

Appendix E.

Quality Programs for English Learners: A School Readiness Reflection Tool

Introduction

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.

In using the rating system below, 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.

Directions: Read each indicator below. Rate the school's readiness in each focus area by using the rating system outlined for each indicator (3- Yes, 2 – In Progress, 1 – No). Once complete, fill out the summary chart at the end of the tool by adding totals for each area and summarize results.

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Evidence to Support Rating	Timeline	Staff Responsible
1. Enrollment Procedures/Protocols							
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.							
2. Identification Process							
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.							

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Evidence to Support Rating	Timeline	Staff Responsible
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.							
3. Initial Language Assessment							
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. ¹							
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. ²							
4. Placement							
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.							
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.							

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Evidence to Support Rating	Timeline	Staff Responsible
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.							
5. Language Assistance Program							
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.							
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.							
6. Qualified Staff							
The school has adequate numbers of qualified EL staff to implement the language assistance program.							
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.							

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Evidence to Support Rating	Timeline	Staff Responsible
Paraprofessionals work under the direct supervision of a qualified teacher.							
7. Staff Training							
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.							
8. Access to Core Curriculum							
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.							
9. Appropriate Materials							
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.							
10. Appropriate Physical Space							
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).							

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Evidence to Support Rating	Timeline	Staff Responsible
11. Assessment of Current ELs							
The school assesses and monitors ELs' progress in English language acquisition annually following the framework provided by OSSE using WIDA ACCESS for ELs.							
The school assesses and monitors ELs' 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.							
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.							
12. Exiting ELs from Language Programs							
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.							

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Evidence to Support Rating	Timeline	Staff Responsible
13. Gifted and Talented Programs for ELs							
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.							
14. ELs with Disabilities							
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. ³							
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.							

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Evidence to Support Rating	Timeline	Staff Responsible
The school provides services that address both English language acquisition needs and special needs identified in the IEP.							
The school collects and keeps data related to number of ELs with disabilities and individualized progress on both English acquisition and academic achievement.							
15. Communication and Relationships with Parents of EL Students							
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.							
16. Equitable Opportunity to Learn							
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.							
17. Equitable Resources Needed to Reach the High Standards Expected of All Students							
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.							
18. Equitable Treatment Within an Environment of Acceptance, Valuing, Respect, Support, and Safety							
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.							

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Evidence to Support Rating	Timeline	Staff Responsible
19. Equitable Access to and Inclusion in Schools' Programs and Activities							
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.							
20. Program Evaluation							
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.							
21. Accountability							
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.							

Total Points and Summary of Findings

(Note: This chart can be used to anchor discussions with leadership and EL teams on strengths and gaps in each area).

Areas	Total Points	Summary of Findings (strengths vs. gaps)
1. Enrollment Procedures/Protocols	___/15	
2. Identification Process	___/12	
3. Initial Language Assessment	___/12	
4. Placement	___/21	
5. Language Assistance Program	___/21	
6. Qualified Staff	___/15	
7. Staff Training	___/9	
8. Access to Core Curriculum	___/9	
9. Appropriate Materials	___/12	
10. Appropriate Physical Space	___/6	
11. Assessment of Current ELs	___/18	
12. Exiting ELs from Language Program	___/12	
13. Gifted and Talented Programs for ELs	___/9	

Areas	Total Points	Summary of Findings (strengths vs. gaps)
14. ELs with Disabilities	___/30	
15. Communication and Relationships with Parents of EL Students	___/15	
16. Equitable Opportunity to Learn	___/6	
17. Equitable Resources needed to Reach the High Standards Expected of All Students	___/6	
18. Equitable Treatment Within an Environment of Acceptance, Valuing, Respect, Support, and Safety	___/6	
19. Equitable Access to and Inclusion in Schools' Programs and Activities	___/6	
20. Program Evaluation	___/12	
21. Accountability	___/9	
	___/12 (high-school)	

Sources: Delivering Education Services to English Learners, OSSE; District of Columbia Revised State Template for the Consolidated State Plan, OSSE; English Learner Toolkit for State and Local Education Agencies, US Department of Education; English Learners Identification, Enrollment, and Placement Checklist, Mid-Atlantic Equity Consortium, Inc.; Good Schools and Classrooms for Children Learning English “A Guide,” Intercultural Development Research Association, 2002; Scott, B. (2006). *Six Goals of Educational Equity and School Reform – The Equity Ranking Scale* (San Antonio, Texas: Intercultural Development Research Association). www2.ed.gov/programs/slcp/2011progdirtg/equityscale.pdf; Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act Self-Assessment Report (SAR), OSSE; US Department of Education, US Department of Justice, “Dear Colleague Letter,” Jan. 7, 2015.

(Footnotes)

1 More information about screener training can be found on the following websites K W-APT: <http://bit.ly/2LpSVVV>; MODEL: <http://bit.ly/2Ln6KYC>; Pre-IPT Oral: <http://bit.ly/2L5kKqI>; WIDA Screener: <http://bit.ly/2mtegTO>

2 Required elements of the parent notification letter include:

- a. The reasons for their child's identification as an EL and for placement in a language instruction educational program;
- b. The child's level of English proficiency and how it is assessed, and the status of the child's academic achievement;
- c. The method of instruction used in the child's program;
- d. How such programs will help their child learn English and meet age-appropriate academic standards for grade promotion and graduation;
- e. Specific exit requirements for such programs, expected rate of transition, and expected rate of graduation, if Title III funds are used for children in secondary school;
- f. How such programs align with the language goals of the child's IEP (in the case of a child with a disability); and
- g. The rights of parent(s):
 - To remove their child from such programs upon their request;
 - To decline to enroll in the program or choose another program, if available, and
 - To be assisted in selecting from among various programs and methods of instruction, if more than one program method is offered.

3 US Department of Education and the US Department "Dear Colleague Letter," Jan. 7, 2015, p. 26. <http://bit.ly/2LmvOyE>