



**Special Topics in English Learner  
Programming Monthly Webinar  
An Overview of the School  
Readiness Self Reflection Tool**

Nov. 8, 2018

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# Welcome and Introductions

**Welcome to the first  
Special Topics in English Learner Programming  
monthly webinar series  
for school year 2018-19!**

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# English Learner Supports Team

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# How We Can Help

- **In-Person Professional Development Workshops & Training Sessions**
  - Geared towards teachers or school leaders and typically held at the OSSE building, though we can also work with you to schedule sessions at your LEA or school
- **Monthly Webinars**
  - Held the second Thursday of every month
- **Technical Assistance**
  - Designed based on your specific needs
  - We will consult and jointly problem-solve to address your desired outcomes
  - Can include on-site support such as data discussions, workshops, or classroom observations, for example
- **Policy and Instructional Resources**
  - <https://osse.dc.gov/page/english-learners-els>.



# Objective

This month's webinar is your opportunity to learn about the newly released School Readiness Reflection Tool.

During this month's webinar, educators who support English Learners (ELs) will be introduced to the tool, which provides schools with Every Student Succeeds Act (ESSA) transition planning specific to supporting English learners (ELs) with appropriate services and access to quality education. Specifically, session will:

- Provide the background for the creation of the tool and offer reflections from its pilot during school year 2017-18.
- Review each of the tool's 21 sections.
- Cover the method for LEAs and schools to evaluate their EL programs with the tool.
- Explain how to receive further training and assistance with the tool.



# Background



## Quality Programs for English Learners: A School Readiness Reflection Tool





# Background

The purpose of the School Readiness Reflection Tool is to provide local education agencies (LEAs) and schools with insight into current strengths and gaps in program support services for English learners (ELs) in their school setting.

As LEAs and schools begin this process it is recommended that all stakeholders, as part of their mission to serve all students, have a defined commitment to the increased academic performance of ELs.

This could include a published and disseminated statement of expectations for the school community of a vision and set of goals that define the achievement levels of all students, including ELs.

Staff, parents, and all students, including language minority parents and students, should have access to information regarding the vision and goals for ELs in a language they can understand.





# Self-evaluation

In using the rating system within the tool, it is recommended that school-based leadership, EL program coordinators, and other relevant school-based staff work together to complete the self-assessment.

This tool is to be used by LEAs/schools for informational and planning purposes only.

Area	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
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# School Readiness Self Reflection Tool

Sections 1-21



# Section 1

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>1. Enrollment Procedures/Protocols</b>						
Reception staff is trained to welcome all parents in a culturally responsive way and assist them in completing registration forms.						
Registration forms are available in all languages spoken in the school community.						
Registration forms and enrollment procedures do not ask for Social Security numbers.						
Registration forms and enrollment procedures do not ask for immigration or visa status.						
Registration forms do not require parents to complete ethnic or racial background. It can be requested but it cannot be required.						



# Section 2

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>2. Identification Process</b>						
The school must administer the OSSE Home Language Survey (HLS), including the “For Families” cover sheet to all students.						
The school trains staff in the administration of the HLS.						
School staff is trained to provide interpreters (in person or by telephone) when needed to help families complete the HLS in a language they can understand.						
The school has standard and uniform procedures for administering and interpreting the HLS results in accordance with OSSE’s “For LEAs: Administering the Home Language Survey” sheet.						



# Section 3

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>3. Initial Language Assessment</b>						
The school uses an OSSE-approved screener to assess identified students' level of English proficiency.						
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 (see Placement for details) and in a language they can understand.						



# Section 4

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>4. Placement</b>						
The school uses results of the language proficiency screener to determine level of language services needed.						
The school uses a standard procedure to evaluate transcripts from other schools/countries to assist in determining placement.						
ELs are placed in age/grade appropriate instructional programs that address both English acquisition and access to core content.						
The school notifies parents through the parent notification letter of their child’s English proficiency test results and placement in a language they can understand within 30 days upon entering the language assistance program if the child is enrolled at the beginning of the school year.						



# Section 4 Continued

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>4. Placement</b>						
The school notifies parents of their child’s English proficiency test results and placement in a language they can understand within two weeks after enrollment if the child is enrolled after the beginning of the school year.						
The notification letter should provide parents with information regarding their right to waive their child’s right to access the school’s language assistance program.						
The school keeps records of all notification letters sent and responses received.						



# Section 5

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>5. Language Assistance Program</b>						
The school implements an educationally sound instructional model. Model used: _____						
The school has and/or uses enough financial and programmatic resources to effectively implement the program.						
The chosen language assistance program includes instruction aligned to World-class Instructional Design and Assessment (WIDA) English language proficiency standards and grade level content standards.						
The language assistance program is offered until student reaches language proficiency as described under exiting procedures.						





# Section 5 Continued

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>5. Language Assistance Program</b>						
The school creates individualized English language development goals in the four language domains for each EL at least annually.						
The individualized English language development goals are shared with each teacher (and related service provider, if applicable) who works with the EL student.						
The school periodically reviews individualized English language development goals during the school year and amends the goals as needed.						



# Section 6

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>6. Qualified Staff</b>						
Reception staff is trained to welcome all parents in a culturally responsive way and assist them in completing registration forms.						
The school has qualified general education staff to teach ELs.						
English language proficiency needs of ELs are addressed by both general education and EL teachers.						
Paraprofessionals are adequately trained to support ELs.						
Paraprofessionals work under the direct supervision of a qualified teacher.						



# Section 7

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>7. Staff Training</b>						
All teachers are trained on/knowledgeable in second language acquisition.						
All teachers have access to high quality professional development to increase English language proficiency and academic achievement.						
All teachers are trained in how to use and integrate WIDA English language proficiency standards and DC academic standards.						



# Section 8

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>8. Access to Core Curriculum</b>						
General education teachers use effective strategies (e.g., scaffolding, building academic language, using concrete materials, using graphic organizers) to teach ELs.						
General education teachers and EL teachers have opportunities to do collaborative teaching in selected courses.						
ELs' schedules are planned to ensure that they have access to core curriculum.						



# Section 9

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>9. Appropriate Materials</b>						
EL staff has access to English language development materials for students.						
General education and EL teachers have access to content area materials/textbooks appropriate for the English proficiency and education levels of their ELs.						
Teachers have access to visuals and manipulatives to make content comprehensible.						
ELs have access to computers and internet at a ratio equivalent to non-ELs.						



# Section 10

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>10. Appropriate Physical Space</b>						
EL staff has appropriate work space and equipment (e.g., desk, chair, cabinets, computer, access to internet).						
Adequate pull-out space for work with ELs is provided (e.g., quiet space, tables, chairs, materials to work with students).						



# Section 11

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>11. Assessment of Current ELs</b>						
The school assesses and monitors EL's progress in English language acquisition annually following the framework provided by OSSE using WIDA ACCESS for ELs.						
The school assesses and monitors EL's progress in core content areas, including math, English language arts, and science.						
The school assesses English proficiency level of students who have opted out of language assistance program on a yearly basis until they meet exit criteria.						



# Section 11 Continued

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>11. Assessment of Current ELs</b>						
The school provides ELs the opportunity to take Partnership for Assessment of Readiness for College and Careers (PARCC) in Spanish and/or receive test administration directions in languages offered by the test.						
The school excludes recently arrived ELs from one administration of the PARCC English language arts test in their first year in U.S. schools.						
Testing accommodations for ELs are considered for all standardized tests required by OSSE and permitted by specific tests.						





# Section 12

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>12. Exiting ELs from Language Programs</b>						
The school uses OSSE’s criteria for exiting language assistance program. OSSE’s current exit criterion is at least a 5.0 overall composite score on the ACCESS for ELs 2.0 assessment.						
The school has identified procedures and has trained staff to monitor exited students.						
Student's academic performance is monitored for at least four years after exiting the program.						
Students are re-tested for English proficiency if they are not progressing academically in the general education setting to assess possible need for additional English language services.						



# Section 13

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>13. Gifted and Talented Programs for ELs</b>						
LEAs and/or schools use evaluation and testing criteria for gifted and talented programs (GT) that do not screen out ELs because of their English proficiency levels. For example, if their English proficiency prohibits their demonstration of GT abilities, efforts are made to assess the student in their native language.						
Extensive efforts are made to ensure the cultural and linguistic appropriateness of the GT assessment and program.						
ELs, as compared to non-ELs, are equitably represented in GT/AP programs.						



# Section 14

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>14. ELs with Disabilities</b>						
The school has written procedures on how to identify ELs with possible disabilities.						
The school conducts sound evaluations to identify potential disabilities taking into consideration factors related to second language acquisition.						
Evaluations are conducted by qualified personnel.						
Assessments are provided and administered in child’s native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer.						



# Section 14 Continued

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>14. ELs with Disabilities</b>						
Parents are informed of identification, evaluation, and eligibility for special education services in a language they can understand.						
Specialists in second language acquisition and/or bilingual special education specialists are invited to participate in IEP meetings.						
Parents are invited to participate in IEP meetings.						
An interpreter is offered to parents for IEP and other related meetings to ensure parents' understanding of all procedures.						



# Section 15

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>15. Communication and Relationships with Parents of EL Students</b>						
The school provides information about programs, services, and/or activities in a language parents understand as much as possible.						
The school has procedures and systems in place to provide interpreters for parents if needed and/or requested.						
The school conducts outreach to engage parents of ELs in regular school functions and meetings.						
The school provides training opportunities to parents to increase their participation in their children’s education.						
The school keeps records of all parental involvement activities.						



# Section 16

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>16. Equitable Opportunity to Learn</b>						
ELs receive the support and counseling they need to successfully meet grade level and high school graduation requirements.						
ELs are not tracked or placed in courses and/or programs with low expectations for success.						



# Section 17

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>17. Equitable Resources Needed to Reach the High Standards Expected of All Students</b>						
The school/LEA works to attract, retain, and sustain quality teachers to deliver high quality services for ELs.						
ELs are educated in equitable facilities, regarding maintenance, care, rejuvenation, upkeep, and resources.						



# Section 18

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>18. Equitable Treatment within an Environment of Acceptance, Valuing, Respect, Support and Safety</b>						
ELs are not represented at a higher proportion for referrals and other disciplinary actions.						
ELs are meaningfully integrated throughout the school day with non-EL students.						





# Section 19

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>19. Equitable Access to and Inclusion in Schools' Programs and Activities</b>						
ELs (and their parents) have equal opportunities to be involved in school extracurricular activities and school meetings.						
ELs have comparable high rates of participation in college and/or post-secondary preparation.						



# Section 20

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>20. Program Evaluation</b>						
The school/LEA collects, analyzes, and uses data to assess ELs' progress and to improve outcomes both in English language acquisition and academic achievement to assess program effectiveness.						
The school/LEA uses data to revise and improve the language assistance program.						
The school/LEA uses data to track students' individual progress and develop plans to increase positive outcomes.						
The school/LEA collects, analyzes, and uses data to report results to OSSE regarding funds received and expenditures made.						



# Section 21

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
<b>21. Accountability</b>						
ELs perform at comparable high academic achievement rates.						
ELs are making adequate progress toward reaching language proficiency - meeting individual growth targets annually.						
ELs are on track toward graduating (high school only).						
All stakeholders hold themselves responsible and accountable for the success of all students, including ELs.						



# Resources

The updated publication [\*Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia\*](#) is now available for download.

The School Readiness Self Reflection Tool is found in Appendix E of OSSE's publication [\*Delivering Education Services to English Learners\*](#).

OSSE's new EL website is [www.osse.dc.org/page/english-learners-els](http://www.osse.dc.org/page/english-learners-els).

On-site technical assistance and EL program support is available! Contact [Anka.Harris@dc.gov](mailto:Anka.Harris@dc.gov) or [Jennifer.Norton@dc.gov](mailto:Jennifer.Norton@dc.gov).



# Upcoming Events

Recruitment for the State Title III Advisory Committee is open now. You can apply here: <https://osse.dc.gov/node/1365741>

During the 2017-18 school year, OSSE hosts a monthly Special Topics in English Learner Programming webinar broadcast on the second Thursday of every month from 1-2 p.m. The next webinar, English Learners in STEM: Findings from the National Academies of Sciences, Engineering, and Medicine, will take place **Thursday, Dec. 13, 2018**. Register here:

<https://attendee.gotowebinar.com/rt/1800935569566896397>.

The three-part English Language Acquisition workshop on strategies for comprehensible input will be on **Monday, Dec. 18 from 12:30 – 4:00 p.m.**

<https://www.eventbrite.com/e/english-language-acquisition-103-strategies-for-comprehensible-input-tickets-40886697212>



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