



District of Columbia
Office of the State Superintendent of Education

Eleven Actionable Strategies for LEAs to Support English Learners' Success During the 2020-21 School Year

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From Principles to Practices

Throughout school closures and distance learning, every challenge is being faced with innovation and commitment by teachers, school leaders, community organizations, families, and students themselves. As creative solutions to both new and long-standing challenges emerge, local education agencies (LEAs) are in a key position to make long-term improvements to support their English learner (EL) students. This guide provides 11 actionable, assets-driven strategies that draw on practices generated by DC's EL coordinators, teachers and school leaders, the Deputy Mayor for Education's EL response working group, and the Council of Chief State School Officers' (CCSSO's) recommendations in [Restart and Recovery: Access and Equity for English Learner Students and Families During Covid-19](#). This non-exhaustive list will evolve as strategies, tools, and resources continue to emerge. The strategies align with OSSE's [Guiding Principles for Continuous Education](#) and are organized by the four principles grounding [OSSE EL policy](#) and program supports:



Value the cultural and linguistic backgrounds of all EL students.



Partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social, and emotional development.



Provide EL students access to grade-level academic content and English language instruction that are appropriate for advancing their language proficiency and academic achievement.



Use multiple sources of data to inform and continually refine EL programs, services, instruction and assessment.

For each principle, strategies, tools, and resources are provided for actionable practices that will support the success and well-being of EL students during the 2020-21 school year and beyond.



For more details on OSSE's English learning policies and program supports, please refer to the following OSSE webpages:

- [English Learner Policy and Programs](#)
- [English Learner Instructional Resources](#)
- [Dual Language Resources](#)
- [Professional Development for Educators](#)

Value the cultural and linguistic backgrounds of all EL students.

EL students are all teachers' students and are valued members of DC schools. As described in the [WIDA Can Do Philosophy](#), every student has unique assets, and multilingualism and multiculturalism are valued resources. When all educators understand the experiences that are unique to EL students, they are better prepared to cultivate positive relationships.

We know that the social-emotional wellness of EL students is influenced by the unique cultural, linguistic, and contextual factors of their lived experiences. It is important to acknowledge the assets and resilience of immigrants economically, linguistically and culturally, as well as the ways schools can help provide needed supports, as people navigate a global pandemic in a language, culture, and education system which may be new to them.

Strategy 1: Train all teachers on culturally responsive approaches to supporting EL students' well-being.

Preparing all school staff to recognize and value ELs' unique experiences, strengths and needs in the context of the coronavirus (COVID-19) pandemic will help ensure their success this school year. LEAs should train or retrain all staff on:

- The process for referring EL students to counselors, including awareness around the potential need for counseling in the student or parent's native language,
- Socio-cultural considerations for EL students,
- Culturally responsive pedagogy, and
- The legal rights of immigrant students, including those who may be undocumented.

EL students and their families may have faced significant economic and health stressors during distance learning. Some students may be reluctant to share about their experiences, while others may be eager to discuss. Some families may still prioritize their physiological and safety needs and are not yet ready to prioritize academics. Educational leaders and teachers are encouraged to ask themselves:

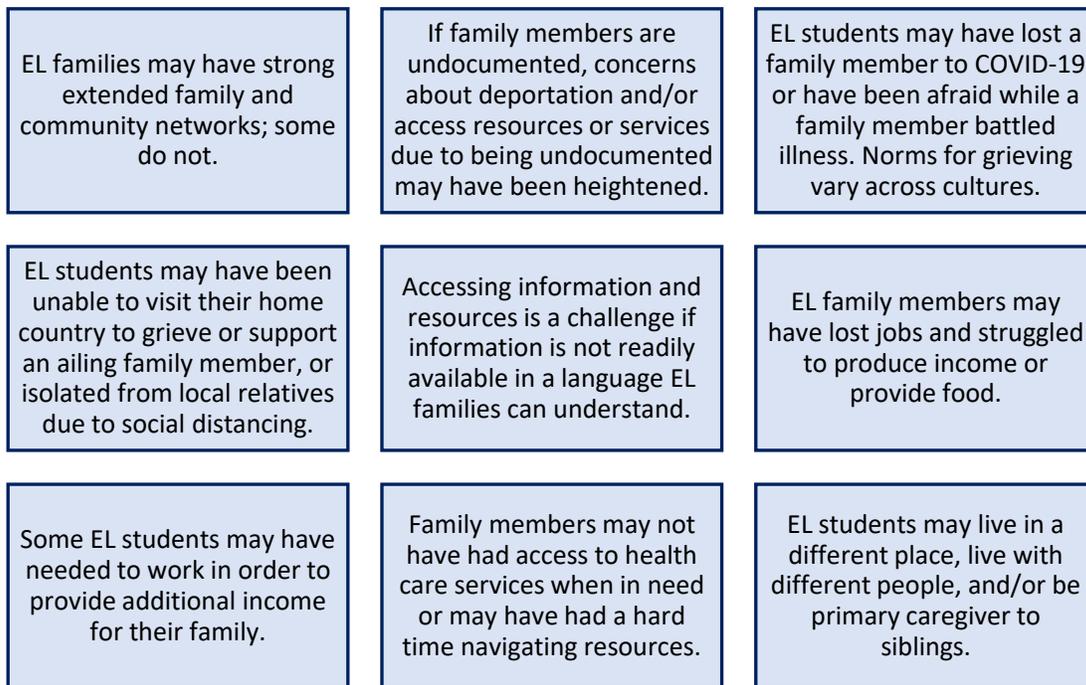
- How are we working with our EL students to meet them where they are and integrate the resources they have access to?
- What assumptions are we making that prevent us from fully understanding our EL students?
- Are we actively listening to our EL students about their experiences?

Reminders:

- Not all EL students are undocumented.
- It is illegal to ask students about their citizenship status.¹

¹ [Immigration Resources and Supports for LEAs; Immigration and Rights in Schools](#)

A range of factors may affect EL students in unique ways. From family supports and documentation concerns to economic and health matters, the following figure shows examples of issues that may affect EL students' experiences, which could be particularly acute during this school year.



Example Social-Emotional Activities Step-by-Step: Lead with Teachers or Students

Music to support social-emotional wellness

1. Provide a definition of self-care, share one of your practices, and ask what self-care practices, if any, they do.
2. Find a short musical selection. Decide if your audience would benefit from an energizing (to get instant smiles) or a reflective piece (to work through emotions). Present guiding questions or supporting information before playing the music.
3. Sample clip: [Washington DC Youth Orchestra Program](#) remote performance during COVID-19 pandemic. Listen carefully to the conductor as he provides background information about the piece. As the musicians play, you may focus on the scenery, on the musicians, or close your eyes and focus on the sound.

Guiding questions:

- How did the music make you feel?
- What did you see that was interesting?
- What do you think it takes to perform together from home like that?

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- Can we apply anything from the orchestra’s endeavor to the new learning environment we may find ourselves in this coming school year?
- How is the story behind Edward Elgar’s ‘Nimrod’ relevant to our lives as educators during the pandemic / you as students during a pandemic?”

Writing extension: These questions also make for great journal entries to activate the writing domain and to allow students time and space to reflect on their feelings individually.

All (W)in Personal Narratives and Advocacy

1. The All (W)in facilitator should begin with a personal story of why they believe change by one can benefit all using real examples of what they have seen, heard, experienced. Show a collage of relevant images (Can adopt/adapt example in PPT).
2. Share past advocacy
 - [Mendez v. Westminster: Desegregating California’s Schools](#): PBS video
 - [Castañeda v. Pickard](#): Castañeda Family Interview
3. Share current context
 - [Speaking Up Against Racism Around the New Coronavirus](#)
4. Discuss with students
 - Have they seen themselves represented in the current civil rights movement?
 - Based on the advocacy of ELs in the past, in what ways do they think they might benefit from this new movement?

Tools and Resources	How to Use
Pre-Recorded OSSE Training: English Learners and the Law Brief Presentation: Keeping DC School Safe for All Families and Students: Immigration and Rights in Schools	With a group, watch an excerpt (or all) of this training on civil rights laws and ELs. Discuss relevance of previous civil rights cases, the current context, and the effect on your students.
WIDA Can Do Philosophy	Reflect with staff on beliefs about EL and whether staff’s thoughts, words, and actions are assets-based. Use OSSE’s foundational principles and the WIDA Can Do philosophy to develop your LEAs’ own belief statements.
USED Safe Spaces Fact Sheet for Families and School Staff	Post, distribute, and discuss with school staff and families.
Sample Student Reflection Tool Foldable Comic Activity (grades 4 and higher)	Model exercises with teachers, including modifications to create access for EL students. For example, for students at beginning levels of English, provide oral instructions and visual supports.

Strategy 2: Proactively encourage home language and literacy development.

Multilingual families provide unique linguistic and cultural assets that help EL students to develop critical thinking and develop metalanguage awareness. During social distancing, many EL students communicate mostly in their first language if it is the primary spoken language in their home. As bilingual/multilingual learners, EL students bring cognitive flexibility and resilience from their lived experiences and versatile backgrounds, and research shows that strong home language literacy skills help students build strong second language proficiency.² Schools can proactively and continuously encourage families to support their students' home language and literacy development, especially if distance learning is occurring.

Tools and Resources	How to Use
Family guide for home learning in English , Spanish , Amharic , French , Vietnamese , Korean and Chinese	Share in the family's preferred language and discuss together.
Language-focused family engagement WIDA Focus Bulletin	Use this brief bulletin and its guiding questions to spark reflection with staff on family engagement at your school.
Why reading to your kids in your home language will help them become better readers (Colorín Colorado)	Share with the family to help show how multilingualism is a superpower.
Home Habits for Distance Learning	Support the content of a family training with the ideas in this webinar to show multilingual families how they can assist their child during periods of distance learning.

Action Steps Checklist for Strategies 1 and 2
<ul style="list-style-type: none"> <input type="checkbox"/> Train teachers and staff to understand ELs' perspectives in the current context. <input type="checkbox"/> Create space in my lessons for students to express their COVID-19 realities. <input type="checkbox"/> Actively encourage home language literacy. <input type="checkbox"/> Identify the gaps in my LEA's knowledge about supporting ELs' socio-emotional health and seek out learning opportunities (PD, networking, webinars, books, etc.).

² National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures* (Consensus Study Report). The National Academies Press. <https://doi.org/10.17226/24677>

Partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social, and emotional development.

Partnership means schools, families and communities are united in the goal of helping *all* EL students, including those who have disabilities, to unlock their full potential. In this vision, school leaders and staff assume the role of proactive initiators of collaboration to understand and serve multilingual families.

Strategy 3: Develop and use a system for communicating with families in their preferred language.

All students, including ELs, and their families should be able to access and engage with the online and paper materials and activities provided by their schools.³ Families have a right to receive communication in a language they can understand, whether or not their student has EL status.

ELs and their families may need language assistance to engage with the school and access the curriculum, especially during distance learning. LEAs should develop a system for documenting the parent's preferred language of communication so that calls can be made with an interpreter and written communication can be translated as needed.

Best Practices for Working with an Interpreter

Whenever possible, language assistance must be provided by appropriate, competent staff or outside resources. Students, siblings, friends, or untrained staff should not be interpreters.

Important: Interpreters need to repeat everything that is said in the room.

Before the meeting:

- Brief the interpreter on who needs interpretation
- Explain what will be covered in the meeting, e.g., terminology and context.

During the meeting, the interpreter:

- Needs to be next to the client at all times in order to hear the client, as well as interpret back what the provider is saying to the client (if in person);
- Needs complete silence in the background (if online);

³ For more information, refer to the [joint guidance from U.S. Department of Justice and U.S. Department of Education](#), the [Language Access Act of 2004](#), [OSSE EL policy](#), and the [DC PSCB EL monitoring policy](#).

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- Has control over the flow of information;
- May ask for clarification from family and other staff members in the room;
- Cannot add or omit anything;
- Cannot give opinions; and
- Must keep everything that is said confidential.

To help the interpreter keep up with the speaker and interpret while keeping the flow of conversation:

- Speak slowly and clearly;
- Use concrete sentences;
- Use clear, plain language;
- Avoid idioms, acronyms, and jargon;
- Pause every two to three sentences; and
- Refrain from having side conversations.

Best Practices for Using Translation Software Programs

Numerous translation software programs are available to make it easy to communicate with families in various languages. LEAs should evaluate which tools are suitable for use. Web-based translation software should be used with caution and is appropriate only when the translated document accurately conveys the meaning of the source document.

Important: Any use of web-based automated translation services must comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) regarding personally identifiable information from a student’s educational record.

Tools and Resources	How to Use
Sample student participation tracker	Record students’ EL students, families’ preferred language, family outreach efforts, and other key data points.
Microsoft Translator App (how to access translations of remote calls)	Translate text and real-time speech; parents receive written translations of teachers’ speech on their device. (Amharic support not available.)
Remind App	For two-way messaging with families. (Amharic not available.)
Talking Points App	For two-way messaging with families. (Amharic not available.)
Microsoft 365 Translate Feature (Instructions in Spanish)	Automatically translate Word, Excel, OneNote, and PPT documents. Show parents how they can use it, too.
ClassDojo	Share assignments, schedules, and messages with students and families; translates into 30 languages

Strategy 4: Establish a family engagement plan in which staff teams jointly ensure ongoing, two-way communication with EL families to identify and address their needs.

A communication plan for checking in with families at regular intervals and key junctures in the school year can help boost student and family engagement. Furthermore, LEAs are encouraged to proactively plan for two-way communication to gather input and to develop relationships. Considerations for developing engagement plans, include:

- Address the topic, purpose, audience, timeframe, mode, follow-up strategy, and language needs.
- Determine the frequency of different types of engagements and include them in your plan.
- Find out families' preferred method(s) and update families' contact information regularly, since living arrangements and phone numbers may shift.
- Include both information dissemination and family input and relationship building activities.

Sample Family Engagement Plan Elements		
Element	Description	Sample Entry
Timeframe	Include regular and unique timeframes such as before the first day of school, first week of school, etc., as well as weekly, monthly, quarterly, and annual communications.	<i>June 10 (Before summer break)</i>
What	Describe the activity or information that is the focus of the engagement.	<i>Summer learning activities</i>
Purpose/ Desired Outcome	Begin with the end in mind and state the goal or what success looks like.	<i>Students and families will use the materials to maintain skills; avoid the summer slide</i>
Who You Will Engage	Hone in on the target audience(s) to help determine the best engagement approach.	<i>All students, with both home and English language development activities for English learners</i>
How	Be creative in the means of engaging families but also make sure you know your families, so you engage them in ways that are meaningful, positive and work well for them.	<i>Mailed newsletter with accompanying translations for those who need it</i>
Follow-Up Strategy/Next step	Plan multiple efforts to make the engagement successful. Reminders, follow-up sessions, and/or feedback sessions can boost success.	<i>Text to schedule support to families who did not receive mail and/or need tips on how to complete activities</i>
Language Access Required	State the languages for which interpretation or translation are required and have a system for ensuring that families receive needed language access.	<i>Written translations; text translations Spanish, Arabic, Twi</i>

Tools and Resources	How to Use
Sample Community and Family Toolkit (TESOL)	Adapt engagement activities for the COVID-19 landscape to guide families in creating an environment that fosters learning.
Reflection and Planning Family Engagement (WIDA)	Lead a jigsaw of this Focus Bulletin to familiarize colleagues with best practices in EL family engagement and to plan your LEA’s comprehensive family engagement program.
Continuous Education Resources for Educators and Families	Search for resources curated by OSSE by topic to use or share with educators and families.
COVID-19 24/7 Parenting (Parenting for Lifelong Health)	Use the COVID-19 parenting resources, in multiple languages, as a foundation for parent trainings.
Housing Resources Food Resources Recovery for Individuals	Help families find assistance to meet basic needs by connecting them to needed resources, which are available in the six most commonly spoken languages in DC.

Strategy 5: Seek input about recent and upcoming distance and/or hybrid learning in families’ preferred language and use these data to provide supports.

LEAs should ask families what worked well and what challenges they experienced with distance learning recently, in order to adjust as needed. LEAs should also ask families for their insights into their students’ social-emotional wellbeing and what supports they need for success.

Tools and Resources	How to Use
Sample EL family survey in multiple languages (DCPS)	Adapt this sample survey for the unique parent and family community at your school, to assist educators in identifying additional resources needed to support their ELs students.
English Learner Family Engagement Practices (Pre-recorded OSSE Training)	Gain awareness of the elements of a comprehensive EL family engagement program as outlined in the featured resource, OSSE’s School Readiness Reflection Tool.

Action Steps Checklist for Strategies 3 – 5
<ul style="list-style-type: none"> <input type="checkbox"/> Survey all families for their preferred language of communication. <input type="checkbox"/> Staff or contract accordingly to provide written translations and oral interpretation. <input type="checkbox"/> Use various methods to seek input from families on their students’ learning and experiences. <input type="checkbox"/> Actively include multilingual families in plans for engaging families

Provide EL students access to grade-level academic content and English language instruction that are appropriate for advancing their language proficiency and academic achievement.

EL students are everyone’s students. In this view, school staff take collective responsibility for EL students and set high expectations for EL programs and services. Educators need to provide EL students instruction that both advances their skills in English and advances their academic content growth. Whether in-person or remote, EL supports should be effective⁴, aligned to research, and evaluated regularly.

Strategy 6: Train all teachers on appropriate scaffolds to support ELs’ content and language development.

In order to optimize all teaching and learning time, **all teachers** will benefit from training or retraining on providing appropriate scaffolds to support EL students’ access to grade level content while also advancing their proficiency in English. This is even more important following spring 2020 distance learning to ensure that all educators are prepared to accelerate ELs’ learning in every class setting.

Tools and Resources	How to Use
Professional Learning Planning Workbook (Learning Forward)	Follow the seven steps provided to use data and develop a plan to develop teachers’ skills and achieve school-wide goals.
OSSE webinar recordings: <ul style="list-style-type: none"> • Improving Skills in Listening • Improving Skills in Reading • Improving Skills in Speaking • Improving Skills in Writing 	Meet with staff to review and reflect on these 60-minute webinars that focus on language development instruction by domain.
Self-paced WIDA eLearning courses on serving multilingual learners, available for all DC educators. Course topic areas: Writing, newcomers, math, STEM, social studies and more!	Choose a course that aligned with your LEAs’ goals and lead teams of staff through the modules, reflecting on practices that your team will do as a result of the course. Use your WIDA account to login or complete this form to request an account .
Teaching and Learning Professional Development Opportunities	Take advantage of OSSE’s free professional learning opportunities for DC educators. Select offerings that align with your LEAs’ goals.

⁴ See [Castañeda v. Pickard 648 F.2d 989, 1013 \(1981\)](#)

Strategy 7: Reflect on and refine how your LEA's chosen EL program is implemented for in-person and distance learning scenarios.

EL students may have been communicating with less English than they usually do when at school. They may exhibit some temporary regression in their English language skills. Younger students (pre-K-K) may revert back to a silent period before they feel comfortable engaging in English at school again. Older students may feel more comfortable communicating in their home language before attempting to engage in English again. Students may have also strengthened their home language skills, which allows for students to further leverage their home during social and academic conversations.

Given these factors and the distance learning context, innovative practices are needed to move EL students' language proficiency and academic content knowledge forward. As LEAs implement their continuous education plans, they should review and refine their EL programming. As LEAs shift or prepare to shift across learning environments, use lessons that are learned throughout the year to refine your EL program. Data sources for this review should include both qualitative and quantitative data such as:

- Student perspectives;
- Family perspectives;
- Teacher perspectives;
- Student attendance rates;
- Work completion rates;
- Work samples;
- Grades/summative assessment scores; and more.

Tools and Resources	How to Use
Guiding Principles for Continuous Education	LEAs' continuous education plans for the 2020-21 school year are aligned to these guiding principles. Reflect on and refine the implementation of your LEA's plan.
Continuous Education Resources for Local Education Agencies	Use these resources that address each of the three pillars of the guiding principles: high expectations, equity and access, and family engagement.
EL program model overviews	The more well-defined the LEAs' EL program model is, the more seamless it will be to implement across learning environments. Use the program model overviews to deepen your fidelity to the EL program model best for your students.

Strategy 8: Set up or strengthen systems for successful teacher collaboration.

If you already have systems for collaboration across EL, academic and special education supports, then LEAs should continue and deepen that work. If LEAs have not yet put systems for teacher collaboration in place, now is the time to start.

Make sure EL teachers are not working in a silo. EL teachers, special education teachers, enrichment teachers, and general education teachers need to be collaborating on putting supports into place so that language goals are embedded in lessons and activities. This is key to ensuring that EL students are provided supports that help them advance language development while also learning academic content.

At the district or school level, administrative leadership can establish the expectation that collaboration will occur, and design systems for successful implementation, such as:

- Stating educators’ roles and collective responsibilities for EL students;
- Providing regularly scheduled planning time;
- Providing models for collaborative conversations; and
- Ensuring all educators receive professional learning opportunities on serving students who are EL and students with disabilities.

Tools and Resources	How to Use
<p>Sample templates:</p> <ul style="list-style-type: none"> • Collaborative weekly and daily planning template • Reflection and discussion templates 	<p>Work in teams to adapt these templates so they reflect your staff’s needs. Set up routines on their use that can be maintained across learning environments. Model best practices and collaborative conversations that focus on students’ successes and needs.</p>
<p>Webinar recordings on collaboration and co-teaching to support EL students</p>	<p>Preview these webinars to determine LEA leadership’s desired approach to collaboration. Facilitate group viewing and discussion of the webinar recordings to train staff on collaborative practices. Leverage technology for collaboration even as you shift across learning environments.</p>

Action Steps Checklist for Strategies 6 – 8
<ul style="list-style-type: none"> <input type="checkbox"/> Make sure <u>all</u> staff receive professional development on how to teach EL students effectively <input type="checkbox"/> Lead a review of what is working well and what needs to be improved in the EL program and make necessary changes <input type="checkbox"/> Make collaboration a priority by putting training, routines, modeling, and tools in place

Use multiple sources of data to inform and refine EL programs, instruction, and assessment.

Both formative and summative data can be analyzed to develop fuller understanding of EL students' strengths and to develop purposeful language and academic plans. Data related to attendance, course enrollment, extracurricular participation, graduation, achievement, language development, and school climate, are used to evaluate programs and improve opportunities and services for EL students.⁵ Schools can consider how to address any regression and accelerate gains.

Strategy 9: Disaggregate participation of ELs in attendance and/or engagement trackers.

Tracking and disaggregating the participation of specific groups of students, including students with disabilities and EL students, can help a school to understand if its distance learning practices are effective for these special populations. When LEAs examine participation data specifically for their EL students, they can determine how to better help ELs access and engage with distance learning. In this [sample tracker](#) to monitor student engagement, data can be filtered to disaggregate:

- If a student is EL and/or has an IEP;
- Technology available at home;
- Non-technology challenges that may impede participation in distance learning;
- If students are not participating in specific courses; and
- If students are not participating on certain days or at certain times.

Intentional use of the data will help school staff to know which students to prioritize in engagement and outreach efforts, as well as strategize and problem solve to overcome any barriers that families and students are experiencing with distance learning. EL teachers, general education teachers, special education teachers, school counselors and other key staff are encouraged to jointly analyze participation data and coordinate outreach to families. Together they can problem solve to address barriers that families and students may be experiencing with distance learning.

LEA Example 1: *“I meet with the ELL teachers weekly and ask them if there are any students they are having trouble reaching. I then check the contact logs and see if other teachers made attempts and also check on siblings at other campuses within our LEA. Then, I email all the staff members who are connected with the family so they can help the ELL teacher know who was successful in making contact and how they did it. This has been helpful so far in engaging some of our disengaged ELs and their families. Our school is focused on inclusivity...so ELs have been a part of all the conversations when leadership and teachers are following up on who has not been contacted or needs further support.”*

⁵ Richards-Tutor, C., Aceves, T., & Reese, L. (2016). Evidence-based practices for English Learners (Document No. IC-18). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

LEA Example 2: *“Our EL coordinator, school counselor, and school culture coordinator joined together to make plans for how to reach out to and/or support all of the kids identified through the tracker as having the highest level of need, most challenges, or who were completely disengaged. ...The EL coordinator shared the preliminary data about ELs with the principal and will meet again with the principal and special populations director with the goal of having teachers use the data to reflect on how to make the tasks they are assigning more accessible for ELs and other students whose parents are unable to assist them in completing their assignments. As an extension of student and family engagement work, we are also doing more in-depth empathy interviews with a sample of EL families across the LEA and looking for emerging patterns that were not exposed through the tracker.”*

Tools and Resources	How to Use
Sample student participation tracker (Includes columns for EL status, IEP status, family's preferred language)	Record your LEA's EL students, families' preferred language, and family outreach efforts. Sort by EL status and other key fields and discuss attendance trends <u>in a team</u> to determine if modifications to your outreach initiatives are needed.

Strategy 10: Develop language goals and an instructional plan to address those language goals.

Some EL students will have 2019-20 ACCESS scores, and some will not due to school building closures during spring 2020. However, all historic ACCESS data are available in the Early Access to EL data app and will be particularly useful for understanding students' language development trajectory thus far.

Tools and Resources	How to Use
Early Access to EL Data app Training Webinar: The ACCESS Growth Target and How to Use It	Access current and historic EL data and use data visualizations to examine EL students' trajectories in English language acquisition and state-wide assessments.
WIDA Interpretive Guide (see Appendices A and B, pages 10-16)	Use the proficiency level descriptors to understand EL students' current level based on their most recent ACCESS scores and to set goals for moving to the next level.
Sample Individualized Plan of EL Services	Use or adapt this sample to develop language goals to advance your EL students' proficiency.
WIDA Can Do Name Charts (by grade band)	Chart EL students' most recent ACCESS level alongside the Can Do descriptors. Use in collaborative teacher discussions about EL students' current levels and needed supports and how to help them move to the next proficiency level.
Lesson plans for language development discussions with students (WIDA)	Engage EL students to empower themselves with language development goals

Strategy 11: Assess English language proficiency and academic skills of ELs to inform instruction.

Students may or may not be returning at the same academic level they had achieved in the school year prior the closure. Either way, their current academic level should be assessed appropriately and in an ongoing manner that is embedded within learning activities.



Tools and Resources	How to Use
WIDA Interpretive Guide (see Appendices A and B, pages 10-16)	Assess the four domains of listening, reading, speaking, and writing, as they relate to the unit or lesson’s language objectives. Use the performance level descriptors to rate students’ listening, reading, speaking, and writing using a “language lens.”
Module on Formative Assessment (Center for Assessment)	Learn about the differences between different types of assessments, how to use and how not to use types of assessment data. Examine examples of formative assessment.
Assessments Descriptions by School Level (DCPS)	Use these lists to examine examples of assessments and their difference purposes. OSSE does not recommend specific test products. Instead, LEAs are encouraged to determine which assessment data is most useful and actionable based on students’ and schools’ goals.

Action Steps Checklist for Strategies 9 – 11
<ul style="list-style-type: none"> ☐ Examine student enrollment and participation for ELs and work collaboratively with staff to remove barriers ☐ Use the most recent ACCESS data available to develop language goals ☐ Engage students in developing their annual English language proficiency goals ☐ Discuss EL students’ current levels and develop goals with EL and general education teachers collaboratively ☐ Assess EL students’ progress in listening, reading, writing, and speaking in English regularly

LEA Self-Reflection and Next Steps

Strategies	At my LEAs, our implementation of this strategy is:			Next steps for my LEA are:
	Strong	In progress	Not started	
1. Train all teachers on culturally responsive approaches to supporting EL students' well-being.				
2. Proactively encourage home language and literacy development.				
3. Develop and use a system for communicating with families in their preferred language.				
4. Establish a family engagement plan in which staff teams jointly ensure ongoing, two-way communication with EL families to identify and address their needs.				
5. Seek input about recent and upcoming distance and/or hybrid learning in families' preferred language and use these data to provide supports.				
6. Train all teachers on appropriate scaffolds to support ELs' content and language development.				
7. Reflect on and refine how your LEA's chosen EL program is implemented for in-person and distance learning scenarios.				
8. Set up or strengthen systems for successful teacher collaboration.				
9. Disaggregate participation of ELs in attendance and/or engagement trackers.				
10. Develop language goals and an instructional plan to address those language goals.				
11. Assess English language proficiency and academic skills of ELs to inform instruction.				

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