



STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION



TO: English Learner Assessment Coordinators, Title III Coordinators,
District Administrators (DA's in TIDE)

FROM: Abe Krisst, Bureau Chief
Student Assessment, Performance Office

DATE: July 1, 2019

SUBJECT: English Learner Identification Policy Clarification and Obtaining Identification Materials

This memorandum restates the policy for the Identification of English learners (ELs) in Connecticut public schools effective June 13, 2018. The Connecticut State Department of Education (CSDE) statewide, standardized identification procedures remain as previously established, including the additional option regarding students enrolled in public preschool programs who are at least 4 years old that was added in 2018. This memorandum also emphasizes the importance of completing the Home Language Survey (HLS) once during a student's Connecticut public school education.

English Learner Identification Process and Resources

In order to identify English learners, school districts are required to adhere to the [CSDE English Learner Identification Process](#) for all Grade K through 12 students originally provided in 2017. The process begins with the [Home Language Survey](#) and, depending on the results of the survey, the administration of the LAS Links Placement Test 2nd Edition English version. If the student is in kindergarten, the preLAS 2000 English version may be administered in lieu of the LAS Links Placement Test. The [English Learner Identification Process](#) also includes information about PK-4. The [CSDE English Learner Identification Flowchart Grades K-12](#) and the [CSDE Optional English Learner Identification Flowchart for PK-4](#) describe the options for districts to screen and identify students enrolled in the Public School Information System (PSIS) and in public preschool programs who are at least 4 years old.

Optional Identification Policy for Students Enrolled in PK-4 Who Are At Least 4 Years Old

Districts may choose to identify 4 year olds as English learners. Should a district choose to do this, the CSDE recommends the following approach illustrated in the [CSDE Optional English Learner Identification Process Flowchart for PK-4](#). Beginning in November of each school year, districts may choose to screen English learners who are at least 4 years old based on the Home Language Survey (HLS) results. These PK-4 students are screened with the preLAS 2000 English version and must be enrolled in public preschool programs and PSIS. Any PK-4 students scoring Level 4 or 5 overall on the preLAS are **not** identified as English learners. Those students scoring below Level 4 or 5 on the preLAS are identified in PSIS as English learners in the **June Collection**. These PK-4 students do not participate in the annual summative English language proficiency (ELP) assessment, the LAS Links, until the ELP assessment window of their kindergarten year.

Clarification Regarding the Home Language Survey

The Home Language Survey (HLS) is designed to be administered **once** during a student's Connecticut Public School education. The CSDE is aware that there may have been duplicate HLSs given, which may result in potentially inconsistent language proficiency information. To address this situation, the following is recommended beginning with the **2019-20** school year:

| Student is Enrolling in Connecticut Public School District: | |
|---|---|
| For the First Time | From Another Connecticut Public School District |
| Complete the Home Language Survey Form | Insert "Previously Completed" in Home Language Survey Form |
| | If the HLS has been "previously completed," district personnel must determine the current EL Status and eligibility for services within two weeks of PSIS registration . |

Resources to support staff in determining the EL Status for students who have “previously completed” a Home Language Survey include:

- The student’s cumulative records
- [EdSight Secure](#) LAS Links Testing Status (Please note that permissions are required.)

PSIS English Learner Records

All kindergarten students, and students in Grades 1 through 12 identified as ELs at the beginning of the school year should be included in the October PSIS collection. This identification in PSIS is necessary for every EL to be able to access the Data Recognition Corporation’s (DRC) online INSIGHT platform to take the federally mandated English Language Proficiency assessment during the testing window. The guidelines below should be followed:

- Students identified as ELs after October 1, should be reported in the PSIS Registration beginning in December.
- Students enrolled in PK-4 identified as ELs beginning in November of the school year are included in the June collection of PSIS for that school year.

Obtaining the Digital Version of the LAS Links Placement Test

The CSDE continues to provide the LAS Links Placement test to districts in the digital format to assess the student’s English proficiency. Districts may continue to use previously provided paper forms until the district supply is exhausted and, after that, the district must use the provided digital version. **The CSDE will not be providing additional paper forms of the LAS Links Placement Test.**

Below are links to the digital version of the LAS Links Placement Test, as well as the training video.

- Placement Test materials: <https://ctbmcgrawhill.sharefile.com/d-s409de0c987542cfa>
- Training Video: http://www.brainshark.com/ctb/LL_PT_2nd_Training

As an option, districts may place orders for paper the LAS Links Placement materials directly with DRC at the district’s expense.

Obtaining preLAS Materials

The CSDE will be managing the preLAS 2000 English ordering process. Districts are expected to maintain all preLAS administration materials from year to year. It is likely that only the consumable score sheets will need to be replenished yearly. The following survey is intended to provide specific preLAS historical data regarding materials to prepare orders. **All English Learner Assessment Coordinators (ELACs) are asked to complete the survey linked below by Friday, July 19, 2019, in order to receive materials by mid-August.** Material orders will be processed and shipped in the sequence that they are received. The CSDE will review the survey information, and the 2018-19 English learner counts, to process the shipment of preLAS materials for district delivery.

Districts who ordered the preLAS 2000 English version for the 2017-18 and/or 2018-19 school year are expected to use previously ordered materials, which include the Test Examiner’s Manual, the Quick Reference Guide, the Cue Picture Book, and the Story Audio CD. If districts have misplaced materials, or require additional materials, the CSDE will correspond via e-mail after reviewing the survey and EL counts for the district to determine what materials can be provided.

Districts who did **NOT** order preLAS materials for the 2017-18 or 2018-19 school year and now plan to use preLAS 2000 English version for 2019-20 will work with the CSDE to determine the appropriate types and amounts of preLAS materials required.

Any correspondence, beyond the survey should be e-mailed to Janet Stuck at janet.stuck@ct.gov.

https://sdept.co1.qualtrics.com/jfe/form/SV_39sUqztKFMSijXL

Survey questions include the following:

- District Name;
- Name of ELAC for the **2019-20** school year;
- Contact Information for ELAC; and
- District Shipping Address.

Did the district utilize preLAS during the **2017-18 or 2018-19** school year?

YES

Are preLAS 2000 English version materials required for the 2019-20 school year?

Are preLAS 2000 English student score sheets required for EL identification purposes for the 2019-20 school year? **If NO, then no student score sheets will be shipped.**

How many individual preLAS score sheets are required?

Are any other preLAS materials needed?

NO

Are preLAS 2000 English version materials required for the 2019-20 school year?

How many potential English learners will be assessed using the preLAS?

Additional Optional English Learner Identification Materials

Districts may make purchases directly from DRC for any EL identification materials or other supporting materials. Districts will receive an invoice directly from DRC for these independent purchases. Districts may also choose to screen students using the full form of the LAS Links (either Form C or D -- whichever is not scheduled as the next summative ELP state assessment) in lieu of the LAS Links Placement or preLAS.

- If the student's overall score in the full Form C/D is in Level 1, 2, or 3, then the student is identified as an EL.
- If the student's overall score in the full Form C/D is in Level 4 or 5, the student is **not** identified as an EL.

The CSDE will **not** cover the cost for use of the full Form C/D for identification purposes.

Some districts may choose to administer the full form of the LAS Links (either Form C or D -- whichever is not scheduled as the next summative ELP state assessment) immediately after administering a placement/pre-LAS as an additional part of the identification process.

- If the student's overall score on the full Form C/D is in Level 1, 2, or 3, then the student is identified as an EL.
- If the student's overall score on the full Form C/D is in Level 4 or 5, the student is **not** identified as an EL.

The CSDE will **not** cover the cost for this use of the full Form C/D.

Districts may choose to make independent purchases by contacting John Caliendo at:

LASLinksPM@datarecognitioncorp.com

Please visit the [CSDE English Learners](#) web page and the [CSDE English Learner Assessment Resources](#) web page for additional information. You may also contact the following staff as appropriate.

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|---|----------------------|--------------|
| EL assessment accommodations and purchasing | Janet Stuck | 860-713-6837 |
| EL data, accountability, and growth model | Michael Sabados | 860-713-6856 |
| EL identification, standards, and programs | Megan Alubicki Flick | 860-713-6786 |