Instructional Management Program
& Academic Communication Tool

QUICK GUIDE:
English Learner (EL) Program in SIM

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*** Note ***

This module was updated in IMPACT Student Information Management (SIM) version 8.4.1. There may be slight differences between screens in this lesson compared to the screens in the actual CPS IMPACT environment. All screens were captured in Windows using Internet Explorer; Macintosh views may differ.

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Introduction

This quick guide provides details about how schools will use SIM to identify, screen, and then manage students designated as an EL student.

**Note: EL Program Name**

Although the program is now known as the English Learner (EL) Program, the previous name English Language Learner (ELL) Program will continue to be used in SIM until system-wide changes can be completed. System-wide changes encompass all IMPACT applications and other down-stream systems where the name appears.

Program Overview

When registering and enrolling a student new to the District, Parents/Guardians complete the Home Language Survey (HLS). If the answer is “Yes” to one or both of the HLS questions in SIM, students are automatically identified to be screened for the EL Program.

Students are then administered an English Language proficiency test. The Illinois State Board of Education (ISBE) has identified the WIDA ACCESS Placement Test (W-APT) as the state-prescribed English language proficiency screener. For PE and PK students, the Pre-IPT screener is administered, and for Kindergarten students, the MODEL-K screener is administered.

The screener scores are entered into SIM, where they are then calculated. For student’s scoring below the cut-off thresholds, SIM will designate the student as an EL student and place them in the Transitional Bilingual Education (TBE) Program or in the Transitional Program of Instruction (TPI).

SIM Role

The authorized role in SIM for managing the EL Program information is the School Bilingual Coordinator role. This role is assigned by the HS Principal to authorized users. The Principal has the authority to assign the appropriate role to school users using the Online Data Acquisition (ODA) system. After the principal assigns the authorized role, access will be granted in approximately 48 – 72 hours.
Entering a Student into the EL Program

Identifying Students to be Screened

If the answer is “Yes” to one or both of the Home Language Survey (HLS) questions in SIM, students are automatically identified to be screened for the EL Program. Note the following:

- If the survey is re-administered for whatever reason and the HLS answers are changed, SIM will not re-identify the student to be screened. Instead, schools will need to contact the Office of Language and Cultural Education (OLCE) to complete the necessary form.
- Generate the CPS Students to Take Screener report to get the list of students who need to be screened. See page 10 for steps to generate reports in SIM.

Viewing the Home Language Survey (HLS)

The following steps detail how to view HLS information:

1. Perform a student search to locate and open the student’s record.
2. On the Student Demographics page, click the Federal Info tab.
3. Scroll down to the Home Language Survey section. Also note Languages section.

Note: The HLS should be completed by the Parent/Guardian upon initial enrollment into a Chicago Public School, or after a service break of one (1) school year or more (i.e., student leaves the District and then returns).
**Entering the Screener Scores in SIM**

The following steps detail how to enter a student’s Screener scores:

1. Perform a student search to locate and open the student’s record.
2. On the Control bar (left-side bar), click the Test Results link.
3. On the Student Test Results page, on the Task bar, select Actions > Add Test Results.
4. On the Add/Edit Student Test Results page, complete the needed information and click OK to save entered information:

   - **Test Session Numeric value equates to student’s grade level.**

   - **Enter "Raw" screener scores in order to calculate results.** OLCE defines “raw” scores as the accurate number of correct answers. Click OK to save.

**Note:** MODEL K placements tests are administered upon first time entering Kindergarten or 1st Grade:

- MODEL K (1st Semester) is for 1st semester Kindergarten students. Schools are required to administer Speaking and Listening sections only.
- MODEL K (2nd Semester) is for 2nd semester Kindergarten students.
- MODEL 1 (1st Semester) is for students in the 1st grade.
Accessing the Student’s ELL Profile Page

The following steps detail how to access a student’s ELL Profile page:

1. Perform a student search to locate and open the student’s record.
2. On the Control bar (left-side bar), click the ELL Profile link.
3. On the English Language Learners page, under the Student Data section, note the following:

   a. Scroll down to the ELL Status section,

   - Select the desired Bilingual period per week.
   - Select the appropriate ELL instruction context.
   - Select the appropriate Placement model for TBE ELs and select N/A for TPI ELs.
   - Click OK (in the lower right hand corner of the ELL Profile page) to save selected information.

Based on the HLS answers and screener score results, SIM will automatically create the ELL Profile page.

The Student Home Language (ELL) should be confirmed. See page 6 for details. All other fields are read-only.

Fields are read only, populated from the Demographics page, Federal Info tab, and the ELL Program History section.

Fields are read only, populated from the ELL Program History section.
b. Scroll down to the **EL Program History** section,

![EL Program History](image)

HLS answers (Registration entry type) and Screener Test results (W-APT and MODEL) are auto-populated into the grid. ACCESS Test scores are uploaded annually, typically in July for the previous school year.

c. Scroll down to the **ELL Program Year History** section,

![ELL Program Year History](image)

The Program Year History detail auto-populates as a result of the ACCESS test scores annual upload process (into the ELL Program History section.)

d. Scroll down to the **ELL Proficiency Levels** section,

![ELL Proficiency Levels](image)

The ELL Proficiency Levels detail auto-populates as a result of the ACCESS test scores annual upload process (into the ELL Program History section.)
Confirming Student’s Home Language for EL Program

After the student’s ELL Profile page has been created, staff with the Bilingual Coordinator role in SIM should confirm the student’s Home Language for the EL Program, as follows:

1. Under the Student Data section, from the Student Home Language (ELL) drop-down menu, select the student’s Home Language.
2. Click OK to save.
3. Once the student’s Home Language for the EL program has been entered and saved on the student’s ELL Profile page, the student’s Language fields become READ ONLY FOR ALL SIM ROLES on the student’s Demographics page, Federal Info tab, under the Languages section.

The Parent/Guardian Correspondence Language field remains editable for the Status Coordinator and Principal roles only.
Identifying Students with Missing Attributes

A new “Global Grid View” has been created in SIM to assist schools with quickly identifying students who may have one or more of the following fields not completed on their EL Profile: Student Home Language (ELL), Bilingual Periods per Week, ELL Instruction Context, and Placement Model (for the TBE Program). These uncompleted fields are known as “Missing Attributes.”

The following steps detail how to identify students with missing attributes using SIM’s Advanced Search functionality:

1. On the Home Page, click Advanced Search.

2. On the Student Search page, click the Detail tab, and build the following search criteria:
   - Click Select a Field
   - Select Category = Generic and Field Name = ELL Status: CPS Status
   - Click Operator
   - Select equals
   - Click Enter a value
   - Select Active
3. Click Search.

4. Under Search Results, click the View drop-down menu and select the global view (G) ELL Missing Attributes.

Note that this new grid view displays a column for each Missing Attribute field:

Click a column heading to sort that column either ascending or descending.

Note: The (G) ELL Missing Attributes view can be applied to your Search Results from any Advanced Search. If desired, search criteria can be built using the Missing Attributes fields only. See the Introduction to SIM Quick Guide for additional details on building a Detail Advanced Search: [http://impact.cps.k12.il.us/downloads/QuickGuide_SIMupgrade.pdf](http://impact.cps.k12.il.us/downloads/QuickGuide_SIMupgrade.pdf).
Indicating **PARCC Math – Spanish Accommodation**

The District’s effort to provide PARCC accommodations for EL students have resulted in providing the Math PARCC assessment in Spanish. EL students who are instructed in Spanish are entitled to take the Math PARCC assessment in Spanish.

The following steps details how to indicate that a student requires the PARCC Math assessment in Spanish:

1. On the *ELL Profile* page, from the *ELL instruction context Available* field, highlight *PARCC Math – Spanish* and click the right arrow [►] to move it over to the *Selected* Column.

2. Click OK to save your selection.
Generating Reports

The following is the list of ELL reports available in SIM. Clicking on the name of each report provides a description of the selected report. See the steps below for the location of these reports and the steps to generate them.

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<td>CPS_Students with Invalid Home Language</td>
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<td>CPS_Transitioning Students</td>
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The following steps detail how to generate reports. For this example, the CPS Students to Take Screener report is being generated.

1. On the horizontal Menu bar, under Admin, click the Reports link.

2. On the School Reports page, under ELL Reports, select the CPS Student to Take Screener report link.
3. On the *Reports Options* page, select the desired options and click *Run*.

   The report displays in a PDF format, unless a different *Output* option is selected, as explained in the “Notes” box below.

### Report Options: CPS_Students to Take Screener

The purpose of this report is to provide school Bilingual teachers with a count of students assigned to the ELL program that have not yet taken the screener assessment. Report will output as PDF. Owner: Office of Language and Cultural Education.

- **Preferences**
  - Please select Page Break Option from the drop-down box: Page Break after every Group
  - Please select the Grouping Type from the drop-down box: Home Language

- **Filters**

- **Scheduling Options**

- **Output Options**

### Note:
Options on the *Report Options* page may vary depending on the report selected. Some reports offer three (3) to four (4) sections, as detailed below. For those reports that do, the User can select only those parameters that are needed, as follows:

1. **The Preferences section** – allows the users to select options, specific to that particular report.

2. **The Filters section** – allows the users to select the filters that best delineate what information they need or want in the report (such as, filter to select a specific Homeroom or for an individual student only).

3. **The Scheduling Options section** – allows the user to determine when or how often the report should run (such as, Run Now, One date and time, or Recurring Date and Time. The default is Run Now.

4. **The Output section** – allows the user to determine the format for the report, such as Adobe Acrobat, Excel, Word, etc. The default is Adobe Acrobat.
Exiting the EL Program

*Misclassification HLS (Exit Code 12)*

**Purpose:**
- Used to correct a language that has been entered incorrectly, or to correct a mistake made when a parent/guardian misunderstood the Home Language Survey questions.

**Procedure:**
- Submit the original Home Language Survey that was completed by the parent/guardian.
- Submit the Student Reclassification Request (SRR) form that has been completely filled out with accurate student information and signed and dated by the parent/guardian and school officials. **Stamped signatures will not be accepted.**
- Obtain and attach a handwritten letter from the parent/guardian, signed and dated verifying and acknowledging the change in the IMPACT SIM system.
- Fax all documents to Saira Riaz in OLCE at 773-553-1931. Once approved by OLCE, a manual exit code will be added to the student's ELL Profile page in SIM.

*Parent Refusal (Exit Code 13)*

**Purpose:**
- Used when parent/guardian declines bilingual program services.
- Note the following:
  - Changes are not recommended during annual spring city-wide testing as it may affect student promotion
  - ESL/Bilingual Teacher must hold a parent conference to notify parent what refusing services entails and that a student with a Code 13 must continue to take the ACCESS until the proficiency level is met.

**Procedure:**
- Submit the SRR form that has been completely filled out with accurate student information and signed and dated by the parent/guardian and school officials. **Stamped signatures will not be accepted.**
- Obtain and attach a handwritten letter from the parent/guardian, detailing the reason for the refusal of bilingual services.
- Fax all documents to Saira Riaz in OLCE at 773-553-1931. Once approved by OLCE, a manual exit code will be added to the student's ELL Profile page in SIM.
Met Exit Criteria Prior to Three Years (Exit Code 21)

Purpose:
- Used to remove students from the EL Program who have met the ACCESS proficiency level scores prior to 3 years
  - ACCESS for ELL’s overall composite of 5.0 or above, AND
  - Scores of 4.2 or above in Reading and 4.2 or above in Writing

Procedure:
- Submit the SRR form that has been completely filled out with accurate student information and signed and dated by the parent/guardian and school officials. **Stamped signatures will not be accepted.**
- Obtain and attach a handwritten letter from the parent/guardian.
- Fax all documents to Saira Riaz in OLCE at 773-553-1931. Once approved by OLCE, a manual entry code will be added to the student’s ELL Profile page in SIM.

Special Education IEP Exit Only (Exit Code 24)

Purpose:
- Used only with ELs who have an IEP and are receiving bilingual services.
- Used when the IEP team decides no further language services are needed.
- **Note:** Students with code 24 must continue to take ACCESS until the proficiency level is met.

Procedure:
- Submit the SRR form that has been completely filled out with accurate student information and signed and dated by the parent/guardian and all school officials required to approve the IEP team’s decision. **Stamped signatures will not be accepted.**
- Attached current IEP and latest ACCESS for ELL’s assessment scores.
- Fax to the Office of Diverse Learner Supports and Services, Attention: Juanita Rodriguez at 773-533-1801.
Re-enrolling/Enrolling into the EL Program

Purpose:

- Used to re-enroll or enroll students into the EL Program who have been initially misclassified or exited the program
  - Initial misclassification, entered “No, No” for the HLS questions and another language is spoken at home
  - Student met the cut off scores at the initial screening (Code 11)
  - Re-enrollment due to academic difficulties after exiting as Code 13, Code 21, or Code 24

Procedure:

- **For Exit Code 13 students:** Send the latest ACCESS for ELLs scores, parent’s letter of request and completed SRR form to OLCE
- **For Exit Code 24 students:** Send the latest copy of IEPs, latest ACCESS for ELLs scores, parent’s letter of request and completed SRR form to OLCE.
- **For Exit Code 21 students:** Send the homeroom teacher’s recommendation letter with copy of the student’s report card with reading grade(s), parent’s letter approving re-enrollment, and completed SRR form to OLCE.
- **For initial misclassification with Exit Code 11 students:** Send evidence of student failure in the general program of instruction including but not limited to teacher recommendation letter, parent’s letter of request, and completed SRR form to OLCE.