAS OF IMPACT

Scheduling

EL Services: Collaboration with EL Teacher of Record

Awarding Credits / Transcript Audits

Extracurriculars: Clubs & Sports

Gifted & Talented / High Ability / Advanced Placement Programs

Other School Staff (Front Office; Support Staff; Food Service)

Magnet / CTE & Other School Programs

Parent Outreach & Input (i.e., PTAs)

ADMINISTRATORS & GUIDANCE COUNSELORS

WIDA Self-Paced Modules

- Leading for Equity: Classroom Walkthrough

- School Improvement Planning for the Equitable Education of MLs

Family Culture Survey

- English
- Spanish

EL Office Hours
Schoolwide Programming for ELs

INDIANA DEPARTMENT of EDUCATION

ENGLISH LEARNERS

OFFICE HOURS

EL Office Hours
Secondary Toolkit & Scheduling

INDIANA DEPARTMENT of EDUCATION

ENGLISH LEARNERS

OFFICE HOURS

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# Secondary Toolkit for ELs

EL SECONDARY TOOLKIT: OVERVIEW

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Secondary English Learner Toolkit

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ADDITIONAL SECONDARY EL RESOURCES

- U.S. Department of Education Newcomer Toolkit

- IDOE Secondary English Learner Toolkit

- Council of Chief State School Officers (CCSSO): Guidelines for EL Program Model Integrity

- US Department of Education OELA English Learner Toolkit

- Dear Colleague Letter: Federal guidance ensuring ELs have equal access to high-quality education and opportunities to achieve their full academic potential.
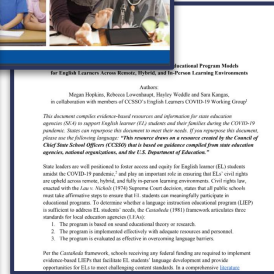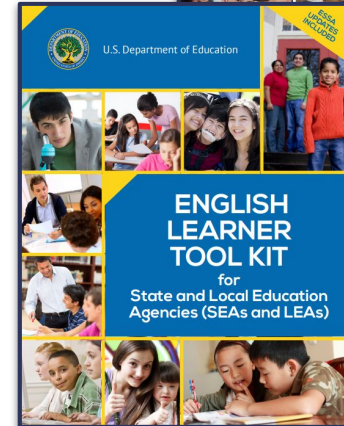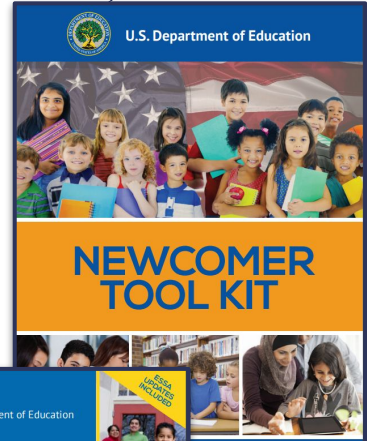
QUESTIONS? CONTACT US!

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