

District of Columbia  
Office of the State Superintendent of Education



# Supporting English Learners

## **SY 2015-2016 State EL Action Plan**

Division of Elementary, Secondary, & Specialized Education

## Introduction

The mission of the District of Columbia Office of the State Superintendent of Education is to ensure all students reach their full academic potential and are prepared to succeed in college, career, and life. Our aim is to promote access to high-quality public education programs for all learners, while eliminating gaps and removing barriers. A challenge that a growing number of culturally diverse students face is developing English language proficiency. Successfully meeting rigorous content and academic achievement standards, an expectation of all students, while simultaneously learning English, is particularly difficult for English Learners (ELs). As a result, EL students are at significant risk of falling behind their non-EL peers.

Over the past several years there has been an increase in the number of ELs in DC. During school year 2012-2013, **10.3%** of our student population was qualified for EL services – up from **8.4%** the prior year (National Center for Education Statistics, 2015). Based on 2014-2015 District of Columbia enrollment data, over 7,500 students are English learners, collectively speaking over 100 different languages.

As the EL student population continues to rise, so does the need for additional development of policies, practices, and supports for leaders and teachers across the District. OSSE is taking critical steps to create supporting conditions that enhance language development programs for EL students, increase learning opportunities for educators, and ultimately ensure that ELs can succeed in every classroom in DC. This State action plan outlines key strategies designed to expand support and increase success for our most linguistically and culturally diverse students, through four (4) strands of work which we see as critical levers for change:



### I. Laying the Foundation for Success: Regulatory Updates to DC Municipal Regulations

The Office of the State Superintendent of Education is committed to developing strong regulations, policies, and guidelines that establish the regulatory requirements for serving all ELs through high-quality educational programs. OSSE, in partnership with a recently expanded Title III EL Advisory Committee, has begun analyzing strengths and gaps in current regulation and policy, reviewing national practice related to regulatory and policy efforts in this area, and proposing changes that will strengthen the foundation of program design and service delivery in DC.



Below is an action plan for executing OSSE’s goals and objectives in this priority area:

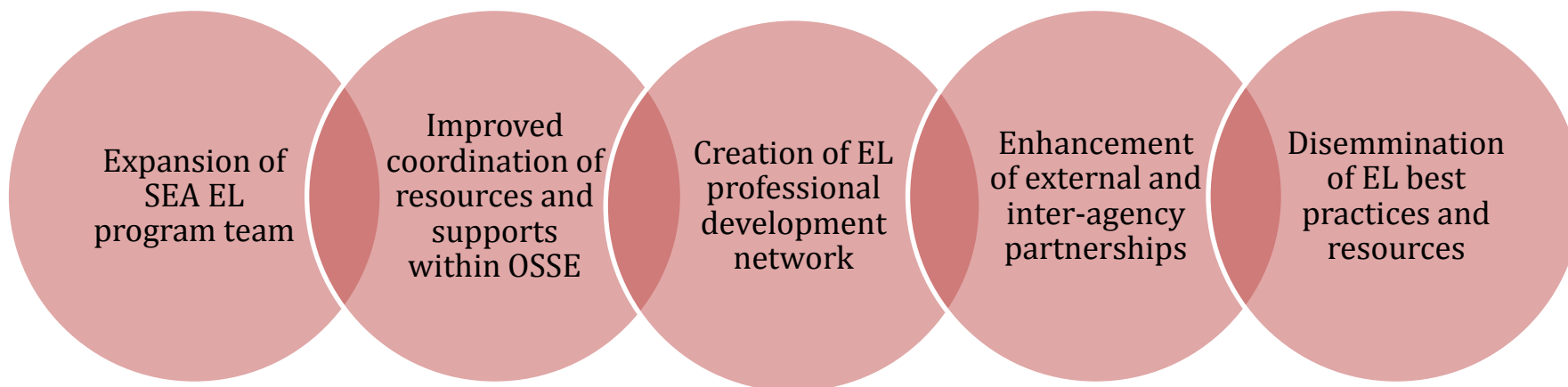
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<p><b>Goal:</b> Ensure policies and guidelines related to the education of ELs are current and provide clear guidance to all LEAs on expectations for developing effective language acquisition programs.</p>			
<p><b>Year 1 Outcome:</b> By the beginning of SY 2016-2017, DCMR regulations will have been revised to reflect needed updates, supplemental guidance will be issued, and District-wide training will be provided</p>			
<p><b>Year 1 Strategy:</b> Engage key stakeholders to review federal requirements and national high quality regulatory frameworks, gain feedback and recommendations from experts on the needs of English Learners, propose regulatory updates, and publish updated regulations with supplemental guidance.</p>			
	<b>Key Activities</b>	<b>Target Outcome</b>	<b>Timeline</b>
1	<ul style="list-style-type: none"> <li>OSSE will utilize the STAC bi-monthly meeting to ensure that stakeholders have an opportunity to be involved in identifying gaps and recommending changes early in the process</li> </ul>	Gain recommendations and feedback from essential stakeholders on key policies and programs in support of ELs	Bi-monthly, October 2015 –March 2016
2	<ul style="list-style-type: none"> <li>OSSE will propose revised regulatory updates for public comment</li> </ul>	Ensure broad review and input of proposed changes	April- May 2016
3	<ul style="list-style-type: none"> <li>OSSE will finalize and publish DCMR regulatory update</li> </ul>	Publish in time to be effective for SY 2016-2017	June-July 2016
4	<ul style="list-style-type: none"> <li>OSSE will create supplemental guidance to support implementation of new regulations</li> </ul>	Support implementation of regulations	July 2016
5	<ul style="list-style-type: none"> <li>OSSE will provide training to stakeholders on the new regulations and guidance.</li> </ul>	Support implementation of regulations	August 2016 - ongoing

## II. Defining Quality: Setting Standards for High Quality Programs and Effective Practice

Providing assistance to LEAs as they work to establish high quality programs is a critical component of the State’s ELL Action Plan. Through the administration of the Title III, Part A grant, OSSE has developed guidance tools and provides technical assistance to sub-grantees, generally LEAs with higher populations of EL students (and consortia members), related to the requirements for building quality education programs for ELs. Through the Title III, Part A Guidebook, OSSE provides information to teachers and instructional leaders on parent involvement strategies, ELL program approaches and best practices, and screening, identification, and placement of ELLs.

OSSE seeks to build on work to date to focus on high quality program development, instructional expertise, and family engagement on behalf of ELs throughout the District, regardless of whether an LEA is receiving Title III funding. We intend to bridge gaps internally and externally to cultivate innovative partnerships and opportunities for EL students and the families, teachers, and leaders who support them.



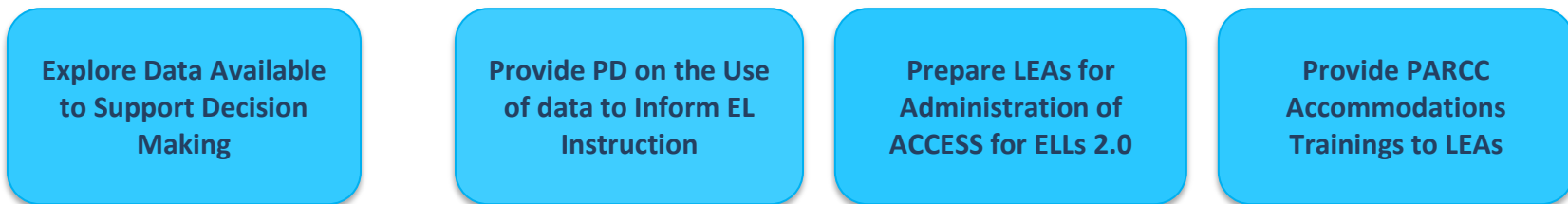
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<b>Goal:</b> Set expectations for high quality program delivery and provide professional learning opportunities to all LEAs to assist in development and delivery of effective EL programs.			
<b>Year 1 Outcome:</b> By summer 2016, OSSE will have issued quality program standards and coordinated internal and external resources to provide high quality professional learning opportunities that support best practice.			
<b>Year 1 Strategy:</b> Engage key stakeholders to develop and issue program quality standards and execute a series of foundational and targeted professional development opportunities.			
	Key Activities	Target Outcome	Timeline
1	<ul style="list-style-type: none"> <li>OSSE will issue and execute a series of foundational trainings on core practice areas based on needs identified through a 2015 summer convening of ESL professionals. Offerings will include (a) supporting dual-identified learners; (b) multi-tiered support systems for ELLs, (c) writing in the content areas for ELLs, (d) co-teaching and collaboration strategies for EL/general education teachers. Also, WIDA will deliver a number of workshops for LEAs focused on analyzing data and developing ELD framework aligned lesson plans.</li> </ul>	Publication of Calendar	Fall 2015 – Spring 2016
2	<ul style="list-style-type: none"> <li>OSSE will issue EL program development best-practices</li> </ul>	Clear guidance to LEAs on EL program expectations (based on Civil Rights and regulatory guidelines)	Summer, 2016
3	<ul style="list-style-type: none"> <li>OSSE will convene the 2<sup>nd</sup> annual EL Summer Institute for leaders and teachers. This year’s Institute will be expanded to include social-emotional supports for ELs and trauma informed care for immigrant students, specifically targeting LEAs with an increased number of immigrant students. Additional focus areas are: (a) approaches to enhancing parent and family engagement for ELs and (b) instruction</li> </ul>	Increased access to meaningful professional learning, turn-key resources for educators, and partnership building	Summer, 2016
4	<ul style="list-style-type: none"> <li>OSSE will partner with external stakeholders to identify and address the needs of ELs and provide supplemental professional learning opportunities to local education agencies. OSSE is also expanding interagency partnerships, which will boost coordination, communication, and programmatic support efforts across the city for LEAs on behalf of ELs</li> </ul>	Enhanced coordination across agencies to support LEAs	Fall 2015 – Spring, 2016

### III. Measuring Progress and Analyzing Trends: Ensuring Access to Valid, Relevant, and Transparent Data

English Learners are a diverse group of students with varied English language proficiency levels, ethnic backgrounds, primary languages, socioeconomic status, and differing education experiences. Developing and implementing instructional programs that are tailored to each student’s academic and language needs requires effective diagnosis of a student’s knowledge and skills, corresponding adjustment in instruction, and close monitoring of student progress through data analysis.

Newly designed next generation assessments are challenging to implement, yet they can provide insightful measures of student growth. They are one of many tools DC can use to help LEAs ensure that every student graduates from high school ready for college and career. In addition to adopting and employing new accountability measures related to core content, in Spring 2016 OSSE is preparing for the launch of a new tool for measuring speaking, listening, reading, and writing in English: ACCESS for ELLs 2.0, developed by WIDA. To ensure LEAs are adept at understanding student data, and are prepared to support students through rigorous assessments, OSSE commits to the following activities:



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<p><b>Goal:</b> To assess available EL data and determine data needs in order to make sound decisions and develop recommendations that lead to EL student success.</p>			
<p><b>Year 1 Outcome:</b> By Spring 2016, OSSE will have prepared LEAs for new assessments and explored current and needed data into trends, strengths, and gaps of ELs.</p>			
<p><b>Year 1 Strategy:</b> Provide technical assistance to LEAs in preparation for Next Generation Assessments administration and explore EL data access through an internal and external data needs assessment.</p>			
	<p style="text-align: center;"><b>Key Activities</b></p>	<p style="text-align: center;"><b>Target Outcome</b></p>	<p style="text-align: center;"><b>Timeline</b></p>
1	<ul style="list-style-type: none"> <li>OSSE will develop and deliver webinars to guide test administrators through a) WIDA's suite of ACCESS for ELLs 2.0 online resources and b) PARCC accommodations for ELLs</li> </ul>	Build LEA capacity around Next Generation Assessments to enhance student support and outcomes	Winter - Spring, 2016
2	<ul style="list-style-type: none"> <li>OSSE will partner with WIDA to facilitate workshops for LEAs that focus on student data analysis and instruction</li> </ul>	Build LEA understanding of student data to build sound EL instructional support programs	Fall - Winter, 2015
3	<ul style="list-style-type: none"> <li>OSSE will conduct internal analysis of current data landscape</li> </ul>	Determine current accessible data	Winter - Spring, 2016
4	<ul style="list-style-type: none"> <li>OSSE will create and disseminate a needs assessment for stakeholders to determine additional data needs</li> </ul>	Understand data gaps and needs to increase access	Winter - Spring 2016

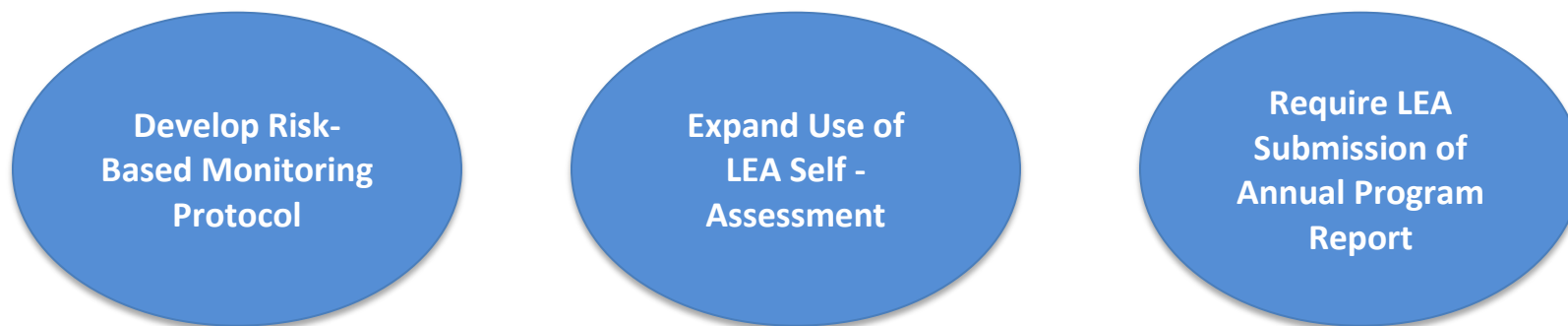


#### IV. Program Review and Evaluation: Monitoring Progress to Determine Needs

OSSE administers a myriad of sub-grants to LEAs and holds them accountable for compliance to Federal requirements. Supplemental funds are made available to LEAs under the **Title III, Part A** formula grant to ensure ELs, including immigrant children and youth, attain English language proficiency and meet the same standards that all students are expected to meet (section 3102). Per Federal regulations, OSSE’s responsibilities are to a) conduct monitoring of LEAs and exercise oversight for compliance b) establish English language growth, proficiency, and academic achievement targets through annual measurable achievement objectives (AMAOs), c) provide technical assistance to sub-grantees d) collect and synthesize data on effectiveness of services and activities, and e) report to the US Department of Education on the effectiveness of services in improving the education of EL students.

LEAs receiving sub-grants under Title III, Part A are responsible for providing high-quality, research based language instruction educational programs that are effective in increasing English proficiency and academic achievement of ELs. Additional requirements include the development and delivery of professional development to school-based staff on EL instructional support strategies, development of program evaluations, and consistent outreach to parents.

This year, OSSE will enhance current measures to ensure LEAs are developing and implementing effective EL programs, and adhere to Federal guidelines, in the following ways:



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<b>Goal:</b> Enhance current measures to ensure LEAs are developing and implementing effective EL programs while adhering to Federal guidelines.			
<b>Year 1 Outcome(s):</b> By Summer 2016, OSSE will develop and disseminate new monitoring protocols for Title III grantees and enhance self-assessment and reporting guidelines. New protocols and guidelines will allow OSSE to provide targeted technical assistance in at-risk areas.			
<b>Year 1 Strategy:</b> Develop a risk-based monitoring protocol, based on LEA grant management activities across various grants, including Title III, Part A; expand LEA use of self-assessment to develop annual program evaluation report.			
1	Key Activities	Target Outcome	Timeline
1	<ul style="list-style-type: none"> <li>OSSE will facilitate a monitoring workgroup to coordinate risk-based monitoring activities</li> </ul>	Development of risk-based monitoring matrix to provide targeted TA in at-risk areas	Summer- Fall 2015
2	<ul style="list-style-type: none"> <li>OSSE will develop self-assessment and report template</li> </ul>	Develop tools for LEA use	Winter 2016
3	<ul style="list-style-type: none"> <li>OSSE will pilot self-assessment tools with LEAs</li> </ul>	Establish key criteria for reports	Spring 2016
4	<ul style="list-style-type: none"> <li>OSSE will communicate changes to Title III grantees and provide TA (incorporate into Title III webinars for 2017 grant cycle)</li> </ul>	Build sub-grantee awareness	Summer 2016