District of Columbia
Office of the State Superintendent of Education

DELIVERING EDUCATION SERVICES TO ENGLISH LEARNERS

Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia

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INTRODUCTION

OSSE is pleased to release this updated publication of Delivering Education Services to English Learners. Readers will note the following updates have been made since the July 2018 release:

- **Increased guidance around EL identification procedures** for students with previous enrollment in other DC schools: The identification section of this document includes streamlined procedures to follow when a student transfers to a new DC LEA. The Early Access to EL Data application allows LEAs to identify newly enrolled students who are ELs. See page 9.

- **New information about EL status for adult students** transferring across programs: Guidance is provided for scenarios in which students with EL status transfers between adult-serving programs and traditional pathways. See pages 11-12.

- **Streamlining procedure for re-identifying a student in 'EL Monitored' status as EL:** See page 21.

As a reminder, these key resources are available:

OSSE's new EL data visualization tool: Last year, OSSE released the Early Access to English Learner Data application, available to LEA Heads of Schools, Data Managers, and EL POCs, as part of its Early Access to Information for English Learners start of school initiative. The application provides multiple data elements related to ELs that allow LEAs to better plan for instruction and EL programming.

The School Readiness Reflection Tool: This self-assessment, found in Appendix E, provides LEAs and schools with insight into current strengths and gaps in program support services for ELs in their school setting. In using its rating system, school-based leadership, EL program coordinators, and other relevant school-based staff are encouraged to work together to complete the self-assessment for informational and planning purposes.

Refer to the OSSE English Learners webpage to access additional resources on delivering services to ELs: https://osse.dc.gov/page/english-learners-els.

All staff, including principals, instructional leaders, teachers, and other school personnel, are responsible for ensuring that students learning English are supported in school. State and local education agencies (LEAs) have an obligation to ensure English learners (ELs) both develop English language proficiency and meet the same challenging state academic standards as their native English-speaking peers. In their daily work with ELs, teachers are at the forefront of direct services and instruction for students who are learning English as well as students who have recently exited the EL program. Additionally, by developing effective program models and ensuring adherence to required federal activities, school leaders play a critical role in guaranteeing that ELs have equal access to a high-quality education and the opportunity to achieve their full academic potential. This publication serves to inform LEAs and schools of how to build programs that yield the best educational experience for ELs across the city.

KEY SCHOOL YEAR EVENTS

All LEAs serving students in grades pre-K through 12 must complete the following activities as outlined below in order to meet their obligations in serving ELs:

Enrollment season: Provide the OSSE Home Language Survey to all students who are enrolled in a DC public school for the first time. Based on the responses provided on the OSSE Home Language Survey, all students who may be ELs must be assessed for such status with an OSSE-approved English language proficiency screener within 30 days of the student's first official day of school (also known as stage 5 enrollment). Parents must be notified of the results within the first 30 days of the school year or first two weeks of EL placement if after the start of the school year.

Summer: LEA receives ACCESS for ELLs 2.0 score reports for the most recent test administration.

Summer and ongoing: Update the LEA's EL Point of Contact (EL POC) with OSSE in eSchoolPLUS to ensure timely notification of EL program-related activities during the summer and, as needed, if and when the EL POC changes. (Note: Data managers are able to make updates to eSchoolPLUS.)

Summer and ongoing: LEA Heads of Schools, Data Managers, and EL POCs check the Early Access to English Learner Data application for information to inform EL programming and instruction such as current EL status, native language, screener scores, ACCESS for ELLs scores, ACCESS growth target, dually identified status, re-identification of a student as EL (new), if the student was ever EL (new). These data elements should be exported from the app and shared with the EL Coordinator and other school staff to determine the appropriate language assistance program for the student.

Beginning of school year: Check the Early Access to English Learner Data application to verify whether a student has prior screener data or assessment history.

Early October: All LEAs make corrections to enrollment data in LEA student information system (SIS) to ensure accuracy of the universe of students on the enrollment audit roster.

Late fall through winter: Prepare for upcoming ACCESS for ELLs 2.0 administration.

Spring: Administer ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs, if applicable.

Spring: Begin re-screening 2nd semester Kindergarteners who scored proficient (fluent) on the Pre-Idea Proficiency Test (Pre-IPT) Oral English screener, with an OSSE-approved grade appropriate screening tool (see page 8 Table 1) to determine if these students are eligible for EL services.

WHO ARE ENGLISH LEARNERS?

In the District of Columbia, English learners who are in pre-K through grade 12 programs that culminate in a regular high school diploma as well as those who are on pathways in adult-serving schools that culminate in a regular high school diploma are defined according to the federal government definition. As described in the Elementary and Secondary Education Act (ESEA) , the term "English learner," when used with respect to an individual, means an individual:

A. who is aged 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.

English Learners in adult-serving schools who are on non-traditional pathways which do not culminate in a regular high school diploma, are defined in accordance with § 38–2901 of the DC Code as adults who have limited ability in speaking, reading, writing, or understanding the English Language and whose native language is a language other than English. See page 11 for information on requirements for this type of program.

For those alternative and adult LEA programs that are receiving Workforce Innovation and Opportunity Act funding, please be mindful of the applicable adult English learner definition that follows. As described in the Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA), an eligible adult English learner is someone who:

A. Is 18 years of age or older;

B. Is not enrolled or required to be enrolled in secondary school under State law; and

C. Has basic skill deficiencies (includes adults with a high school diploma or any other credential but who are determined to have deficiencies by a Comprehensive Adult Student Assessment System (CASAS) pre-and/or post-test; an adult who does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education based on CASAS; or an adult who is an English Learner.

EL PROGRAM ELEMENTS AND PROCESS

There are affirmative steps, as described within, which LEAs and schools must take to ensure ELs are provided equal access to educational opportunities. Summarized below, these steps are required activities outlined by the U.S. Department of Education's Office of Civil Rights (OCR) to ensure ELs can participate meaningfully and equally in all educational programs.

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.

STEP 3: Placement and Services

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

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

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.

STEP 1: Educational Approach

Each LEA should first select at least one of several different educational approaches. There are many approaches to delivering language assistance to ELs. Under federal law[1], language assistance programs to educate children with limited proficiency in English must be: (1) based on a sound educational theory; (2) adequately supported so that the program has a realistic chance of success; and (3) periodically evaluated and revised, if necessary. In the District of Columbia, five program models are commonly used, each of which is considered effective by experts in the field. These models have been designed to meet the varying needs and grade levels of students across English proficiency levels and include:

- **Two-Way/Dual-Language Bilingual Program:** In this model, which traces its roots in America back to 17th-century Virginia, all students develop communication and literacy skills in their native language while simultaneously learning a second language. Students are expected to master academic content and language in both languages.
- **Inclusion/Collaborative Teaching:** In this model, the bilingual/EL teacher and the general education teacher collaboratively plan instruction based on students' strengths and needs. Instruction predominately takes place in the general education classroom, with both professionals present and participating. On some occasions, students may be taken to a different classroom for instruction (also called "pullout"). In other situations, the teaching team may adopt co-teaching to deliver instruction.
- **Content-Based EL:** In this model, academic content and English language skills are learned simultaneously. Research shows second language acquisition is successful when language learning is in engaging and meaningful contexts as opposed to learning a language in isolation.
- **Newcomer Oral Language and Literacy Program:** This model is designed for students with limited formal school experiences and promotes the development of language skills necessary to function in the new culture of the U.S. school and society. The emphasis is on helping newly arrived students develop basic English skills, learning content in a developmentally appropriate manner, and developing literacy in their native language.
- **Sheltered Content Program:** In this model, ELs learn content and English alongside their native English-speaking peers. Teachers use clear English and scaffolding strategies to present students with skills and concepts that are equivalent to those taught in mainstream content courses. Instruction is adapted to ELs' English proficiency level, spirals through the curriculum, activates prior knowledge, and promotes classmate collaboration.

Whatever the chosen approach, it is essential that school leadership and staff are prepared to implement the selected model once students are identified, and are capable of adjusting services based on individual student needs and levels.

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.").

STEP 2: Identification

Once an educational approach has been selected, the next affirmative step LEAs must take to provide adequate services to ELs is to identify all students who are potentially eligible for such services. To identify potential ELs, the LEA or school must have structured procedures in place.

Newly Enrolled Students

Home Language Survey

For all students who are enrolling in a DC school for the first time, schools must begin with administering the OSSE Home Language Survey (HLS), a questionnaire completed by parents of all students at the time of enrollment. The OSSE HLS should not be re-administered to a student who is re-enrolling in a DC school. The OSSE HLS, companion cover sheets for families, and LEA instructions can be found on the OSSE website at http://bit.ly/2uIJpWN and is translated into English, Spanish, French, Amharic, Korean, Chinese, and Vietnamese.

The OSSE HLS includes three essential questions:

- **Is a language other than English spoken in your home?**
- **Does your child communicate in a language other than English?**
- **What is your relationship to the child?**

Regardless of a student's eligibility for English language proficiency screening and placement in a language assistance program, the LEA may determine its needs for interpretation and translation to support Limited English Proficient families based on the language noted on the OSSE HLS.

Screening for English Language Proficiency

If the OSSE HLS indicates that a language other than English is spoken in the home to or by the student, the student must be screened for possible identification as an EL using the appropriate screener (See Table 1). Identification must happen within 30 school days of Stage 5 enrollment. A student shall not be identified as an EL student only on the basis that the OSSE HLS indicates a language other than English is spoken in the home or routinely used in other settings.

Screeners can only be used to identify students as an EL. Once a student is identified as an EL and provided services, a screener may not be used to exit the student from EL status.

A student should only be administered a screener **one time** to identify him or her for EL services. An exception to this is if a pre-kindergarten (pre-K) or Kindergarten student has demonstrated exceptional oral language proficiency (both Listening and Speaking), but is too young to demonstrate proficiency in all four language domains (Listening, Speaking, Reading, and Writing). In such a case, the student should be re-screened on all four domains using one of the age-appropriate OSSE-approved valid and reliable screeners (see Table 1) in the second semester of Kindergarten, but before the ACCESS for ELLs testing window to ensure that all students who may require EL services receive them. If the screener score qualifies the student for EL services, the student must take Kindergarten ACCESS for ELLs. .

A student scoring below the minimum proficiency score established by the screener shall be determined to be an EL student and shall be eligible for EL services. LEAs must use screener results to determine the student's proficiency in each language domain assessed. The student's program placement and level of services should be determined by the screener results.

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 a screener designated by the LEA to then assess a student's English proficiency. See page 11 for more detail requirements for this type of program.

Note: If LEAs assess students from year to year for the purpose of gathering English language proficiency (ELP) development data, the LEA does not need to report this data to OSSE.

State-Approved Screeners

The table below lists state-approved screeners. In order to administer screeners appropriately, test administrators should complete training for the selected screener(s).

Table 1: OSSE-Approved Screeners

ELP Screener	Grade Levels	Considered Proficient (does not qualify)
Preschool IDEA Oral Language Proficiency Test (Pre-IPT Oral) English)	pre-K-3 to pre-K-4 (ages 3-5)	Fluent*
Kindergarten WIDA ACCESS Placement Test (K W-APT)	K, first semester (listening and speaking only)	Combined listening and speaking score of 29 or higher*
	K, second semester (all four domains)	Combined listening and speaking score of 29 or higher, AND reading score of 11 or higher, AND writing score of 12 or higher
WIDA Measure of Developing English Language (MODEL)	K	Composite Score of 5.0
WIDA Screener (Primary OSSE Screener for 1-12)	1-12	Composite Score of 5.0
CASAS**	Adult	Reading/listening/math test scale score above 235 and writing test scale score greater than 260
LEA-Selected Adult Screener***	Adult	Adult LEAs that do not provide a pathway to earn a regular high school diploma are afforded flexibility in choosing a screener.

*Note: A 'fluent' score on the Pre-IPT or a score of 29 or higher on the K W-APT (listening and speaking only) indicates oral English language proficiency, but does not include reading and writing. In the second semester of kindergarten or first semester of first grade, students should be rescreened in listening, speaking, reading and writing with the K W-APT, Kindergarten MODEL, or WIDA Screener (1st).

**Grantees receiving the Adult and Family Education Grant are required to use the OSSE-approved CASAS as a screener tool.

***In addition to the CASAS, Adult Programs not receiving Adult and Family Education Grant funds, which do not culminate in a regular high school diploma, may choose LEA-selected adult English language proficiency screeners. Examples of LEA-selected adult screeners include but are not limited to: Tests of Adult Basic Education – Complete Language Assessment System – English (TABE CLAS-E), Best Literacy and Best Plus, Placement Test Scoring Sheet, and TEAAL. Adult Programs should refer to guidance from respective screener developers to determine appropriate cut scores for English Proficiency. For more information on OSSE Adult and Family Education programs and policies, or to contact OSSE staff, please visit http://bit.ly/2x2TCla.

How to Access EL Screener Materials

For students in pre-K 3 and 4 (up to age 5), the state-approved screener is the Pre-IPT Oral English, available for purchase at www.ballard-tighe.com. The certification testing for Pre-IPT administrators can also be found on the website.

For students in kindergarten, LEAs must utilize either WIDA's K W-APT or Kindergarten MODEL screeners. Those schools administering the K W-APT can download all materials from https://wida.wisc.edu/ at no cost to the LEA. Those LEAs that choose to administer the MODEL screener must purchase the necessary kits directly from WIDA on their website. While LEAs can select either kindergarten screener, OSSE recommends all LEAs utilize the K W-APT as the primary kindergarten screener

The state-approved primary screener for grades 1-12 is the WIDA Online Screener which can be accessed through WIDA's website. Prior to administering the online screener, test administrators must complete the training course modules at https://wida.wisc.edu/ and identify, download, and print the necessary printed test materials. The WIDA paper screener is also available for eligible students with a disability that impacts their ability to take the online screener or for schools that do not possess the required technology. Criteria used to determine eligibility for the PARCC paper-based accommodation applies to WIDA paper-based screener accommodations.

Accepting Out-of-State ACCESS Scores

Incoming students who are transferring from another state do not need to be screened if the student came from a WIDA state and the school is able to acquire an ACCESS for ELLs 2.0 score from that state for the student within the last four school years. 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 the ACCESS assessment, they should be classified as an EL. If the score indicates that the student scored a 5.0 or higher on the assessment, please submit an OST ticket with the score report to OSSE to have the student classified as an EL-monitored student.

Newly Enrolled Students with Previous Enrollment in DC Schools

When a student transfers to a new DC LEA, the school or LEA must first check the Early Access to English Learner Data application to verify whether:

1. the student has been identified as an EL or monitored-EL student;
2. the previous LEA screened the student;
3. if the student has an ACCESS score.

If a student is identified as EL in the Early Access to English Learner Data application or in SLED, the student should not be rescreened: the student has EL status and the only way for the student to exit EL status is by meeting the state's exit criteria.

If the student is not identified as an EL in the Early Access to English Learner Data application but shows a screener status of proficient, the receiving LEA should accept the screener data as valid and not rescreen the student except in the following two circumstances:

1. The incoming student is in PreK or Kindergarten and, therefore, should be rescreened in the spring of their Kindergarten year or spring of their 1st grade year on a screener with all four domains (listening, speaking, reading, and writing) to ensure that they do not require EL services, in accordance with the policy outlined in section on pages 7-8.
2. The receiving LEA may re-screen when the LEA has reason to believe that the child is an English learner based on the student's performance level in previously administered language and literacy content related standardized tests, teacher observations and/or input from parents or guardians.

If a screener status is not provided in the Early Access to English Learner Data application and the student has not yet taken ACCESS, the school or LEA personnel should make a reasonable attempt to contact the former school to confirm the student's Home Language survey responses and current EL status before administering a screener. This is especially important for pre-K and K students who have yet to participate in ACCESS for ELLs.

If, due to lack of historical information, the student is screened by the receiving LEA and removed from EL status based on screener results, the student will still be identified as an EL until meeting the state's exit criteria. The Unified Data Errors (UDEs) report in SLED/Qlik will include data errors and anomalies which identify for LEAs instances when a student's current EL status conflicts with the student's historical EL status and ACCESS for ELLs 2.0 history. Once the student's status is confirmed and the unified data error is resolved, the student must be placed back into services until meeting the state's exit criteria. In summary, any student identified as an English learner at any point must remain in EL status until meeting the state's exit criteria.

EL Identification Flow Chart & Summary Table

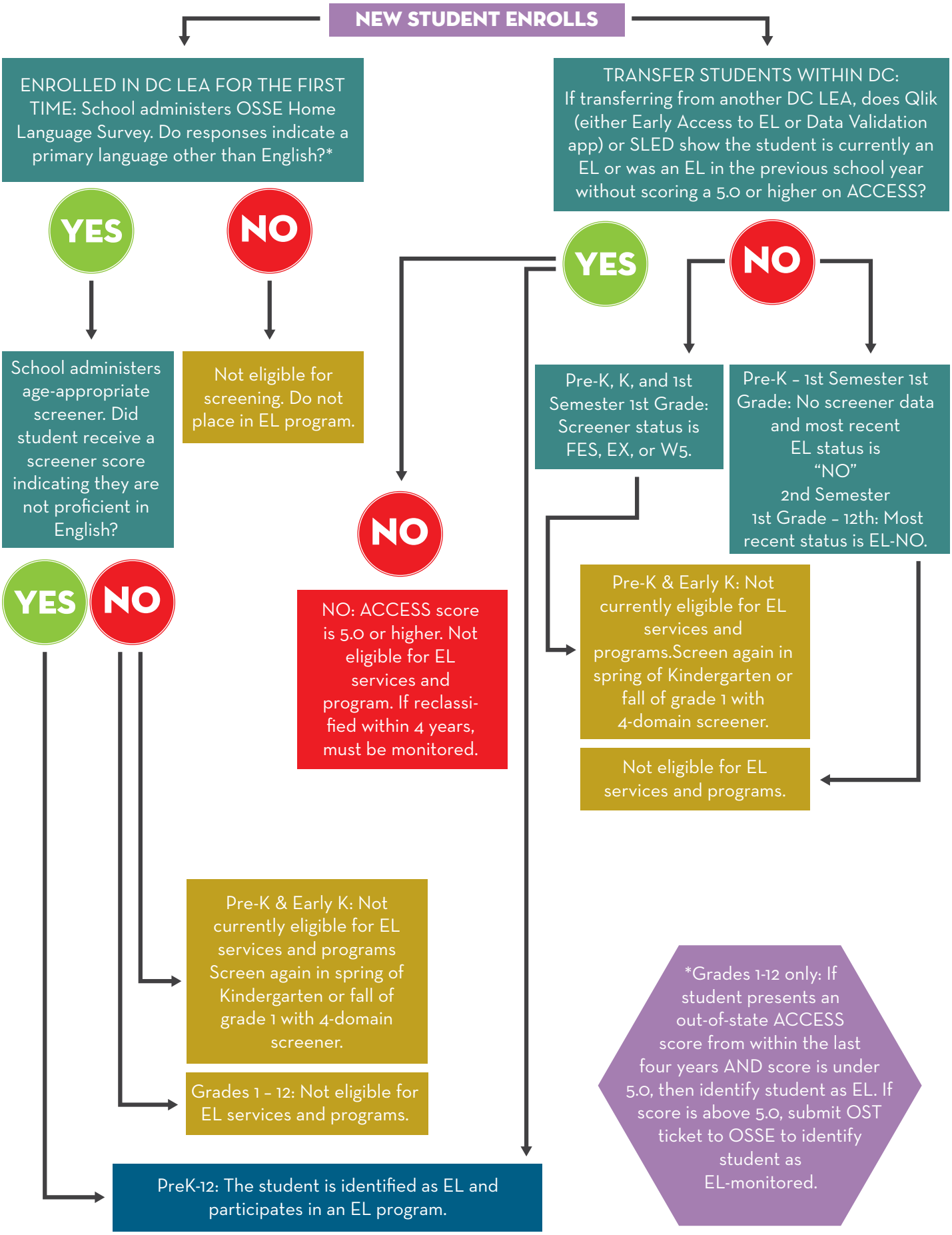

Table 2: Required Activities for pre-K through grade 12 students as well as students with a parental waiver of EL services (see Step 3: Parental Waiver of Services for more detail on this process)

The chart below outlines the required activities that an LEA must take based on the screener results and the student's grade.

Student Group	Screener Result	Required Activities
Pre-K and First Semester Kindergarten	Fluent English Speaker or Exceptionally Proficient	Do not designate student as EL. **Re-screen on all four domains** (listening, speaking, reading, and writing) using age-appropriate screener in spring K or 1st semester first grade[3].
Pre-K	Non or Limited English Speaker	Designate student as EL and **immediately deliver services**. Administer ACCESS for ELLs 2.0 annually beginning spring Kindergarten until student is English proficient[4].
Pre-K through grade 12	Non or Limited English Speaker **AND** parent **waives student's right to access the EL program**	**Designate student as EL** but **do not deliver** formal EL services. **Administer ACCESS for ELLs 2.0 annually** (beginning spring Kindergarten) until student is English proficient[5].

Erroneous Identification

If you believe that a student has been erroneously identified as an EL, please consult the "Allowable Exceptions to English Learner Policy in Identification of English Learner Students" in Appendix B to determine how to resolve the error.

English Learner[6] Designation Policy for Students Enrolled in Non-Traditional Pathways

The following policy applies only to adult-serving schools that offer non-traditional pathways[7] that do not culminate in a regular high school diploma[8] or Certificate of IEP Completion in accordance with a student's individualized education program (IEP).

Students aged 21 or under as of September 30, who are enrolled in adult-serving schools and who are not on a path for a regular diploma, shall be designated and supported as English Learners for local uniform per-student funding formula (UPSFF) purposes through a standard process established by the adult-serving school that is consistent for all students enrolled in a non-traditional pathway offered by the adult-serving school.

At minimum, this process shall include:

1. the use of a standard survey or questionnaire to determine whether a student's English proficiency should be further assessed;
2. the accurate assessment of a student's English proficiency;
3. the provision of English as a second language instruction and services, when needed;
4. the comprehensive assessment of the student's English proficiency at least annually (the District's Statewide assessment of English language proficiency associated with federal accountability under the Elementary and Secondary Education Act of 1965, as amended, shall not be used for this purpose); and
5. the implementation of uniform criteria and procedures to exit students from services (e.g. scoring at or above a standard threshold on the assessment of the student's English proficiency).

3 Fluent pre-k or early K students must be re-screened using the K W-APT, Kindergarten MODEL, or WIDA Screener in the 2nd semester of Kindergarten (K-WAPT or K MODEL) or 1st semester of first grade (WIDA Screener); ACCESS for ELLs should not be used to re-screen Kindergarten students for EL services (Please see "Assessment" for further information on ACCESS for ELLs)

4 Students identified as EL in Pre-K or Kindergarten will remain identified as EL until they meet the state-recognized criteria for exiting EL status by receiving a composite score of 5.0 or higher on the ACCESS for ELLs assessment.

5 Students whose parents have waived EL services MUST be assessed with ACCESS for ELLs until they are proficient in English with a composite score of at least 5.0.

6 For the purpose of this policy, the term "English Learner" shall not have the same meaning as that term is used in the Elementary and Secondary Education Act of 1965 (ESEA), as amended and codified at 20 USC § 6301 et seq, and a student designated as an "English Learner" is not entitled to services required under the ESEA or the Equal Educational Opportunities Act (EEOA), as amended and codified at 20 USC §1703, nor shall the English instruction program provided by the adult-serving school be required to meet the standards of the ESEA, EEOA or other federal law.

7 For the purpose of this policy, "non-traditional pathways" include GED preparation programs, the National External Diploma Program (NEDP), stand-alone workforce development/industry certification programs, and adult basic education or English Language instruction programs for those adult students who are lacking the literacy, numeracy, and English language proficiency needed to function effectively in society.

8 For the purpose of this policy, "a regular high school diploma" means a diploma granted by a local educational agency (LEA) in accordance with DC's credit-based graduation requirements and does not include diplomas granted based on the successful completion of the National External Diploma Program or the tests of General Educational Development (GED).

Since adult-serving schools use different entry and exit criteria than elementary and secondary schools, a student's EL status at an adult-serving school does not carry over to elementary or secondary schools upon transfer, as shown in the chart below.

Scenario	Status
1. Student enters a secondary school after being enrolled in an adult-serving school. The student has never previously been enrolled in an elementary or secondary school.	The school would administer the Home Language Survey and screeners as appropriate in the same way they would for a student who had never previously been enrolled in a DC LEA.
2. Student is enrolled in a secondary school, then enrolls in an adult-serving school, and returns to a secondary school.	This student's prior EL status from the previous secondary school would follow the student to the next secondary school, as they had been entered using statewide criteria.
3. Student is enrolled in secondary and adult-serving schools simultaneously.	Student may have distinct EL statuses at each school type.

STEP 3: Placement and Services

A student scoring below the minimum proficiency score established by the screener shall be determined to be an EL student and shall be eligible for EL services. By law, these students are entitled to language support services. Students should be placed in a language assistance program based on data collected during the identification process (Step 2).

Parent Notification

LEAs must have a formal procedure in place to ensure appropriate notice to parents of EL students regarding their child's screening results, the EL services provided by the district, and the expected results of participation in a language instruction program.

Within 30 days of stage five enrollment at the start of the school year, or within two weeks of placement if not identified at the beginning of school, LEAs must notify parents of ELs that their child was identified as needing EL services. This must be done in an understandable and uniform format and, to the extent practicable, in a language that the parent(s) or guardian(s) can understand. LEAs should develop a procedure for tracking the issuance of parent notification letters and for documenting parental consent for services.

The parent/guardian notification must include:

- The reasons for their child's identification as an EL and for placement in a language assistance program;
- The child's level of English proficiency and how it is assessed, and the status of the child's academic achievement;
- The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- How such programs will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- 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 or method is offered.

Students may be placed in the language assistance program upon identification. While it is not necessary to obtain parental consent to begin EL services, the LEA must make a good faith effort to notify parents of their child's placement in the language assistance program in a language they can understand. Examples of such efforts include sending the notification home by mail and following up with families on the receipt of the notification as well as providing translation and/or interpretation of the notification if needed.

Parental Waiver of Services

In accordance with federal law, parents must be offered the ability to waive their child's right to access the LEA's language assistance program and this offer must, to the extent practicable, be provided in a language the parents can understand. Waiving EL services occurs only after eligibility has been determined. The parental waiver does not change the status of the student. If services are waived, LEAs should work directly with the parents to ensure they understand the purpose of the service. If the parent(s) understands the services, yet still prefers to waive them, then the waiver of services must be documented in writing and the student can be removed from services for that

school year. Parents may opt back in to EL services at any time during that school year. If the student is eligible for EL services the following school year, parents wishing to waive services must begin the waiver process again.

An EL whose parents waive their right to access the LEA's language assistance program must be monitored regularly to ensure academic progress, be provided adequate support (including accommodations) to reduce any language barriers, and participate in the annual ACCESS for ELLs assessment until meeting the exit protocol requirements. After meeting the exit protocol requirements, the student who received a parental waiver is formally exited and is monitored for four years.

Regardless of their participation in EL programs and services, once students are identified as ELs they **must** have their English language proficiency assessed with ACCESS for ELLs annually until they meet minimum proficiency to exit.

Program Models

Consistent with its educational approach, LEAs must provide a language assistance program to students who are identified as ELs. The chosen program model must be recognized as effective and sound by experts, and services must meet individual student needs. Additionally, the LEA or school must determine who will provide services, when services will be rendered, and how often services will be provided. In all program models, the LEA must ensure that ELs are held to the same high standards as all students.

Whatever the chosen program model, school staff must work together to continuously monitor each EL student's progress while receiving services to:

- Assess the student's ongoing progress and achievement in English language proficiency and content areas in order to plan and modify instruction accordingly; and
- Promote the student to different instructional levels within the EL program on the basis of growth in English language skills.

Accommodations

Any student identified as an EL, including those students whose parents have opted-out of the language assistance program, is eligible for accommodations during instruction and on any statewide assessment. Additionally, students who have been exited from an language assistance program in the past four years and are in "EL Monitoring" status, are eligible for certain accommodations (as needed), detailed in the most recent Testing Accommodations Manual, available at http://bit.ly/2x0Ovl7.

During instruction, some ELs may benefit from the use of accommodations to assist them in accessing the curriculum. The OSSE Testing Accommodations Manual, Part 2 (ELs) describes accommodations that may be used in both instructional and testing settings. ELs who are prescribed testing accommodations should be allowed to use the accommodations during instruction so that they gain familiarity and learn how to approach academic material with them before the test administration window.

Accommodations are available on content based assessments. The District of Columbia offers PARCC mathematics assessments in grades 3-8 and high school in Spanish. PARCC mathematics assessments have been trans-adapted into Spanish for the computer based tests, paper-based tests, text-to-speech computer-based tests, and large print paper-based tests. For all PARCC assessments (ELA/literacy and mathematics), general test administration directions are provided in the following languages: (1) Spanish; (2) Arabic; (3) Navajo; (4) Chinese Mandarin; (5) Vietnamese; (6) Portuguese; (7) Polish; (8) Haitian Creole; (9) Urdu; and (10) Russian. If needed, test administrators may clarify general administration directions in a student's native language. Test administrators, or other qualified interpreters, providing this accommodation should ideally be literate and fluent in English as well as in the student's native language. In addition, DC offers a Spanish trans-adaptation of the paper-based DC Science assessment in grades 5, 8, and biology.

Supporting Students with Disabilities

LEAs must also provide appropriate special education services to ELs with disabilities, also known as dually-identified students, who are found to be eligible for both EL and special education services. Supporting ELs with disabilities requires the collaboration of multiple professionals in the school setting. EL teachers and special education teachers should ensure the student is receiving all required services during the school day. It is the role of both teachers to inform classroom teachers and specialists of the student's needs and how best to support the student socially, emotionally, instructionally, and with assessments.

When developing an IEP for a student who is dually-identified, LEA staff with specialized knowledge of language acquisition should be among required participants to ensure appropriate services. The IEP must address the EL's language-related needs. Further information about this area, including the under- and over-identification of ELs as students with disabilities, can be found in the joint federal guidance Dear Colleague Letter located at https://bit.ly/2uGTSlM. Instructional

strategies for dually-identified students can be found at https://bit.ly/2NjZM3M.

ELs with the most significant cognitive disabilities must receive English language development support through the LEA's EL program. WIDA's Alternate Model Performance Indicators for grades 1-12, which are aligned to WIDA's English Language Development Standards, can serve as a framework for (a) lesson planning, (b) instruction, (c) assessment, and (d) communication with families about their child's English growth. The Alternate Model Performance Indicators can be downloaded at https://bit.ly/2Jv4glG.

Representation in Gifted and Talented, Advanced Placement, International Baccalaureate, and Dual Enrollment Programs

ELs, as compared to non-ELs, should be equitably represented in Gifted and Talented (GT), Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment programs. When they begin the school year, gifted ELs may already know much of the curriculum content, according to the National Association for Gifted Children, thus, ELs benefit from challenging work while developing English; exposure to challenging language yields ELs who can eventually produce and comprehend complex language. The District's 2013-14 Department of Education survey data, as reported in https://ocrdata.ed.gov/, reveals that 29.6 percent of public schools students are ELs, but only 15.4 percent of GT programs are ELs. In the same survey, no ELs were reported as being enrolled in AP courses or Calculus, Chemistry, or Physics.

LEAs and schools can begin cultivating cognitive gifts as early as Pre-K. When identifying students, evaluation and testing criteria should not screen out ELs because of their English language ability; assessments in the student's native language should be made available where needed. Extensive efforts should be made to ensure the cultural and linguistic appropriateness of the GT/AP/IB or dual enrollment programs.

Ensuring Equity in Schools for English Learners and Immigrant Youth

ELs, immigrant youth, and their families have unique, varied backgrounds and needs. School leaders must make it a priority to cultivate communities where ELs and immigrant youth are treated within an environment of acceptance, valuing, respect, support, and safety. Additionally, it is of utmost importance to ensure ELs have equitable opportunities to learn and receive the support and counseling they may need to successfully meet grade level and high school graduation requirements. This includes (a) ensuring ELs are not tracked or placed in courses and/or programs with low expectations for success, (b) providing equitable resources and adequate materials needed to reach the high standards expected of all students, and (c) working diligently to attract, retain, and sustain quality teachers to deliver appropriate services tailored to their levels and needs. Safeguarding equity in education settings for ELs also includes taking actionable measures to ensure:

- ELs are educated in equitable facilities - regarding maintenance, care, rejuvenation, upkeep, and resources.
- 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.
- 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 postsecondary preparation.

STEP 4: Staffing and Resources

To provide ELs the appropriate language instruction educational program, LEAs have a responsibility to ensure that needed resources exist and school staff have the skills and capacity to implement the program. Resources may include instructional staffing (e.g., teaching assistants), instructional equipment, and materials. Additionally, the LEA must ensure instructional staff have the educational expertise and qualifications to implement services. This includes familiarity with WIDA's English Language Development standards. This may also include efforts to recruit and hire staff with relevant experience working with English learners, as well as efforts to identify and provide needed professional development.

Examples of professional development activities designed to meet the needs of educators who serve ELs include: induction programs for new teachers, faculty development for content teachers and administrators, career ladder programs for paraprofessionals, and certification-oriented coursework for English language development specialists.

STEP 5: Parent Engagement

Involving Parents in the Process

Educating and involving parents in the school community and the language assistance program can increase student achievement, assist students in becoming English language-proficient, and make transitioning through services easier for students who are identified as ELs. Schools should meaningfully engage parents and families of ELs and implement an effective means of outreach to parents of ELs to:

a. Inform them on how they can be active participants in assisting their children in learning English and achieving at high levels in core academic subjects.

b. Seek parent input into the development and evaluation of the LEA's language assistance program, including notifying parents of their right to opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents of students participating in Title I or Title III programs.

c. Promote greater alignment between early childhood programs and elementary schools in order to improve outcomes for ELs as they transition to elementary and secondary settings. LEAs that receive Title III subgrant funds must coordinate activities and share data with early childhood programs in an effort to achieve better coordination between Head Start, other early childhood programs, and K – 12 schools served by the LEA. To this end, LEAs may conduct transition activities for children and families as well as activities that promote families' understanding of EL programs in DC.

There are meaningful ways to fulfill this requirement and to increase the engagement of parents and families of ELs in this process across a student's academic career. In early childhood, parents are considered their child's first teacher. Schools can support these families by introducing them to the concepts of language development in the early years. Additionally, schools can show parents how to engage with their children through books even if they are not literate.

From pre-K to grade 12, parents should be given opportunities to learn the academic and language development goals for their child. Further, it is important to share school-wide behavioral norms and consequences, especially with immigrant parents, since behavior expectations in school vary across the globe. At the secondary school level, LEAs should design opportunities for parents of ELs to know about postsecondary options including workforce preparation and workforce training, postsecondary education, the college application process, and financial aid. Across all grades, back-to-school nights, parent-teacher conferences, home visits, and surveys can all provide opportunities for schools to share information, answer questions, and gain input from parents through a continuous feedback loop.

Meaningfully engaging parents can be challenging and requires a lot of dedication. For this reason, LEAs may choose to have a Parent Liaison who can facilitate educational opportunities and communicate needs and concerns between families and schools. Getting to know more about students' families, communities and home life can also help schools integrate ELs into the classroom and school setting. This can include:

- **Identifying expectations and aspirations:** Discovering what is expected by ELs, their families and their communities, in regards to education, and learning what they expect from themselves, through face-to-face conversation, can be very helpful in finding ways to support them. Having this information can help teachers avoid making generalizations and assumptions about individual students and their families. It is also good to hear directly from families and students about their aspirations.
- **Understanding the families' cultures:** Teachers should spend time understanding the culture and traditions of EL and immigrant students and their families. When schools value an EL's native language and culture, it shows respect and promotes diversity and multicultural principles. When schools support students' bicultural and multicultural identity and development, families will more likely feel that they are educational partners within their child's school community.

Communicating with Families: Language Access Requirements

Pursuant to the DC Language Access Act of 2004, all covered entities with major public contact are required to provide interpretation services for limited or non-English proficient customers who request or demonstrate a need for assistance. The interpretation service may either be in-person or over the phone. Specifically, a covered entity may use a bilingual staff member (if there is one immediately available), or hire an in-person interpreter (for anticipated interpretation needs such as a scheduled meeting) or call the District's contracted telephonic interpretation services. In addition, a covered entity with major public contact is required to provide translation of vital documents in all of its threshold languages, i.e., languages that are spoken by 3 percent of the total

constituent population or 500 individuals, whichever is less. While the Act applies to DCPS, DC public charter LEAs are strongly encouraged to provide similar services to limited or non-English proficient families.

Detailed information and resources are available through the Language Access Information Portal at https://bit.ly/2KZEawZ

Additional Resources for Parent Engagement

WIDA offers families of ELs a three-part webinar series that presents information in English or Spanish. The topics include EL identification and exit, WIDA standards and assessments, and monitoring a child's English language development. LEAs and schools can direct families to the webinars or use the webinars to initiate discussions around language acquisition and the EL program. The WIDA webinars are housed at http://bit.ly/2fwgyhn.

For more information on how to ensure meaningful communication with families of ELs, and to access additional resources, see Chapter 10 of the Department of Education's parent toolkit resource at https://bit.ly/2KZfK6G.

STEP 6: Assessment

Under the Elementary Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA), Section 3113(b)(2), all LEAs serving students in grades K-12 must assess the English language proficiency of ELs annually. Beyond assessing students for eligibility and program placement, all identified K-12 EL students who are between the ages of 3 and 21 as of September 30 must be assessed annually for English language proficiency in the four domains of listening, speaking, reading, and writing. The District of Columbia participates in the WIDA consortium for the required assessment of English language proficiency.

In addition to an annual measure for English language proficiency, all students, including EL students, must participate in required statewide assessments for English language arts/literacy (ELA), mathematics, and science. The District of Columbia participates in the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments for ELA and mathematics and offers a separate annual statewide assessment in science. EL students with significant cognitive disabilities participate in the Multi-State Alternate Assessment (MSAA) for ELA and mathematics and an alternate statewide assessment in science. The "Districtwide Assessments Participation and Performance Policy" is updated annually and posted on OSSE's State Assessments page of its website here: https://bit.ly/2NTOcgO.

ACCESS for ELLs 2.0

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 ELs and are between the ages of 3 and 21 as of September 30 of the school year in which the assessment is administered. This assessment is given annually in WIDA member states to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. Students in the District of Columbia participate in this assessment in an online format for Grades 1-12, while Kindergarten and Alternate ACCESS for ELLs are paper-based tests. In addition, students with disabilities who are eligible for a paper-based accommodation may take the Grades 1-12 assessment on paper. In order for LEAs to administer the paper ACCESS for ELLs, the student must have a disability that prevents them from accessing technology or they are new to the United States and have never utilized technology. In such cases, contact OSSE's Assessment Team for approval by emailing OSSE.Assessment@dc.gov.

Purpose and Use of ACCESS for ELLs 2.0

- Helps students and families understand students' current level of English language proficiency along the development continuum.
- Serves as one of multiple measures used to determine whether students are prepared to exit the language assistance program.
- Generates information that assists in determining whether ELs have attained the language proficiency needed to participate meaningfully in content area classrooms without language assistance program support.
- Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their ELs.
- Provides LEAs with information that will help them evaluate the effectiveness of their ESL/bilingual programs.
- Meets federal requirements for the monitoring and reporting of ELs progress toward English language proficiency.

ACCESS for ELLs 2.0 Test Administration Registration & Ordering

ACCESS for ELLs 2.0 is primarily administered online, with the exception of the writing domain in select grades and for paper-based accommodations. To fully prepare for test administration, LEAs must complete a roster verification process to ensure all eligible students are registered for the ACCESS for ELLs 2.0 assessment. As a part of this process, LEAs are responsible for submitting demographic, registration, and testing information in the Pre-ID file. The Pre-ID file will serve as the official registration file, the data used to populate Pre-ID labels, and the information necessary to cue the ordering of materials through the WIDA Assessment Management System (AMS). Pre-ID labels eliminate the need for Test Administrators to manually bubble in student demographic information on the covers of the test booklet. To access the WIDA Assessment Management System (AMS) to administer the ACCESS for ELLs 2.0 assessment online or to order additional materials, please contact your LEA EL Assessment Point of Contact.

ACCESS for ELLs 2.0 Required Training for Test Administrators

Test administrators must complete required training modules prior to administering ACCESS for ELLs 2.0. Following completion of the training modules, test administrators must receive a passing score of 80 percent on all applicable quizzes. Once the training has been completed, only the speaking portion of the training and its corresponding quiz must be retaken every year. Training certificates on the WIDA website portal will be updated as a record of completion. Training must be completed by the start of the testing window (http://bit.ly/2ydgeiW) and training is available online through the WIDA website: www.wida.us. The WIDA website trainings are password protected. Test administrators will need to contact their LEA EL Assessment Point of Contact to obtain login credentials or call the WIDA Client Services Center: 1-866-276-7735.

In the Test Coordinator and LEA Coordinator training site on the WIDA website, ACCESS for ELLs 2.0 leads will have access to key training documents including:

- Test Administrator Manual
- District and School Test Coordinator Manual
- Accessibility and Accommodations Supplement
- WIDA AMS User Guide
- WIDA AMS User Guide Supplement Data Validation
- Technology User Guide

ACCESS for ELLs 2.0 Scoring and Reporting

Once all scoring has been completed, individual score reports are available to download in the WIDA AMS (www.wida-ams.us) and score reports are mailed to the LEA central office. The parent/guardian report should be sent home to parents/guardians and can be discussed with the student for goal-setting and progress checks. WIDA provides translations of the Parent Report and a sample parent cover letter in the WIDA Download Library at https://bit.ly/2NRjDsl. Additionally, scores are available in the DC Statewide Longitudinal Education Data (SLED) system and the Early Access to EL Data application. LEA data managers have the ability to export the EL data from SLED or the Early Access to EL Data application and provide it to the EL Coordinator so they can determine the appropriate language assistance program for the student.

In 2016, WIDA raised the bar for language proficiency. After conducting a standards setting process in July and August 2016, WIDA adjusted the scale score of ACCESS for ELLs 2.0 to meet the demands of college-and career-ready state standards. WIDA's English language proficiency expectations shifted to match a demand for increased rigor. Beginning with the 2016-17 school year, students need to demonstrate higher language skills to achieve the same overall composite proficiency level scores (1.0-6.0).

More information regarding scoring and reporting for ACCESS for ELLs 2.0 can be found on WIDA's website for "Scoring and Reporting" (https://bit.ly/2q6Hl6Y).

ACCESS for ELLs 2.0 Accommodations and Other Supports for EL Students with and without Disabilities

EL students with disabilities are entitled to receive accommodations on statewide tests, including ACCESS for ELLs 2.0, with a few exceptions. Accommodations, accessibility features, and test administration features are described in detail on the WIDA website (https://bit.ly/2L4ul0A). The student's IEP team (or adults familiar with the student, in the case of a 504 plan) must determine how the student will participate in ACCESS for ELLs 2.0 testing and document this information in the student's IEP or 504 plan. The student's IEP or 504 plan must specify precisely which test accommodation(s) he or she will receive, or if the student will participate in the Alternate ACCESS for ELLs.

Alternate ACCESS for ELLs is a paper-based assessment of English language proficiency for students in grades 1 -12 who are classified as English learners and have significant cognitive disabilities that prevent their meaningful

participation in the ACCESS for ELLs 2.0 assessment. Only EL students with the most significant cognitive disabilities should be considered for the Alternate ACCESS for ELLs, particularly if they participate in the Multi-State Alternate Assessment (MSAA), or are in grades K–2, 9, 10, or 12, and would likely take the MSAA in a tested grade. Students taking the Alternate ACCESS for ELLs must meet the eligibility criteria outlined by OSSE. As with ACCESS for ELLs 2.0, test administrators must complete Alternate ACCESS for ELLs training on the WIDA website.

ACCESS for ELLs 2.0 and Test Security

All statewide assessments in the District of Columbia, including ACCESS for ELLs 2.0, must follow all requirements specified in the Testing Integrity Act of 2013, amended in 2015, for standardized test administration conditions and test security. OSSE provides clear policy guidance on test security requirements and standards in the annual publication of the "District of Columbia Test Security Guidelines" which are posted on OSSE "Test Security and Incident Forms" website here: https://bit.ly/2NodYJe.

Statewide Content Assessment Participation Requirements for English Learners

In addition to participation in an annual measure of English language proficiency, ELs are also required to participate in the following statewide content assessments:

- **Grades 3-8:** English language arts/literacy (ELA) and mathematics yearly
- **Grades 5, 8:** Science assessments in each grade
- **High School:** Students must take one ELA, mathematics, and science assessment in high school

For the 2019-20 school year, the District of Columbia will administer the following statewide content assessments:

- **English language arts/literacy (ELA) and Mathematics:**
  - o Partnership for Assessment of Readiness for College and Careers - PARCC
  - o Multi-State Alternate Assessment – MSAA (for students with significant cognitive disabilities)
- **Science:**
  - o DC Science Assessment
  - o DC Science Alternate Assessment

Accommodations for English Learners on Statewide Content Assessments

Information on testing accommodations for ELs on statewide content assessments can be found on OSSE's "Testing Accommodations" website here: https://bit.ly/2LiXrso.

For information on specific accommodations for ELs, please refer to the assessment-specific Accommodations Manuals posted on OSSE's website. In addition to the assessment-specific manuals, OSSE has created a "Testing Accommodations Guide – Part II: English Learners" which serves as a guide to the selection and identification of accessibility features and accommodations on District of Columbia statewide assessments for ELs.

Detailed information regarding the statewide content assessments can be found on OSSE's State Assessment website here: https://bit.ly/2NTOcgO.

Assessment Policy for English Learner Students Recently Arrived to the United States

The U.S. Department of Education defines a "recently arrived" English learner (EL) as a student who has been enrolled in schools in the United States for less than 12 months. For statewide assessments, recently arrived ELs are defined as ELs first enrolled in U.S. schools within 12 months from the first day of the previous year's districtwide PARCC test window (April 1, 2019).

Recently arrived ELs are required to participate in the ACCESS for ELLs 2.0 assessment and the PARCC mathematics assessment and the DC Science Assessment (if enrolled in a grade/course with a required test). These students are exempt for one year of taking the PARCC ELA assessment. If a recently arrived student is an EL with the most significant cognitive disabilities, his or her required assessments for the 2019-20 school year would be MSAA Mathematics, DC Science Alternate, and Alternate ACCESS for ELLs. Consistent with the policy for 2018-19, recently arrived ELs first enrolled in U.S. schools within 12 months from the first day of the previous year's test window are not included in 2019-20 assessment performance results reporting for mathematics and science. These exceptions may only be provided to a student once.

STEP 7: Exiting, Reclassification, and Monitoring

Exiting and Reclassification

In general, students are no longer classified as being an EL once they have attained the language skills necessary to learn in age and grade appropriate settings in all areas of language and academic development without the need for additional language assistance. "Exit" is a term that is used when a student has been formally "exited" from the EL program and is no longer in need of language development services.

The decision to reclassify and exit students from EL services is based on a student's level of proficiency on the ACCESS for ELLs 2.0. Currently, an overall composite score of at least 5.0 on the ACCESS for ELLs 2.0 indicates English language proficiency and is used to signal a student's reclassification from EL to 'EL monitored (ELm).' A student remains identified as an EL until achieving a 5.0 or higher on ACCESS for ELLs 2.0.

After the administration of the annual ACCESS for ELLs 2.0, LEAs review the ACCESS Score Report results to determine student placement in EL services, to exit students, and to evaluate the effectiveness of the language assistance program. All ELs must receive scores in all four domains (listening, speaking, reading, and writing) on ACCESS for ELLs 2.0 in order to receive a composite proficiency level. As stated above, students with a composite proficiency level of 5.0 or higher are exited from EL services. Students are not exited if they do not demonstrate "proficiency" on this summative English language proficiency assessment.

Once a student reaches a level of English proficiency that no longer prevents him or her from engaging fully in educational settings, the student may be exited from EL programs and services based on DC's uniform exit criteria and procedures. Exiting and reclassification of ELs applies only to identified ELs per the identification procedures outlined in Step 2 above.

Adult-serving schools that offer non-traditional pathways which do not culminate in a regular high school diploma are afforded the flexibility to develop their own uniform criteria and procedures to exit students from services. See page 11 for more information on requirements for this type of program.

Exit Criteria:

- **The student receives at least a 5.0 overall composite score on the ACCESS for ELLs 2.0 assessment.**
- Note: Parents should be notified in writing of the exit decision, the student's English language proficiency, supporting evidence, and the right to contest the reclassification. Parental notification should be retained on file.

Monitoring

Students exited from EL status must be monitored for **four** years to ensure that:

- The student has not been prematurely exited;
- Any academic deficits incurred have been remedied; and
- The student is meaningfully participating in the standard program of instruction comparable to their non-EL peers.

Once students are exited from the language assistance program, they are reclassified from EL to EL monitored. LEAs must have processes for monitoring EL monitored students which include documenting how often they will be monitored and what information will be reviewed to measure success. If a student is not successful, the LEA should determine whether the cause is a lack of language proficiency, or other factors, and have procedures in place to assist these students.

Providing effective educational services for EL monitored students require the development of processes for monitoring and guiding student progress, including:

- On-going monitoring of development of content skills/knowledge as the student progresses through his/her program of instruction to ensure successful transition into the regular instructional program; and
- Periodic program evaluation to ensure that academic support services for EL monitored students, which should be aligned to the LEAs approach to monitoring, are effective.

MONITORING TIPS

The following scenarios are examples of situations where monitored EL students may need additional language support.

- A high school student exits at the end of the school year. During the first two terms of the succeeding year, the student's report cards show extremely poor grades.
- A student exited from bilingual/EL services begins to do poorly in school. Staff mistakenly attributes her low performance to a disability since they see her as English proficient.
- Truancy becomes a problem for a student who had good attendance prior to exiting bilingual/EL services.

Response to Intervention (RtI) is a proven approach associated with positive outcomes for all students who are struggling, including English learners. For more information on RtI and how to effectively implement this approach for ELs, visit the RTI Action Network at: www.rtinetwork.org/ and https://bit.ly/2Lt9XCv.

Re-Identification

If an exited EL is now in 'EL Monitored' status and monitoring suggests a persistent language need, schools can re-test or re-screen the student to discern if the student needs additional language services. LEAs should include parents in this decision.

If an LEA or school otherwise re-identifies a student who has previously exited EL status, the LEA must provide documentation of the re-identification to OSSE via the OSSE Support Tool (OST). In the absence of documentation, OSSE will assume that instances where a student who was previously exited from EL status is identified as an EL through the LEA's Student Information System (SIS) represent a data error, and the student's EL status will default to "exited-from-EL" status. Once an LEA submits documentation to OSSE certifying that a student has been re-identified as EL, the student will remain identified as an EL until the student is re-tested on ACCESS for ELLs 2.0 and meets the state-recognized criteria for exiting EL status upon re-test.

STEP 8: Program Evaluation

All LEAs should periodically evaluate the success of their EL programs and make modifications as necessary. The purpose of the evaluation is to determine how the program functions relative to its stated goals. Some LEAs perform internal program evaluations — analyses conducted by staff within the program, school, or LEA — while others will bring in an external evaluator. Whatever the approach, it is important that the LEA and/or school perform a thorough quantitative and qualitative analysis of their chosen program model(s) and its outcomes.

Through Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), supplemental resources are provided to LEAs to support English language acquisition and academic achievement of ELs and immigrant youth. Grant recipients are required to carry out an evaluation and provide to the SEA the results via a report. The report must contain a description of the activities conducted and students served, and must include:

1. A description of the programs and activities conducted by the LEA with funds received during the two immediately preceding fiscal years, which should include a description of how programs and activities supplemented programs funded primarily with State or local funds;

2. The number and percentage of ELs in the program who are making progress toward achieving English language proficiency in the aggregate and disaggregate;

3. The number and percentage of ELs in the program attaining English language proficiency based on ELP standards, as determined by the ELP assessment;

4. The number and percentage of ELs who exit the language instruction educational programs based on their attainment of English language proficiency;

5. The number and percentage of ELs meeting challenging State academic standards for each of the four years after they are no longer receiving services in the aggregate and disaggregated, at a minimum, by English learners with a disability;

6. The number and percentage of ELs who have not attained English language proficiency within 5 years of initial classification as an EL and first enrollment in the LEA.

Additionally, OSSE will conduct on-site and/or desktop reviews of Title I and Title III, Part A grant recipients through its risk-based monitoring protocol. These grants have specific requirements relating to educating and servicing ELs and engaging their families. For more information please visit https://bit.ly/2L0zFCh.

The U.S. Department of Education (USDE) has developed toolkit resources to aid schools and districts in performing thorough, comprehensive program evaluations. For more information on how to effectively evaluate programs and services for English learners, see the Department of Education evaluation toolkit resource at https://bit.ly/2uB3Ox0.

Appendix A.

Best Practices in Language Assistance Programs and Interventions

Although ELs come from many different backgrounds and reach varying levels of education, there are some common characteristics regarding basic principles of second language acquisition that can assist all teachers in addressing their needs.

Table 3: Stages and Strategies

Stage	Characteristics	Timeframe	Teacher Prompts and Strategies
Silent/Receptive	Non-verbal, developing listening skills, may respond nonverbally to commands and questions.	0–6 months	Show me... Circle the... Where is...? Who has...?
Early Speech	Uses single words or simple sentences (usually present tense), developing listening skills.	6 months– 1 year	Yes/no questions Either/or questions One- or two-word answers Lists Labels
Speech Emergence	Uses language socially, responds with simple sentences, uses some academic language.	1–3 years	Why...? How...? Explain.. Phrase or short-sentence answers
Intermediate	Understands and uses more complex sentences, speech contains few errors, understands more academic language.	3–5 years	What would happen if...? Why do you think...?
Advanced	Uses more fluent speech with limited errors, understands most academic language and abstract concepts.	5–7 years	Decide if... Retell...

Instructional Strategies for English Learners

In addition to implementing appropriate language assistance program, there are a number of strategies that all teachers who work with ELs can use to help them become more proficient in English. These strategies include:

1. **Differentiation:** All teachers of ELs, including general education, specialists, and, if applicable, special education teachers, should adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELs in participating fully in the educational program.
2. **Cultural Responsiveness:** Classrooms should foster a multicultural environment in which students feel like welcome members of the learning community.
3. **Increased wait time.** All students need sufficient wait time to formulate an answer to a teacher's question. ELs may need some extra time to process the answer and produce the vocabulary and phrasing to express their thoughts in English.
4. **Model correct English.** Especially in the early stages of language learning, it is important not to over-correct grammar. Students may get frustrated and be hesitant to speak if they are constantly corrected. Instead, model the use of the correct English structure during lessons and informal conversations to the student.

5. **Simplify your language and use visuals.** During lessons and informal conversations, teachers should use a variety of techniques to ensure understanding. These include simplifying language, rephrasing, repeating key words/phrases, questioning for comprehension, using body language/gestures, and using visuals (e.g., pictures, drawings, maps, graphic organizers, etc.). Students need comprehensible input to build their own comprehension and speaking skills.
6. **Incorporate a variety of learning styles.** All students learn differently. Present material through a variety of learning styles (i.e., oral, visual, tactile, kinesthetic).
7. **Pair students and use cooperative learning.** For ELs at all levels, as well as for other students, pairing or grouping can be effective methods for promoting language acquisition. Consider a variety of pairing and cooperative learning activities. Some examples include (a) pairing students who share the same home language, (b) pairing students who do not share the same home language, (c) using heterogeneous groups to complete a project, and (d) using centers for small group activities.
8. **Diversify learning activities according to the stages of language development.** Students need multiple opportunities to practice speaking, listening, reading, and writing. The teacher must relate the stage of language development to an appropriate activity depending upon the level of language the activity necessitates. For example, writing captions from illustrations for a book report is appropriate for a low to intermediate level student, however, a more advanced student should be able to write a book report from an outline that has been developed with a peer or a teacher.
9. **Use prior knowledge.** As is the case with all students, using an EL's prior knowledge and experiences is important for inclusion and engagement in the lesson. Students may have knowledge of a subject in their home language and only lack the English vocabulary to share this knowledge. Students may have had experiences related to the story or lesson, so providing students with a variety of opportunities (e.g., drawing, pointing, providing picture cards) to make connections to their lives is a valuable instructional strategy.
10. **Incorporate the students' languages and cultures.** Using the students' home languages will give them a sense of pride. Teachers may incorporate the home languages in a variety of ways. Consider the "word of the week" in a different language. This word could be incorporated in various activities. Other examples of incorporating different languages include the morning greeting in different languages, parent visitors who teach a topic in the home language, outside visitors who might teach songs, poems, students who teach a song or rhyme in the home language, etc. Students' home cultures can be incorporated through literature, poems, pictures, movies, and field trips. In our multicultural world, all students benefit from learning about different cultures. In a similar vein, restricting the use of the home language during instruction may isolate an EL, particularly if they are newcomers with little to no English skills or are trying to get academic assistance from someone who speaks the same language.
11. **Intensive reading support.** If formative assessment data suggests that the English learner may be at risk for reading problems in English, school leaders and teachers should attempt to provide him or her with opportunities to receive additional direct instruction in intensive, structured sessions with small groups of students who have similar skill levels. The types of interventions provided and the amount of time in pullout instruction should be linked to the identified gaps in student knowledge. Especially with emerging readers, interventions should address the five core reading elements: (a) phonological awareness, (b) phonics, (c) reading fluency, (d) vocabulary, and (e) comprehension.
12. **Be alert to mental fatigue.** Language learners can succumb to mental fatigue when they are acquiring a new language, even when they have advanced communication skills. This fatigue may manifest as disengagement from the academic activity. Allow an EL, who is exhibiting mental fatigue, an opportunity to refresh periodically by creating or allowing for brief breaks from instruction that require reduced English communication demands, such as a puzzle, browsing a text with pictures, or watching a video.
13. **Be aware of your communication with the student.** Refrain from speaking at an excessively slow speed or loudly. These communication styles may not only offend a student, but also distort words, potentially making the speech unintelligible to a language learner.

Interim Assessment of Student Progress

By selecting and designating assessments (i.e., rubrics, rating scales, observation checklists, norm- referenced assessments) that can authentically assess the progress of ELs and their response to instruction and interventions, school teams can continually inform and support instruction and intervention.

Assessing student progress can help make teaching more responsive by providing feedback to students, parents, teachers, and administrators in a timely manner and helping team members determine the success of the interventions. Assessment results may indicate whether current interventions are sufficient for improving student performance or if a different approach and supports are needed.

Considerations for Assessing Student Progress:

- Determine expectations for student progress.
- Determine if students are benefiting from the instructional program.
- Identify students not demonstrating adequate progress. Consider student data disaggregated by language, gender, race, ethnicity, time in the US, time in the LIEP, identified or suspected special needs, and/or socio-emotional needs.
- Build culturally responsive instruction/interventions for students in need.
- Compare efficacy of different forms of instruction/ intervention and program design.

WIDA English Language Proficiency Standards

The WIDA English Language Development Framework, housing DC's language development standards for ELs in Kindergarten through Grade 12, encompasses:

- Social and instructional language
- The language of Language Arts
- The language of Mathematics
- The language of Science
- The language of Social Studies

The Early Years standards, mentioned below, also encompass the language of Physical Development.

The WIDA English Language Proficiency (ELP) standards are designed as a curriculum and instruction planning tool. The standards help educators determine student's English language proficiency levels and how to appropriately challenge students to reach higher levels.

WIDA's English Language Development Standards are currently available as two separate documents divided by age and grade level. The Early English Language Development Standards (ages 2.5 – 5.5) are available for download at https://bit.ly/2Nonuf8. The Kindergarten – Grade 12 English Language Development Standards are available for download at https://bit.ly/2Nl2tlS

The Language Domains

Each of the five ELP Standards encompasses the following four language domains that define how ELs process and use them:

LISTENING	Process, understand, interpret, and evaluate spoken language in a variety of situations.
SPEAKING	Engage in oral communication in a variety of situations for a variety of purposes and audiences.
READING	Process, understand, interpret, and evaluate written language, symbols, and text with understanding and fluency.
WRITING	Engage in written communication in a variety of situations for a variety of purposes and audiences.

Grade-Level Clusters

Each standard is organized by grade-level cluster:

- pre-K (Listening and Speaking only for ages 2.5 – 5.5)
- K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grades 9 – 10
- Grades 11 – 12

The Language Proficiency Levels

By mapping the stages of English language development onto a continuum of second language acquisition, we begin to define the six levels of English language proficiency:

Performance Level	Description
6: REACHING	Specialized or technical language reflective of the content areas at grade level. A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specific grade level.
5: BRIDGING	Specialized or technical language of the content areas. A variety of sentence lengths of varying linguistic complexity in extended oral or written disclosure, including stories, essays or reports. Oral and written language nearly comparable to that of English-proficient peers when presented with grade-level materials.
4: EXPANDING	Specific and some technical language of the content areas. A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs. Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communications when presented with oral or written discourse connected with sensory, graphic or interactive support.
3: DEVELOPING	General and some specific language of the content areas. Expanded sentences in oral interaction or written paragraphs. Oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written narrative or expository descriptions with sensory, graphic, or interactive support.
2: BEGINNING	General language related to the content areas. Phrases or short sentences. Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one-to- multiple step commands, directions, questions or a series of statements with sensory, graphic or interactive support.
1: ENTERING	Pictorial graphic representation of the language of the content areas. Words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice of yes/no, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support.

Suggested WIDA Information

WIDA's Can Do Descriptors provide information about what ELs can demonstrate along the language acquisition continuum. The Can Do documents, available for pre-K through grade 12 in English and Spanish, can support planning, instruction, and assessment, and can help initiate conversations with classroom teachers and families about language learning. Visit https://bit.ly/1OpYQsH.

Appendix B.

Allowable Exceptions to English Learner Policy in Identification of English Learner Students

Overview

In response to LEA feedback concerning the identification of students as ELs using historic ACCESS for ELLs, Enrollment Audit, and demographic data, OSSE is granting the following exceptions to current EL policy in the identification of ELs. The proper identification of ELs should be completed and verified by LEAs as part of the Enrollment Audit and the end of year data validation. However, OSSE recognizes that it is in the best interest of students to allow LEAs to apply for allowable exceptions for any students who are believed to have been incorrectly identified as EL. If an allowable exception is approved, the students' EL status for the current school year will be changed in OSSE's authoritative data.

Per the policy in Step 7 of this document "an overall composite score of at least 5.0 on the ACCESS for ELLs 2.0 indicates English language proficiency and is used to signal a student's reclassification from EL to 'EL monitored (ELm).' A student remains identified as an EL until achieving a 5.0 or higher on ACCESS for ELLs 2.0." An allowable exception to EL identification is defined as one of the following scenarios.

Scenario 1: Certified as EL at least once in prior years, but is a native English speaker

The student was identified as EL in the Audit or Demographic Certification in any year since the 2014-15 school year. The LEA indicates that the student was identified as EL erroneously and should not be identified as an EL in the current school year.

An exception to the EL policy may be granted if the current LEA submits, and OSSE approves, the following documentation indicating that the student should not be considered EL:

a. Parent letter stating that the student is a native English speaker,

OR

b. OSSE Home Language Survey shows that student is a native English speaker and/or only speaks English at home,

AND

c. Letter from EL Specialist stating that the student is a native English speaker.

Scenario 2: Statute of Limitations

The only evidence the student received EL services is from the 2013-14 school year or prior (i.e., the student was identified as EL in the 2013-14 school year or prior and/or the student most recently completed the ACCESS assessment in the 2013-14 school year or prior and did not reach proficiency), and there is no evidence the student received EL services in 2014-15 or later. The LEA notifies OSSE that the student should not be considered EL in the current school year.

An exception to the EL policy may be granted if the current LEA submits, and OSSE approves, the following documentation indicating that the student should not be considered EL:

a. Parent letter stating that the child does not require EL services

OR

b. Screener data that shows that the student is proficient in English

AND

c. Letter from EL Specialist stating the student does not require EL services

Scenario 3: Re-identified as EL after receiving 5.0 or higher on the ACCESS

The student participated in the ACCESS assessment and received a composite score of 5.0 or higher; the student was subsequently identified as EL in the Audit or Demographic Certification in the 2014-15 school year or later. The LEA indicates that the student was re-identified as EL erroneously and should not be identified as an EL in the current school year.

If the current LEA is the LEA that identified the student as an EL in the Audit or Demographic Certification in the 2014-15 school year or later, an exception to the EL policy may be granted if the LEA submits, and OSSE approves, the following documentation indicating that the student should not have been re-identified for EL services:

a. Documentation of a meeting held between the parent and EL Specialist (and/or administrator), with signatures from each party, indicating that the child was not re-identified for EL services and is in monitored status.

*If the current LEA is **not** the LEA that identified the student as an EL* in the Audit or Demographic Certification in the 2014-15 school year or later, an exception to the EL policy may be granted if the current LEA submits, and OSSE approves, a letter from the EL Specialist stating the student should not have been re-identified for EL services at the previous LEA and that the student is in monitored status.

Scenario 4: ACCESS used as a screener; student is not in EL monitored status

The student participated in the ACCESS assessment in the 2016-17 school year or prior and received a composite score of 5.0 or higher on all administrations of ACCESS; the school indicates that the ACCESS assessment was used as a screener for EL services and that the student has never received EL services. The student has not been identified as an EL in the Audit or Demographic Certification in the 2014-15 school year or later. The LEA indicates that the student should not be considered EL in the current school year.

An exception to the EL policy may be granted if the current LEA submits, and OSSE approves, a letter from the EL Specialist stating that the student is a native English speaker.

Note: Screener data is not required because the ACCESS composite score already indicates English language proficiency.

Appendix C.

Resources Available to Teachers and Instructional Leaders

Books

1. *Academic Language in Diverse Classrooms* (series) by Margo Gottlieb and Gisela Ernst-Slavit, Corwin, 2013.
2. *English Learners in the Mathematics Classroom* by Debra S. Coggins, Corwin, 2014.
3. *RTI for Diverse Learners: More Than 200 Instructional Interventions* by Catherine C. Collier, Corwin, 2010.
4. *Seven Steps to Separating Difference From Disability* by Catherine C. Collier, Corwin, 2010.
5. *Students With Interrupted Formal Education: Bridging Where They Are and What They Need* by Brenda K. Custodio and Judith B. O'Loughlin, Corwin, 2017.
6. *Teaching Science to English Language Learners: Building on Students' Strengths* by Ann S. Rosebery, National Science Teachers Association, 2008.
7. *Why Do English Language Learners Struggle With Reading?: Distinguishing Language Acquisition From Learning Disabilities* by Janette Kettmann Klingner and John J. Hoover, Corwin, 2016.
8. *Zero Prep: Ready –to-Go Activities for the Language Classroom* by Laurel Pollard, Alta Book Center, 1997.
9. *Zero Prep for Beginners: Ready-to-Go Activities for the Language Classroom* by Laurel Pollard, Alta Book Center, 2001.

Web Sites

English Language Proficiency Standards-Based Resources

WIDA

https://wida.wisc.edu/

Instruction

Colorin' Colorado
www.colorincolorado.org/

everythingESL.net
www.everythingESL.net

Sheltered Instructional Observation Protocol
http://bit.ly/2ydv60F

Policy

Department of Education, Office for Civil Rights Programs for English Language Learners
http://bit.ly/2xQv0uM

National Academies of Sciences, Engineering, and Medicine's Educational Success of Children and Youth Learning English: Promising Futures

https://bit.ly/2mGQ9Ps

New America ELs Under ESSA Article
http://bit.ly/2x0SYEN

OSSE Approved ESSA State Plan

http://bit.ly/2yL7GN7

Pre-IPT Oral English Screener

www.ballard-tighe.com

Professional Associations

National Association for Bilingual Education
www.nabe.org

Teachers of English to Speakers of Other Languages
http://www.tesol.org/

Washington Area Teachers of English to Speakers of Other Languages
http://watesol.wildapricot.org/

Programmatic Support

Department of Education English Learner Toolkit
https://bit.ly/1exU0tO

Intercultural Development Research Association
www.idra.org

Language Access
http://bit.ly/2fWAElu

Mid-Atlantic Equity Consortium
https://maec.org

OSSE English Learner Page

https://osse.dc.gov/page/english-learners-els

Regional Educational Laboratory West (REL West)
www.wested.org/program/regional-educational-laboratory-west/

Appendix D.

ESSA FAQS

What is ESSA?

The Every Student Succeeds Act, also known as ESSA, amends the federal Elementary and Secondary Education Act (ESEA) of 1965. As stated on the U.S. Department of Education's ESSA homepage at www.ed.gov/ESSA

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Each state is required to create a plan that outlines how it will implement ESSA. DC created an ESSA State plan that details how LEAs will be held accountable for the academic and English language development of ELs.

DC's LEAs began implementation of ESSA in the 2017-18 school year.

What changes under ESSA for English Learners?

ESSA shifts accountability for ELs from federal Title III to Title I. Previously, only public schools operating language assistance programs under Title III were held accountable for educating ELs. Now, under Title I, all public schools serving students in grades preK-12 are held accountable under ESSA for the education and English language development of ELs.

Why do I need to know this?

Educators of ELs should be aware of what ELs need to succeed and what standards schools are held to with respect to their instruction. With this awareness comes choices in EL program design, assessment, academic and non-academic resources, family support, and professional development, among other areas, that will assist ELs and schools in meeting ESSA's benchmarks.

What ESSA topics do I need to know immediately to get my EL program off to a good start?

Complete coverage of provisions for ELs is within DC's State Plan for ESSA at https://bit.ly/2No0MEh. Topics of immediate concern include the following:

Standardized statewide entrance procedures:

Entry procedures remain the same (refer to Step 2 in this guidebook) with the addition of the statewide use of OSSE's Home Language Survey.

Inclusion of newcomers/recently arrived ELs in content assessments:

For English language arts (ELA), recently arrived ELs first enrolled in U.S. schools within 12 months from the first day of the previous year's test window are required to take the ACCESS for ELLs assessment and are exempt from taking the PARCC ELA or MSAA ELA assessment.

Standardized statewide exit procedures:

The procedures remain the same (refer to Step 7 of this document). Students will exit after reaching composite score of level 5.0 on the WIDA ACCESS for ELLs 2.0 summative language assessment. OSSE will continue to examine exit criteria for students enrolled in PK-12 schooling and explore potential additional criteria for exiting EL status in the future.

Monitoring former ELs:

Upon exit from the EL program, former ELs must be now monitored for four years instead of two.

Inclusion of monitored ELs in English learner subgroup (for accountability):

Monitored ELs will be included for two years in the EL student group for purposes of accountability and calculation of school and specific student group STAR ratings under the STAR framework.

EL Indicator in state accountability system:

The EL student group comprises 5 percent of the overall STAR rating for a school under the STAR framework.

Graduation rate for ELs:

The ESSA State Plan sets a goal that the Adjusted Cohort Graduation Rate (ACGR) for all specific student groups, including ELs, will be 90 percent by 2039.

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 Suport 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 Suport 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 Suport 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 Suport 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 Suport 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 Suport 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 Suport 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 Suport 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/2011progdirmtg/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/2L5kKql; 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

Appendix F.

Glossary of Terms

Accommodations – adjustments to the testing or instructional conditions, format, or administration that provide equitable access to students who are ELs to instructional curricula and assessments. Accommodations provide equitable access during instruction and assessments and do not reduce learning or performance expectations.

Assessment – a general term, inclusive of screeners and the annual administration of the ACCESS for ELLs 2.0, referring to an evaluation of a student's English language proficiency and determines whether or not a student can enter or exit the EL program.

Early Access to English Learner Data application – an application that allows users access to LEA-level data in order to create pre-defined reports for quick data analysis; houses multiple data elements specific to ELs.

Eligible – describes a student who initially meets the criteria, per the home language survey, to take an English language proficiency screener. Based on screener results and subsequent assessments in the four language domains, describes a student who meets the criteria for placement in a language assistance program.

English Language Proficiency (ELP) – a demonstration of skills in listening, speaking, reading, and writing that shows English language ability on par with native English-speaking peers.

Exit – cessation of services through the language assistance program. Upon exit, a former EL enters a four year period of monitoring.

Home Language Survey (HLS) – a questionnaire that discerns whether or not a student is exposed to a language other than English at home. The HLS must not be used to identify students as ELs, rather, it is used to identify students who are eligible for English language proficiency screening. LEAs are required to administer OSSE's HLS together with the "For Families" cover sheet.

Identification – a process to determine whether or not a student is ultimately eligible for placement in a language assistance program.

Language Access – the Language Access Act of 2004, and its amendments, which provides that DC residents with limited or no-English proficiency receive language support when dealing with District government programs, departments, and services. Language support includes oral interpretation and written translations.

Language Assistance Program – refers to any one of several models of instruction that allow ELs to make academic progress while they acquire the English language.

Level – a designation of an ELs ability to understand and use academic English as outlined in WIDA's standards. Also refers to a score on WIDA's ACCESS for ELLs 2.0 assessment. Levels range from 1 (Entering) to 6 (Reaching).

Limited English Proficient (LEP) – a family member of an EL who may have limited ability to communicate in English and requires language assistance when communicating with the school or LEA.

Local Education Agency (LEA) – a term used for a school district. In the case of some DC Public Charter Schools, a single school is its own LEA.

Long-Term EL – a student who remains in the EL program beyond the expected 5 – 7 years to demonstrate English language proficiency.

Monitoring – steps to ensure a student who has recently been reclassified meets the academic demands of the school curriculum without the support of a language assistance program.

Newcomer/Recently Arrived – the U.S. Department of Education defines a newcomer or "recently arrived" English learner (EL) as a student who has been enrolled in schools in the United States for less than 12 months.

OSSE – the District's Office of the State Superintendent of Education. OSSE is the State Education Agency overseeing the activities and functions of both DCPS and the DC Public Charter Schools.

Placement – the act of placing a student in the EL program based on their English language proficiency screener and assessment results.

Proficient – refers to English language ability in an EL that is on par with his/her native English-speaking peers.

Reclassification – the act of changing a student's designation from EL to EL monitored (ELm).

Screener – an assessment tool used to determine whether a student, whose family indicated a language other than English is spoken in the home on the OSSE Home Language Survey, is eligible for services in the EL program.

SLED – DC's Statewide Longitudinal Education Data system. Among other data housed in SLED, LEAs can look up a student's historical ACCESS for ELLs, ACCESS for ELLs2.0, or Alternate ACCESS for ELLs scores.

Stage 5 Enrollment – a designation that applies when a student begins attending a school (in his/her seat).

State Education Agency (SEA) – a state's governmental department of education. The SEA in DC is OSSE.

Student with (L)imited Interrupted Formal Education (S(L) IFE) – Comprising a small percentage of newcomers, these elementary and secondary students arrive with gaps in academic and first-language literacy knowledge as well as with unique socio-emotional needs.

WIDA – a research-based institution focused on academic language development for culturally and linguistically diverse students. Their work includes standards, intervention, and assessment development. DC is a member of the WIDA consortium, which promotes educational equity for ELs.

Appendix G.

Who should I contact at OSSE if I need more information on English Learner programming?

EL Assessments and Accommodations

Michael Craig
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Data

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Professional Development and On-Site EL Program Assistance

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For more information on all other program services, visit osse.dc.gov.

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