



New LEA English Learner Coordinator Orientation

July 15, 2020

Jennifer Norton and Anika Harris

Welcome and Introductions

OSSE Office of Multilingual Education/English Learner Supports

- Jennifer Norton, manager of English learner supports
- Santiago Sanchez, multilingual specialist
- Anika Harris, professional development specialist, English language acquisition



What is your name, school/LEA, and role?

Our Norms

Agreements

- Stay engaged
- Speak your truth
- Assume positive intent as others share
- Be kind to one another...
we are all in this
together!

Virtual Engagement

- Participate in chats and polls
- Keep mic on mute unless speaking to the group

Session Objectives

In this “101”-style overview session participants will be introduced to OSSE’s English learner (EL) policies and procedures, key resources and supports. New EL coordinators gain an understanding of LEAs’ legal responsibilities for:

1. EL identification



2. Serving ELs



3. Assessing ELs

This session will conclude with next steps to start the school year off strong.

Session Objectives

Note:

This session will address LEA EL Coordinator policies and procedures.

Any special procedures, policies and supports specifically related to re-entry to the school year following spring distance learning will be addressed in separate sessions.

You are encouraged to attend the four-part series ***Re-Entry to the 2020-21 School Year: Strategies and Tools for Supporting English Learners*** scheduled for this July-August.

In A Word...

In a word describe how you feel about the upcoming school year.



Overview of LEA Responsibilities

There are affirmative steps which LEAs and schools must take to ensure ELs are provided equal access to educational opportunities. These steps are required activities outlined by the US Department of Education's Office of Civil Rights (OCR) to ensure ELs can participate meaningfully and equally in all educational programs.

Resources:

[Joint Department of Education and Department of Justice Dear Colleague Letter](#)

[Titles I and III of the Every Student Succeeds Act of 2013](#)

[Title VI of the Civil Rights Act of 1964](#)

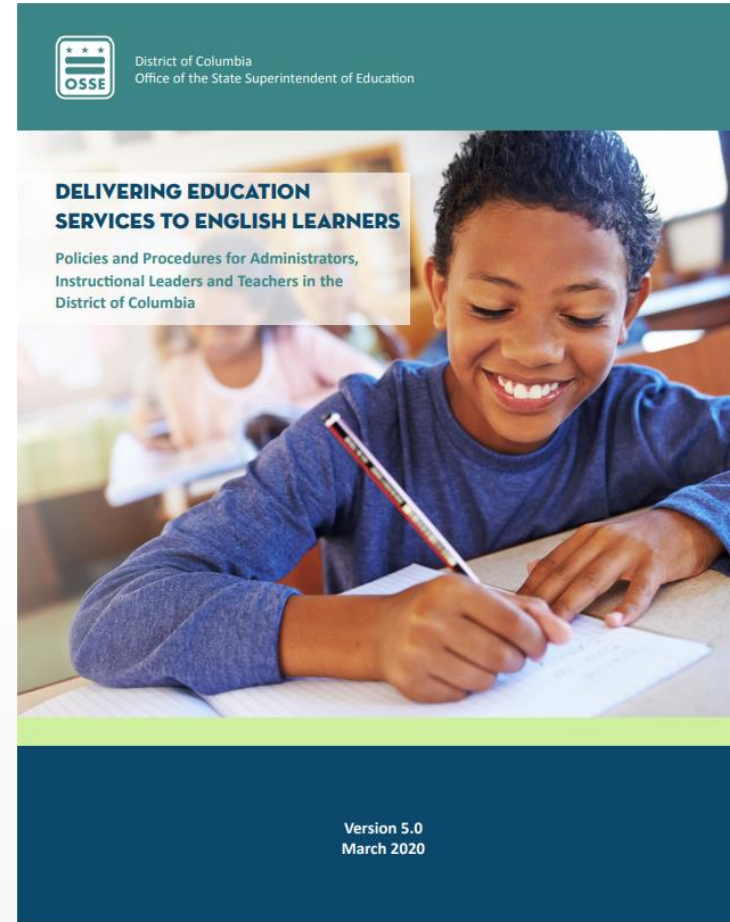
[Equal Educational Opportunities Act](#)

[DCMR E3101](#)

State English Learner Policies and Procedures

- This is your main guide on EL policies and procedures.
- It outlines details on the eight steps.

Check out supplemental resources and more on the [OSSE English learner policy and program page](#)



Overview of LEA Responsibilities

STEP 1: Educational Approach



The LEA or school must select a sound educational approach for providing English language development services through a meaningful language assistance program for its ELs.

STEP 2: Identification



The LEA or school must follow the uniform identification procedures for identifying all students potentially eligible for placement in a language assistance program. Identification must happen within 30 school days of stage 5 enrollment if the student is enrolled at the beginning of the school year. ⁴

STEP 3: Placement and Services

Students identified as ELs must immediately receive English language development services based on the chosen educational approach.

Overview of LEA Responsibilities

STEP 4: Staffing and Resources

The LEA or school must provide the necessary resources and qualified staff to implement its educational approach. The LEA or school must also provide language acquisition training to all teachers.

STEP 5: Parent Engagement

Schools must meaningfully engage parents and families of ELs and implement an effective means of outreach to parents of ELs.

Overview of LEA Responsibilities

STEP 6: Assessment

Students identified as ELs must participate in the annual assessment of English language proficiency.

STEP 7: Exiting, Reclassification, and Monitoring

The LEA or school must use criteria set by OSSE to determine if a student has reached English language proficiency and, if so, exit him or her from the language assistance program and reclassify the student as EL monitored (ELm). The LEA or school must monitor former ELs for four years after exiting to ensure academic progress.

STEP 8: Program Evaluation

The LEA or school must evaluate the success of its language assistance program periodically and, as necessary, make modifications.

2020-21 Early Access to English Learners Data Qlik Application

The Early Access to ELs Qlik application provides a preview of key student-level English Learner-related data that is critical for serving ELs effectively, including:

- Current EL status
- Historic EL status
- Screener date
- ACCESS composite score
- ACCESS domain scores
- ACCESS growth target
- Re-identification of a student as EL
- If the student was ever EL
- All historic ACCESS scores
- PARCC ELA and Math scores

Role-Based Access to the EL Qlik App

Access to this application is available to:

- LEA Data Managers
- Heads of School
- Principals
- ACCESS for ELLs 2.0 Coordinators
- EL Coordinators
- Counselors
- Enrollment Audit POCs

Log in here: <https://analysis.osse.dc.gov>

Build Your Toolbox

Here are handy tools to get you off to a strong start:

1. [State English Learner Policies and Procedures](#)
2. [Quality Programs for English Learners: A School Readiness Reflection Tool](#)
3. [Early Access to EL Data Application_ \(ELQlik app login page\)](#)
4. Training Video: [Introduction to the Early Access to English Learner Data Qlik Application](#)
5. *New* EL Qlik Training Video: [New Features for the 2020-21 School Year](#)

Find these resources and more on the [OSSE English learner policy and program page](#).

Also check out the [OSSE English learner instructional resources page](#).



EL Identification

English Learner Federal Definition

As described in the Elementary and Secondary Education Act (ESEA) 20 CFR 7801 (20), the term “English learner,” when used with respect to an individual, means an individual:

- A. who is age 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. (i) who was not born in the United States or whose native language is a language other than English;

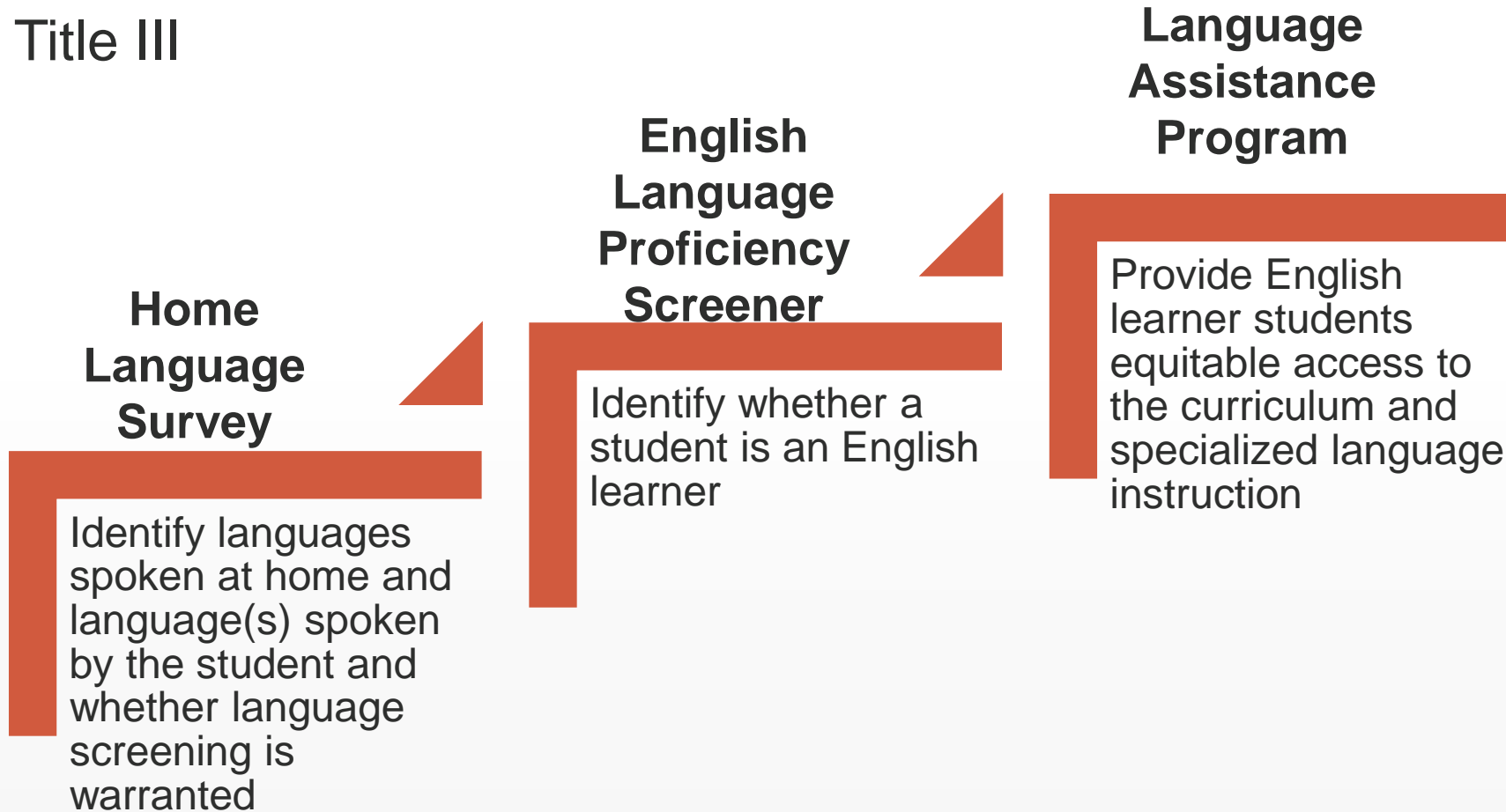
(ii)(a) who is a Native American or Alaska Native, or a native resident of outlying areas; and

(b) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or

(iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - (i) the ability to meet the challenging state academic standards;
 - (ii) the ability to achieve successfully in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Educational Access

- Lau v. Nichols, 414 U.S. 563 (1974)
- ESSA, Title III



Legal Requirements

The Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act (ESSA), provides that under Title III, states must implement ***standardized statewide entrance criteria and procedures*** leading to the identification of students who are potentially eligible for placement in an LEA's language assistance program.

Further, English learners must be identified **within 30 days of enrollment**. *ESEA Section 3113(b)(2)*

All LEAs must use OSSE's Home Language Survey in order to comply with state and local law. *DCMR 5A-32: 3202.1*

What is the Home Language Survey?

It is more than just a form.

It is part of students' civil right to education.

It is part of understanding your students.

It is part of welcoming students from all backgrounds.

Purpose

LEAs **must** take measures to identify all students who are potentially eligible for English language services. To identify potential ELs, the LEA must administer the OSSE Home Language Survey (HLS), a questionnaire completed by parents/guardians of all students at the time of the student's **first** enrollment in a DC LEA.

**Hint:* EL history in Qlik may reveal if the survey was previously issued.

While the **HLS is used to determine if a student is eligible to take an English language proficiency screener**, it is not used to determine:

- Immigration purposes
- Residency status
- The student as an English learner

Adult-Serving Schools

“Adult-serving schools that offer non-traditional pathways which do not culminate in a regular high school diploma have the flexibility to:

- use a standard survey or questionnaire designated by the LEA in order to determine whether a student’s English proficiency should be further assessed, and
- the flexibility to use of screener designated by the LEA to then assess a student’s English proficiency.”

Accessing the Home Language Survey

<https://osse.dc.gov/node/682462>



District of Columbia
Office of the State Superintendent of Education

HOME LANGUAGE SURVEY

As part of the enrollment process in DC public and public charter schools, all parents and guardians must complete the Home Language Survey. For all students who are enrolling in a DC school for the first time, parents must complete the OSSE Home Language Survey at the time of enrollment. The purpose of the three questions below is to determine if your child needs English language proficiency screening. If the answers to questions 1, 2 or 3 indicate a language other than English, the school must screen your child for possible identification as an English learner using a screener test.

All DC residents, of all backgrounds, are welcome in public schools in the District of Columbia.

The Home Language Survey is not used for immigration purposes and is not shared with Immigration and Customs Enforcement (ICE). The Home Language Survey is not used to determine:

- your immigration status;
- your residency status; or
- if your child is an English learner.

Please let your school know if you need assistance completing the Home Language Survey.

This form must be signed and dated by the parent/guardian and school official and kept in the student's file.

Student's Last Name Student's First Name

School Name

1. What is the primary language used in the home?

2. What is the language most often used by the student?

3. What language or languages did the student use first?

For additional information only:
What other languages are spoken in your home?

Signature of Parent/Guardian Date

Signature of School Official Date

To be completed by School Official:
Refer for English language proficiency screening? Yes No

Home Language Survey



Interpreting Survey Results

If the response to question 1, 2, or 3 is

a language other than English

then the student must be referred to the appropriate LEA staff (i.e., EL Coordinator) for English language proficiency screening.

Fact:

Speaking another language at home or routinely using one in other settings does **not** mean a student is an EL.

Check for Understanding

True or false?

The HLS is not used to determine if a student is eligible to take an English language proficiency screener.

FALSE

The HLS can be used to determine:

- immigration status
- residency status
- if the student as an English learner

FALSE

Did You Know?

1) LEAs **may/may not** use an electronic version of the OSSE HLS.

2) Who is responsible for ensuring the collection of accurate responses by providing language support to families with Limited English proficiency?

a. The parent/guardian

b. The LEA

c. The EL Coordinator

Identifying The Gaps

**What questions do you have
about the home language
survey?**

Build Your Toolbox

Here are handy tools to get you off to a strong start:

- [The OSSE Home Language Survey](#)
- Training Webinar: [The OSSE Home Language Survey](#)



Screening

English language proficiency screening helps LEAs determine whether a student is eligible for placement in its EL program.

If the OSSE Home Language Survey indicates that a language other than English is spoken in the home to or by the student **and** no information about the student being an EL appears in Qlik, **then**:

The student **MUST** be screened for possible identification as an EL using the appropriate screener, and

Identification must happen within 30 school days of stage 5 enrollment if the student is enrolled at the beginning of the year or within two weeks if enrolled during the school year.

Screening

Are you prepared to screen?

Areas	Yes (3)	In Progress (2)	No (1)
3. Initial Language Assessment			
The school has acquired and/or has sufficient quantities of screeners for the school year.			
The school has qualified and trained personnel to administer the screener and to interpret results.			
Parents and guardians are informed through a parent notification letter of their child’s English proficiency level and language assistance program options in a timely manner and in a language they can understand.			

Let’s get you ready!



Pre-K and Kindergarten Screening

A student should only be administered a screener **one time**, unless the following **pre-K or kindergarten exception** applies:

- Student in pre-K3, pre-K4 or early kindergarten screened and is proficient in the two domains assessed
 - Student **not** identified as an EL
 - Student should be re-screened at the end of kindergarten on all four domains using an OSSE-approved screener (not ACCESS)

However, if a student in pre-K3, pre-K4, or early kindergarten is screened and identified as an EL, then:

- Student identified as an EL
- Students must participate in ACCESS and receive a composite 5.0 to exit services (a screener cannot exit a student)

OSSE-Approved Screeners

Additional considerations when choosing a screener:

The primary screener for *grades 1-12* is the **WIDA Online Screener**, which is aligned to the ACCESS for ELLs 2.0 assessment.

Adult-serving schools offering non-traditional pathways that do not culminate in a regular high school diploma may designate its own screener.

Screener Reminders

Remember: screeners must be administered within 30 days of stage 5 enrollment.

To meet this deadline, be sure to complete the following activities in advance of screener administration:

- Order the screener materials;
- Complete applicable screener training; and
- Review the screener's administration manual, if applicable.

Check for Understanding

1. English language proficiency screeners are administered one time.
2. The screeners are administered to students based on their OSSE Home Language Survey results.
3. Elementary and secondary LEAs must administer age-appropriate OSSE-approved screeners.

Identifying The Gaps

What questions do you have about screening?



Out-of-State ACCESS Scores

Incoming students do not need to be screened if the school acquires an ACCESS for ELLs score from a different WIDA state that provides a score for that student within the last four school years. Out-of-state ACCESS scores, if available, may be presented by transfer students during enrollment.

This score must be attained within the same timeline as would be required for the screener to be administered.

If the score indicates that the student scored less than a 5.0 on ACCESS, they should be classified as an EL.

If the score indicates the student scored a 5.0 or higher on ACCESS, then submit an OST ticket with the score report to have the student classified as an EL-monitored student.

Transfer Students

(For Receiving Schools or LEAs)

- If a student is identified as EL in the Early Access to EL Data application in Qlik, then the student does not need to be rescreened.
- If the student is not an EL in Qlik, but has a screener status of proficient, then accept the screener data as valid and do not rescreen the student.

Exceptions are:

- When the LEA has reason to believe the child is an EL based on the student's performance on previously administered tests, teacher observations and/or input from parents or guardians.
- The incoming student is in Pre-K or Kindergarten and, therefore, should be rescreened in the spring of their Kindergarten year or spring of their first grade year.

Post-Screening: Parent Notification Requirements

After screening students, LEAs are required to notify parents/guardians via letter of the results within **30 days** of identification at the start of the school year or within **two weeks** for students starting after this time period. Letters **must** include:

- the reason for identification of their child as an EL and needing language services;
- the student's level of English proficiency, how it was assessed, and the student's academic achievement;
- the method of instruction to be used in the language instruction educational program (LIEP);
- how the program will meet the student's individual needs;
- specific exit requirements and expected rate of transition from the LIEP **and** high school graduation rate (for high schools);
- for students with a disability, how the program will meet the objectives of the student's IEP; and
- parental rights to (a) remove student from the language program at any point and (b) decline to enroll students in services or choose another program or method of instruction, if available.

ESSA, Title I Parental Notification Requirements -Section 1112(e)(3)(A)&(B)

Parental Waivers

Parents have the right to waive their child’s right to participate in the school’s EL program. The duration of the waiver is one school year. Parents may also choose to re-enter their child in the school’s EL program.

Parental waivers and parental re-entry should be documented in writing.

Sample documents are available in Chapter 7 of the US Department of Education’s *English Learner Toolkit* here:

https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf .

Parental Waiver Means	Parental Waiver Does Not Mean
Student maintains EL status	Student exits from EL status
LEAs administer ACCESS for ELLs to student	Student is exempt from ACCESS for ELLs
LEAs receive EL funding for student	
Student is included in LEA’s EL accountability reporting	

Build Your Toolbox

Here are handy tools to get you off to a strong start:

- Training Webinar: [English Learner Screening and Placement](#)
- [Sample Parent Notification Letter Templates](#)
- EL Assessments Point of Contact: Michael Craig, Assessment Specialist, Special Populations, Michael.Craig@dc.gov



Next Steps

I will be off to a great start this school year if I...!

- Check the EL Qlik app to learn about my EL caseload
- Work with my LEA to provide language support to families who need it
- Communicate with the Enrollment POC to find out who is eligible for screening
- Ensure I have sufficient screeners
- Ensure all screener administrators complete training on the screening tool
- Complete screening within 30 days of stage 5 enrollment
- Issue the parent notification letter and keep track of responses
-

Identifying The Gaps

Questions about EL identification?





EL Services and Programs



EL Instruction

EL services and programs must meet civil rights requirements¹.

The requirements are:

- 1) That the program be based on an educational theory recognized as sound by some experts in the field or considered a legitimate experimental strategy;
- 2) That the programs and practices (including resources and personnel) are reasonably calculated to implement this theory effectively; and
- 3) That the program succeeds in producing results indicating that students' language barriers are being overcome within a reasonable period of time.

¹ 648 F.2d 989 (5th Cir. 1981); see *United States v. Texas*, 601 F.3d 354, 366 (5th Cir. 2010) (reaffirming and applying the *Castañeda* test); see *1991 OCR Guidance* (“In view of the similarity between the EEOA and the policy established in the 1970 OCR memorandum, in 1985 OCR adopted the *Castañeda* standard for determining whether recipients’ programs for LEP students complied with the Title VI regulation.”).

EL Program Model Requirements

KEY POINTS

- EL services and programs must be educationally sound in theory and effective in practice.
- EL programs must be designed to enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time.
- LEAs must offer EL services and programs, until ELs are proficient in English and can participate meaningfully in educational programs without EL support.
- Additionally, LEAs must provide appropriate special education services to ELs with disabilities who are found to be eligible for special education and related services.

EL Instruction

In the District of Columbia, five program models are commonly used, each of which is considered effective by experts in the field.

- 1) Two-Way/Dual-Language Bilingual Program
- 2) Inclusion/Collaborative Teaching
- 3) Content-Based EL
- 4) Newcomer Oral Language and Literacy Program
- 5) Sheltered Content Program

**Poll: Which model
does your school
use?**

Descriptions of each model are included in Step 1 (Educational Approach) of *Delivering Educational Services to English Learners*.

Critical factors for ALL EL Program Models

Provide specialized instruction that:

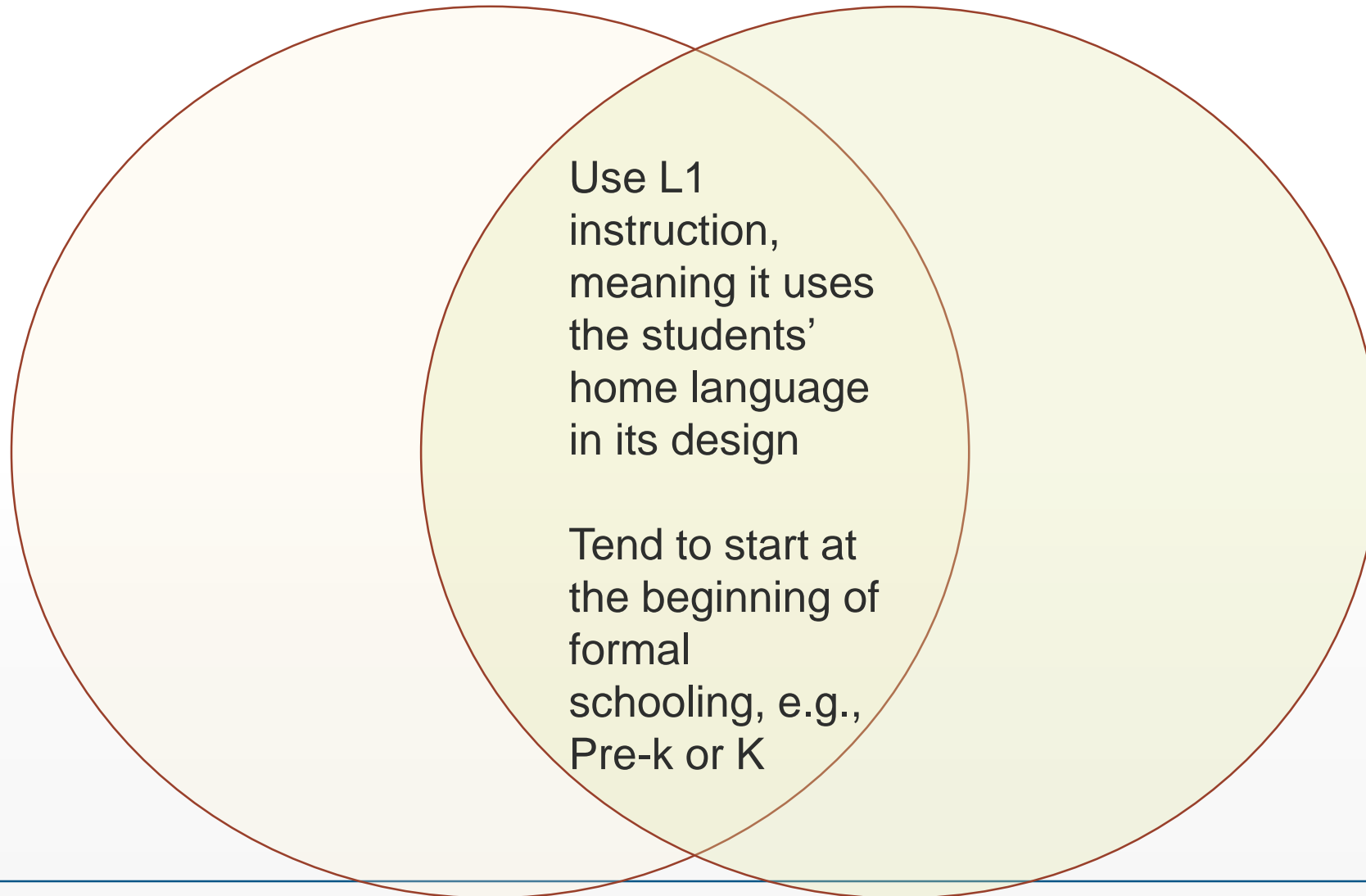
- Recognizes ELs' unique needs as second-language learners, regardless of whether it is content-based or language-focused
- Includes a specific focus on literacy development
- Includes a specific focus on oral language development

Staff programs with teachers who are prepared to:

- Understand ELs' unique needs as individuals, as language learners and as a population
- Use specific LIEP instructional techniques

Create a school culture that is accepting, respectful.

Dual Language



Inclusion/Collaborative Teaching

The bilingual/EL teacher and the general education teacher collaboratively co-plan, co-deliver instruction and co-assess based on students' strengths and needs.

Co-teaching can take a variety of forms:

- One teaching while one assists
- Station teaching
- Parallel teaching
- Pre-teaching a small group as extra support for the upcoming lesson
- Team teaching
- Reteaching
- One leading while one circulates and assesses

Source: Cook & Friend, 1995; Honigsfeld & Dove, 2010

Content-Based EL

- ESL-certified teacher provides language instruction that uses content as a medium for building language skills.
- Content is used as a means of instruction and is still focused primarily on learning English.
- Language and content goals and objectives are integrated.
- Goals:
 - Preparation to meet academic achievement standards
 - Proficiency in English
- Students may have a dedicated “ESL class” in the school day.
OR
- Students may receive pull-out ESL instruction to work with a specialist for short periods during other classes.

Newcomer Programs

- Target population—A specific EL subpopulation of very recent immigrant students with interrupted formal education, often older than elementary.
- Purpose: To provide specialized schooling designed to acclimate EL students to the American school setting and prepare them to participate in mainstream classes.
- May include instruction designed to familiarize newcomers with American culture and educational settings.
- May last anywhere from a semester to four years and may range from a half-day, in-school program to a full-time, self-contained school.

Sheltered Content

1) Simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs.

2) Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals.

3) May be used for EL-only classrooms or for mixed classrooms with ELs and non-ELs.

Dually-identified Students

ELs with disabilities are also known as dually-identified students.

The student's IEP must address their language development needs.

The IEP team for a dually-identified student should include staff with specialized knowledge of language acquisition.

ELs with the most significant cognitive disabilities may be eligible to sit for the Alternate ACCESS for ELLs assessment during the state's annual English language proficiency assessment window. The assessment is based on WIDA's Alternate Model Performance Indicators, which can be used for instruction and to design informal assessments.

Dually-identified Students

See Part 2 of OSSE's Testing Guide (English Learners)²

DC is a member of the WIDA consortium. Accordingly, instruction for ELs must incorporate WIDA's English Language Development Standards.

EL programs develop mastery of the English language in listening, speaking, reading and writing. Remedial academic instruction may not serve the same purpose.

ELs with disabilities are entitled to both EL and special education services.

EL status must not be a barrier to participating in extra-curricular activities, a gifted and talented program, or advanced coursework.

EL Programming

Has your LEA selected an educationally sound instructional model?

Areas	Yes (3)	In Progress (2)	No (1)
5. Language Assistance Program			
The school implements an educationally sound instructional model.			
The school has and/or uses enough financial and programmatic resources to effectively implement the program.			
The chosen program includes instruction aligned to WIDA and grade level content standards.			

Identifying The Gaps

What questions do you still have about developing and implementing an EL program model at your LEA?



Build Your Toolbox

Here are handy tools to get you off to a strong start:

- Training Webinar: [EL Program Models](#)
- Dual Language Program Point of Contact: Santiago Sanchez, Multilingual Specialist, Santiago.Sanchez@dc.gov



Next Steps

I will be off to a great start this school year if I...!

- Work with my LEA to identify our EL program model(s)
- Work with my LEA to obtain materials and resources to support the model(s)
- Establish a schedule of co-planning and collaboration between EL and non-EL staff
- Identify where and when the LEA will need PD and coaching related to serving ELs
- Identify the gaps in my knowledge of the model and seek out learning opportunities (PD, networking, webinars, books, etc.)
- Learn about the disability categories of my dually-identified students and determine how to balance their IEP goals with their English language development goals



EL Assessment

ACCESS for ELLs 2.0 Assessment

ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to kindergarten through 12th grade students who have been identified as English language learners (ELLs). This assessment falls under the requirements of the Testing Integrity Act.

- Administered annually to monitor students' progress in acquiring academic English
- Serves as a measure to determine if students are prepared to exit English language support programs
- Provides educators with data used to enhance instruction
- Provides LEAs with data to help evaluate effective EL programs

Exiting EL Services and Monitoring

- “Exiting” an EL program indicates a student no longer requires participation in the EL program.
- DC EL program exit criteria is currently a 5.0 or higher score on ACCESS 2.0.
- Upon exiting, ELs become EL Monitored (ELm) students who are monitored for four years.
- Exiting **does not** occur when a parent or guardian of an EL exercises his/her right to waive their child’s right to access the EL program.

Check for Understanding

We reviewed OSSE's policy around exiting students from EL services and reclassifying ELs as ELm students.

- 1) What happens to an EL when their parent waives their right to access the EL program?
- 2) What is the criteria to exit the EL program?
- 3) How many years does a student remain in EL monitored (ELm) status?

Build Your Toolbox

Here are handy tools to get you off to a strong start:

- OSSE's [ACCESS for ELLs](#) page
- EL Testing Accommodations are found on [OSSE's Testing Accommodations webpage](#).
- Training Webinar: [Testing Accommodations for English Learners](#)



Problem Solving: Reclassification

Students who exit from the EL program are monitored for four years.

PreK students who receive a proficient score on their English language proficiency screener may also be monitored until they are eligible to take a four-domain screener.

Given the above, what might EL monitoring look like at your LEA? Describe some monitoring procedures that can guide this work...

Next Steps: Access Tools for LEAs

1. [State English Learner Policies and Procedures](#)
2. [Quality Programs for English Learners: A School Readiness Reflection Tool](#)
3. [Early Access to EL Data Application](#)
4. [Language Access Information Portal](#)

Find these resources and more on the [OSSE English learner policy and program page](#)

Also check out the [OSSE English learner instructional resources page](#)

For more information on state and LEA obligations to serving EL students: [Joint Department of Education and Department of Justice Dear Colleague Letter](#)

Next Steps: Register for Upcoming Sessions

Re-Entry to the 2020-21 School Year: Strategies and Tools for Supporting English Learners

- *Part 1: Value English Learners' Cultural and Linguistic Backgrounds* Tuesday, July 21, 2020, 10-11:30 a.m.
- *Part 2: Partner with English Learners' Families* Tuesday, July 28, 2020, 10-11:30 a.m.
- *Part 3: Provide Language Development and Academic Instruction Programs to English Learners* Wednesday, Aug. 5, 2020, 10-11:30 a.m.
- *Part 4: Use Multiple Data Sources to Support English Learner Students and Programs* Thursday, Aug. 13, 2020, 10-11:30 a.m.

Landscape of English learners in DC and Vision for Success

- Thursday, Sept. 17, 2020, 1-2:30 p.m.

Next Steps: Use Key Resources

- Register for upcoming trainings [here](#)
- Subscribe to the monthly [Teaching and Learning PD Bulletin](#)
- Reach out for support; we are here to help:

EL policy and programs: Jennifer Norton Jennifer.Norton@dc.gov

EL instruction and PD: Anika Harris Anika.Harris@dc.gov

Dual language programs: Santiago Sanchez Santiago.Sanchez@dc.gov