Student Information System (SIS) and Identification for English Learners (ELs) Scenarios

FY27 Statewide English Learner Administrators Conference

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Agenda

- Federal and State Requirements
- HLS Scenarios
- Data Entry Scenarios
- Resources

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Federal and State Requirements

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Federal Requirements

- **Title VI, Civil Rights Act of 1964**
  - Prohibits denial of equal access to education because of language minority students' limited proficiency in English
- **Equal Educational Opportunities Act of 1974**
  - Defines denial of equal educational opportunity as "failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program"
- **Individuals with Disabilities Education Act (IDEA) of 1975**
  - Provides for free appropriate public education to eligible children with disabilities throughout the nation
  - Ensures special education and related services to those children
- **Title III of the ESEA of 1968 as amended by ESSA**
  - Establishes federal funding for supplemental services and programming to serve English learners
- *English learners (ELs) must be able to participate effectively in all programs and content areas*.

Landmark Cases

- Lau v. Nichols (414 U.S. 563, U.S. Supreme Court, 1974)
  - Districts must take affirmative steps to overcome educational barriers faced by the non-English speaking students in the district
- Castañeda v. Pickard (648 F.2d 989, U.S. Court of Appeals, 5th Circuit, 1981)
  - Program for ELs should be:
    - Theory: Based on "a sound educational theory"
    - Practice: "Reasonably calculated to implement effectively the educational theory adopted by the school," with adequate resources and personnel
    - Results: Evaluated as effective in overcoming language barriers after a trial period
- Plyler v. Doe (457 U.S. 202, 102 S. Ct. 2382, 72 L. Ed. 2d 786, 1982)
  - The U.S. Supreme Court ruled that undocumented children have the same right as U.S. citizens and permanent residents to receive a free public education.

Illinois Codes

- Illinois School Code
  - Article 14C, Transitional Bilingual Education
  - Article 14D, Dual Language Education
  - Section 22-105, Safe Schools for All Act (Guidance on the Safe Schools for All Act)
- Illinois Administrative Code (Title 23)
  - Part 228, Transitional Bilingual Education
  - Part 680, State Seal of Biliteracy

HLS Scenarios

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Manuel

Scenario

- Manuel, a newcomer from Guatemala, has moved into your district.
- The student has been out of school for six months and is 7 years old.
- Parents answer the HLS with Yes-Spanish, Yes-Spanish.
- The student has no previous records available.

Result

- The answer to either question with a yes indicates a potential impact of a language other than English on the student's English language development.
- The district will screen the student.
- Depending on the screener result, the student may be eligible for EL services in Illinois.

Val

Scenario

- Val is a new student to the district and is 5 years old.
- The student registered in November and has never attended school prior to kindergarten.
- The parents answer Yes-Russian, No on the HLS.

Result

- The answer to either question with a yes indicates a potential impact of a language other than English on the student's English language development.
- The district will screen the student.
- Depending on the screener result, the student may be eligible for EL services in Illinois.

Nathanial

Scenario

- Nathanial, Grade 5, transfers to your district from another Illinois school district.
- The HLS is marked No, Yes-Spanish.
  - This is different than what is listed in SIS.
- The temporary file from the previous school district has the original HLS marked No, No.
  - This matches what is in SIS.

Result

- The district will talk with the parent about why there is a difference in answers.
- Depending on the conversation, the student may need to be screened, or the HLS may need to be amended to match the original.

Phoebe

Scenario

- Phoebe enrolls in kindergarten in the district in December.
  - She is coming from Florida where she was enrolled in kindergarten.
- The student's parents complete the HLS with Yes-French, Yes-French.
- The district received the student's temporary file.
  - The Florida district screened the student in August. She scored a 4.5 overall oral proficiency.
  - She was found not eligible for services in her previous district.

Result

- The student is from a WIDA state. Illinois accepts the screener and ACCESS assessment Florida uses.
  - Illinois has a minimum criterion of 5.0 for oral language proficiency for the WIDA screener for kindergarten.
- The student's screener was administered within the past year and had a score of 4.5 overall.
  - No screening is necessary.
- Phoebe is eligible for EL services in Illinois based on the Florida results.

Filip

Scenario

- Filip enrolls in Grade 10 in the district from Texas where he has lived since he entered school.
- The student's parents completed the HLS as Yes-Spanish, Yes-Spanish.
- The district contacts the Texas district, and the Texas district sends digital records that include TELPAS results that the student achieved proficiency in fifth grade in his previous district.

Result

- Filip is from a non-WIDA state. Illinois does not recognize ELP results from a state that does not use WIDA screeners and ACCESS assessments.
  - The results from the TELPAS can be used for background knowledge of the student but not for determination.
- The district will screen the student. Depending on the screener result, Filip may be eligible for EL services in Illinois.

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Mayte

Scenario

- Mayte enrolls in Grade 2 in the district from a nearby Illinois district.
- The student's parents have completed the HLS with a No, No.
- The district checks the student's cumulative folder and SIS to discover that the student is an EL, has an EL record, and was receiving services in the previous school district.
  - The student has a kindergarten ACCESS result (2.8 overall), which indicates that she continues to qualify for services.
- The student was screened in kindergarten and qualified for services but did **not** take ACCESS in first grade.
- The original HLS from the cumulative (temporary) file indicates Yes-Spanish, No.

Result

- Consultation with the parent regarding the change in HLS and EL record revealed that the student is an English learner.
- The student does not have a valid screener or ACCESS within the last 12 months and has transferred to another school district.
- The receiving school district must screen the student.
- Depending on the screener result, Mayte may continue to be eligible for EL services in her new district.

Sol

Scenario

- Sol enrolls in Grade 6 from another Illinois district.
- The student's parents have completed the HLS as No, Yes-Spanish.
- The district checks the student's temporary folder and in SIS to discover that the student has never been identified as an EL and does not have an EL record.
- The initial HLS was No, No.

Result

- Consultation with the parent regarding the change from the original HLS reveals that the parents marked yes because Sol took a world language Spanish class at her previous school.
  - Parents amend the HLS, and the district keeps both on file with an explanation as to why it was updated.
- The student does not get screened and is not an EL.

Steven

Scenario

- Steven enrolls in Grade 9 at an Illinois public school for the first time.
- The student's parents have completed the HLS as Yes-Polish, Yes-Polish.
- He is transferring from a private school in Illinois in which he never received EL services.
- In 8th grade, he took the Pre-ACT at his school and showed that he was proficient in reading and math.

Result

- The student meets the exemption criteria:
  - Student resides in a home that has another language other than English.
  - Student has **not** been previously identified as an EL.
  - Student **never** received EL services.
  - Student demonstrated proficiency on a nationally normed assessment
- This student does not need to be screened.

Data Entry Scenarios

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IDEA Services Only

Description:

- Students only receiving special education services from a public school district
  - Speech, OT, PT, etc.
  - Student is not full-time in the district.

SIS Field(s) Details:

- HLS does not apply
  - Still enter language other than English into SIS (if applicable)
- EL Screener
  - Enter "Not Tested"
- Future Steps
  - Enrolls full-time, HLS applies (as applicable for screening)

Kindergarten – Newly Identified

Description:

- At least one Yes response on HLS
  - Could be non-EL from pre-k
  - Student screened and qualified

SIS Field(s) Details:

- Native Language
  - Enter language other than English from HLS
- EL Screener data entered
  - Recommended scores entered
- Programming entered on EL Information

Kindergarten – Discontinuing Services

Description:

- Students who were identified as EL in pre-k and after kindergarten screening no longer qualify.

SIS Field(s) Details:

- Screening information
  - EL designation
- Program Indicators
  - English Learner
    - NO
      - Former EL – Pre-K Only flag will be displayed

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Kindergarten – Continuation of Services

Description:

- Students who were identified as EL in pre-K
- Screened after enrollment in kindergarten and continue to qualify for services

SIS Field(s) Details:

- Screening information
  - EL designation
- Program Indicators
  - EL-Yes
  - Current EL
- Programming entered on EL Information

Continuing Services in the Same District

Description:

- A student who has completed 4th grade in school district A
- The student then enrolls to complete 5th grade in school district A

SIS Field(s) Details:

- Data that might change:
  - EL Information
  - Programming Change

Dually Identified Outplaced Student

Description:

- Students who have:
  - An IEP
  - An EL Status of "Current EL"
  - Been outplaced by the district

SIS Field(s) Details:

- EL Information to be updated annually:
  - EL Placement – Status
  - Class Periods Per Week
  - EL Services Provided
- This information should reflect the EL instructional services the student receives at the outplacement center.

Dual Language – Same Language

Description:

- An HLS with Spanish listed
- Identified as EL
- Enrolled in a two-way dual Spanish program

*Please note that Spanish is used only as an example and this would apply to any language in the same scenario

SIS Field(s) Details:

- Basic fields for all students
- Enrollments
  - Dual Language
- EL Information
  - EL Placement
  - Class Periods Per Week
  - EL Services Provided

Dual Language – Different Language

Description:

- An HLS with Arabic listed
- Identified as EL
- Enrolled in a two-way dual Spanish program

SIS Field(s) Details:

- Basic fields for all students
- Enrollments
  - Dual Language
- EL Information
  - EL Placement
    - SIS restricts this field to TBE Full-Time or TBE Part-Time
  - Class Periods Per Week
  - EL Services Provided

Transfer From Another Illinois Public District

Description:

- A student who changes public Illinois school districts

Steps:

- Check SIS
- Check EL Temporary File

SIS Field(s) Details:

- Native Language
- EL Indicator
- Programming entered on EL Information

Transfer From a Nonpublic School

Description:

- Student who comes to a public Illinois school for the first time after attending a private/home school

Steps:

- Review HLS
- Screen Potentially
  - First check exemption
    - IL Admin Code 228.15
  - If exemption doesn't apply and HLS indicates screening, screen the student.

SIS Field(s) Details:

- Follow initial student enrollment as described earlier

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Transfer with Gap in EL Data

Description:

- Transfer student from another public school in Illinois who is missing 12+ months of data (screening and/or ACCESS)

Steps:

- Rescreen
  - If the student continues to qualify, place student into services
  - If the student does not qualify, enter screener information and change student to EL NO on the Program Indicators tab.

SIS Field(s) Details:

- Screener data
- EL Information (as applicable)
- Program Indicators
  - English Learner (as applicable)

Out-of-State Transfer Student – Initial Enrollment

Description:

- A student who transferred into an Illinois school, from out of state, for the first time

Steps:

- Review student record
  - Review HLS (as applicable)

SIS Field(s) Details:

- Previously Identified
  - EL Screener
- Never Identified
  - EL Screener
    - Exemption and/or screening scores

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Out-of-State Transfer – Returning to Illinois

Description:

- Student attended an Illinois school, moved out of state, returned to Illinois school
  - Could also apply to a student who attended public Illinois school, then attended private/home school and returned to a public Illinois school

Steps:

- Check temporary folder
- Review HLS current district
  - Compare to SIS data
- Student may need to be rescreened

SIS Field(s) Details:

- Review SIS data to ensure it accurately reflects the current status/services

EL Enrollment in Special Education Transition Program

Description:

- A dually identified student
- Has met graduation requirements
- Enrolled in a transition program at the high school

SIS Field(s) Details:

- SIS information will not change
- Review EL Information for updated services
- Student will no longer take ACCESS and will not have scores

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Enrollment in High School, 18+, Not Yet Met Graduation Requirements

Description:

- A student who is:
  - Identified as EL
  - Has not met graduation requirements
  - Is over the age of 18

SIS Field(s) Details:

- SIS information remains the same
- Review EL Information tab
- Student continues to take ACCESS

Parent Withdrawal From Services

Description:

- Parents who organically refuse services for their student, **the first time**, in a district

SIS Field(s) Details:

- EL Information
  - Date Services Ended
    - Enter the date the parent wrote the letter and submitted to the district.
  - Reason Services Ended
    - Withdrawn by parents

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Parent Refusal of Services

Description:

- Parents who continue to refuse services for their student, **second year,** in a district

SIS Field(s) Details:

- **Do not fill in Date or Reason Services Ended**
- Complete the following fields:
  - EL Placement
    - Parent Refused
  - Class Periods Per Week
    - None
  - EL Services Provided
    - None of the Above

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Reclassification with ACCESS

Description:

- Students who earn a 4.8 or higher overall composite on ACCESS test are noted as "transitioned" out of EL services

SIS Field(s) Details:

- SIS Update – EL Indicator
  - Automatic
- District **must** update the EL Indicator in the local system to reflect the reclassification
  - English Learner = NO

Resources

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Connect With the Department

Multilingual Webpage

Assigned Consultant Listing

Subscribe to ISBE Emails

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Multilingual/Language Development Department Resources Webpage

Professional Development

Language Learning Standards

Legislation and Rules

ISBE Guidance Documents and Letters

English Learners in Illinois Statistical Report

Organizations

For Parents

Refugee and Immigrant Students

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ISBE Guidance for English Learner Students – District Identification, Screening, and Data Submission

Main Topics:

- Identification procedures including HLS, screening, and parent notification
- Data submission in ISBE's Student Information System
- Frequently asked questions

Also included:

- Scenarios for enrollment
- Detailed information on HLS interpretation
- Detailed information on screening exemptions
- Many screenshots to assist with navigating SIS

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Questions?

- Our team is here to help!
  - Multilingual/Language Development Department
    - Multilingual@isbe.net
  - Assigned Principal Consultant
  - Data & Accountability Department
    - DataHelp@isbe.net

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Thank you!

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