

DEMOGRAPHICS

SASID [] [] [] [] [] [] [] [] [] []

STUDENTS NAME:

FIRST

MIDDLE INITIAL

LAST

DATE OF BIRTH: mm/dd/yyyy SEX: DISTRICT: SCHOOL:

LANGUAGE: RACE: GRADE: START YEAR: mm/dd/yyyy

ENTERING PROFICIENCY LEVEL: PLACE OF BIRTH: ENTRY DATE TO US: mm/dd/yyyy

If the above LEP student was given the W-APT placement test please enter the date the student was screened and their scores below.

W-APT ASSMT DATE: mm/dd/yyyy LISTENING: SPEAKING: READING: WRITING:

2009 ACCESS for ELLs SCORE LEVEL RESIDENT DISTRICT:

Please check box if above LEP student is also receiving any of the following services:

TITLE III: [] IEP: [] TITLE I: []

IEP and Title I status can be imported from their respective censuses by using the batch update function. If you are unsure of the IEP or Title I status of a student, them use this function.

IMMIGRANT CHILDREN AND YOUTH: INDIVIDUALS WHO ARE AGED 3-21, WERE NOT BORN IN ANY STATE AND HAVE NOT BEEN ATTENDING ONE OR MORE SCHOOLS IN ANY ONE OR MORE STATES FOR MORE THAN 3 FULL ACADEMIC YEARS.

BASED ON THE DEFINITION ABOVE IS THIS CHILD CONSIDERED AN IMMIGRANT? []

SERVICES

PROGRAM TYPE: START DATE: mm/dd/yyyy

HOURS/DAY [] . [] DAYS/WEEK [] WEEKS/MONTH []

END DATE: mm/dd/yyyy REASON: TEACHER:

PROGRAM TYPE: START DATE: mm/dd/yyyy

ESL OR BILINGUAL

HOURS/DAY [] . [] DAYS/WEEK [] WEEKS/MONTH []

END DATE: mm/dd/yyyy REASON: TEACHER:

Description of Fields

SASID (*State Assigned Student Identification number*)

- ❖ A 10-digit unique numeric ID assigned to each student in R.I. by the State.
- ❖ Assigned to student through the SASID application on eRIDE

Gender

- ❖ F- Female
- ❖ M- Male

Race

- ❖ (A) Native American
- ❖ (B) Asian/Pacific Islander
- ❖ (C) Black (Not Hispanic)
- ❖ (D) Hispanic
- ❖ (E) White (Not Hispanic)
- ❖ (F) Other (Unknown)

Date of Birth

- ❖ The format is mm/dd/yyyy
Example 07/15/1995

IEP

- ❖ Yes
- ❖ No

Title 1

- ❖ Yes
- ❖ No

NOTE:

IEP and Title I status can be imported from their respective censuses by using the batch update function. If you are unsure of the IEP, VocEd, or Title I status of a student, then use this function.

Title III

- ❖ Yes
- ❖ No

Language – See list attached

Start Year - (e.g. 8/30/2002)

The **start year** is the date that the student first started to receive LEP services in the district. Enter the date of enrollment to the district in this field if the student is new to the district. Students may have service records from previous years in other districts, but this field is concerned with the year in which a student first enrolled in the most recent district. For students returning to the same district at the start of a new school year, this date should not be changed. If a student leaves the district for an extended period during the school year **and the district disenrolls the student**, then when the student returns, the start year should be updated to reflect the reenrollment date.

Proficiency Levels

- ❖ The entering proficiency level will never change, because it provides the student's level upon entering the program and receiving LEP services for the first time.
- ❖ There are six levels:
 1. KW-APT (2009)
 2. Entering (2006)
 3. Beginning (2006)
 4. Developing (2006)
 5. Expanding (2006)
 6. Bridging (2006)
 7. Reaching/Attained (2006)

ACCESS for ELLs (Score and Level)

- ❖ This is the score that is listed on the reports that you will receive from Metritech
 - If the student did not take the test for some reason, then the student's score is a zero.
 - If the student did not complete the test or receive a score, then the student's score is a zero.
- ❖ The corresponding English proficiency level is also listed on the reports from Metritech
 1. Entering (2006)
 2. Beginning (2006)
 3. Developing (2006)
 4. Expanding (2006)
 5. Bridging (2006)
 6. Attained (2006)

Immigrant - defined in section 3301(6) of Title III, refers to individuals who:

- a) are aged 3 through 21;
- b) were not born in any state; and
- c) have not been attending one or more schools in any one or more states for more than 3 full academic years.

Date of Entry to the U.S. (e.g. 2/18/2001)

- ❖ This is the date that the student came to the United States from another country
- ❖ If the student was born in the U.S. then you will use the student's date of birth for the entry date.

W-APT Assessment Date (e.g. 09/15/2007)

- ❖ This is the date that the student took the W-APT placement test

Listening, Speaking, Reading and Writing Score

- ❖ 1.0 – 1.9 - Entering
- ❖ 2.0 – 2.9 - Beginning
- ❖ 3.0 – 3.9 - Developing
- ❖ 4.0 – 4.9 - Expanding
- ❖ 5.0 – 5.9 - Bridging
- ❖ 6.0 - Reaching/Attained

Model

- ❖ ESL- instruction is provided in English using second language acquisition methodology. (English as a Second Language)
- ❖ Bilingual - Student is enrolled in a Bilingual Education program (where the native language is used as a medium of instruction).
- ❖ Sheltered Content Instruction – Student are taught academic English and content at the same time in content classes by content teachers trained in second language acquisition instructional practices.
- ❖ Collaborative ESL and General Education – Students are taught academic English and content at the same time by content teachers working with ESL teachers to scaffold instruction according to students' proficiency level.
- ❖ Two-Way/Dual Language – Instruction is equal in two languages and classes are composed of a balance of native speakers of each language.

- ❖ Newcomer Program – A one or two year program for students who are new to the country and have little or no English proficiency (and who may also have limited formal schooling in their native country). The goal is to develop students’ English language skills, help them acculturate to U.S. schools, and make them aware of educational expectations and opportunities.
- ❖ Monitor Year 1- Student who is in his/her first year of monitoring
- ❖ Monitor Year 2 – Student who has completed his/her first year of monitoring last school year
- ❖ Eligible but Not Enrolled- Students who are identified as LEP and whose parents opt their child out of the language instructional program at the time of enrollment.

Start Date

- ❖ Date in which student began receiving services in the LEP program in the current school year
 - Acceptable dates for School Year 2008-2009 are: 08/01/2008 to 06/30/2009

Hours/Day- This program is developmental and the required instruction must be parallel to the mainstream standards and curriculum

- ❖ Range: 0.1 to 5.5

Days/Week- This program is developmental and the required instruction must be parallel to the mainstream standards and curriculum

- ❖ Range: 5 (must be 5 days per week)

Weeks/Month- This program is developmental and the required instruction must be parallel to the mainstream standards and curriculum

- ❖ Range: 4 (must be 4 weeks per month)

End Date

- ❖ Date in which student stopped receiving services in the LEP Program in the current school year.
(mm/dd/yyyy)

Reason

- ❖ If there is an end date then there needs to be a reason as to why the student has exited the program
 1. Mainstreamed (with Monitoring)
 2. Graduated
 3. Moved
 4. Removed at Parents Request
 5. Dropped Out
 6. Other Reason
 7. IEP
 8. School year ended
 9. Left Country
 10. Serviced in Error