



# Community Schools CoP: Engaging Special Populations

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*Strengthening Supports for English Learners  
(ELs)*

**Mar. 8, 2018**



# Agenda

- **Demographics, Statistics, and Nomenclature**
- **Language Instruction Educational Program Requirements**
- **Resources**



# Demographics, Statistics, and Nomenclature



# English Learners Defined

An English learner is an individual:

- Who is aged 3 through 21;
- Who is enrolled or preparing to enroll in an elementary school or secondary school;
- Who was not born in the United States **or** whose native language is a language other than English;

Including Native American or Alaska Native, or a native resident of the outlying areas; and 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 is migratory and comes from an environment where a language other than English is dominant; and

- Whose difficulties in speaking, reading, writing, or understanding the English language deny the individual:
  - The ability to meet the challenging State academic standards;
  - Achieve in classrooms with English instruction; or
  - The opportunity to fully participate in society.



# Language Domains

**Reading**

**Listening**

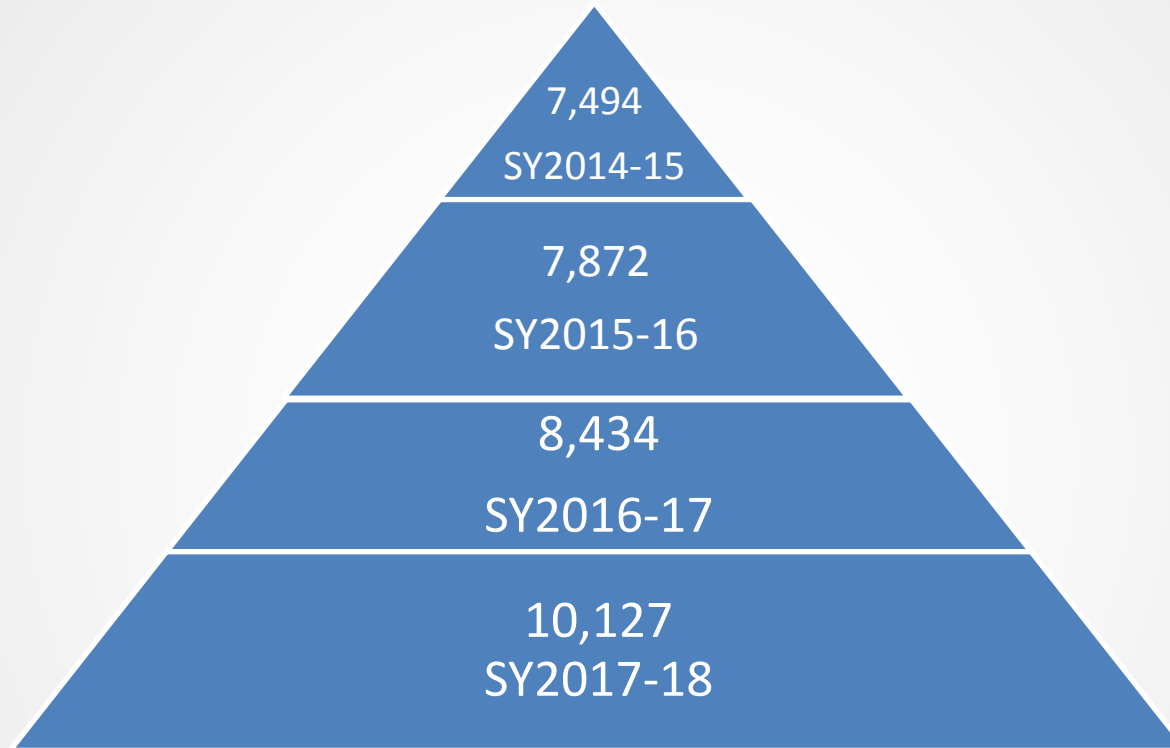
**Writing**

**Speaking**





# EL Student Enrollment



ELs comprise nearly 10 percent of total school enrollment.



# PARCC Data for the 2016-17 School Year

Student Group	State ELA % 4+			State Math % 4+		
	2016	2017	% Point Change	2016	2017	% Point Change
All Groups	26.7%	30.5%	3.8%	24.8%	26.9%	2.1%
Female	31.6%	36.5%	4.9%	26.1%	28.2%	2.1%
Male	21.8%	24.5%	2.7%	23.6%	25.6%	2.0%
English Learner	13.8%	16.5%	2.7%	18.5%	21.2%	2.7%
Students with Disabilities	5.4%	6.3%	0.9%	6.4%	6.9%	0.5%
At-Risk	13.2%	15.8%	2.6%	12.9%	14.2%	1.3%
Economically Disadvantaged	18.2%	21.4%	3.2%	16.9%	19.0%	2.1%



# PARCC Data for the 2016-17 School Year

Race/Ethnicity	State ELA % 4+			State Math % 4+		
	2016	2017	% Point Change	2016	2017	% Point Change
All Groups	26.7%	30.5%	3.8%	24.8%	26.9%	2.1%
Asian	55.7%	66.2%	10.5%	59.7%	64.5%	4.8%
Black/ African American	19.3%	22.0%	2.7%	17.4%	18.6%	1.2%
Hispanic/ Latino	24.7%	28.9%	4.2%	22.0%	26.0%	4.0%
Two or More Races	61.8%	66.7%	4.9%	57.2%	62.8%	5.6%
White/ Caucasian	74.3%	82.0%	7.7%	71.0%	75.5%	4.5%





# Nomenclature

**Dual Language Learner (DLL):** children from birth to age 8 who are learning their native language in addition to at least one other language.

**English Learner:** students from ages 3-21 who are eligible for English language development support through a school's language instruction educational program

**Newcomer:** students new to both the American school system and the English language

**Students with (Limited) Interrupted Formal Education (S(L)IFE):** English learners who, due to significant gaps in their education, typically need to acquire basic literacy and numeracy skills and gain familiarity with content concepts.



# Nomenclature Continued

**Long-term ELs:** students who have been in a language instruction educational program for the majority of their schooling.

**Reclassified ELs:** students who exited the language instruction educational program within the last four years.

**Ever-ELs:** a term referring to students who were English learners at any time in their elementary and/or secondary schooling.

**Dually-identified Learners:** students who are English learners with an identified disability.



# Language Instruction Educational Program Requirements

**Outcome:** Segregation of EL students in public schools comes to an end.

**Late News**

**Associated Press  
Leased Wires**

**The Danville Bee**

FOR ALL DEPARTMENTS CALL  
**4500**

56th Year    Founded February, 1889    No. 19,938    Danville, Va., Monday Afternoon, May 17, 1954    Price: FIVE CENTS

# SEGREGATION IN PUBLIC SCHOOLS ENDED BY COURT

## Ruled Unconstitutional By Supreme Court; Date To End Practice Not Set

### Rules Separate Facilities Are Unequal

WASHINGTON (AP)—The Supreme Court ruled unanimously today that segregation of Negro and White students in public schools is unconstitutional. But it said it will hear further arguments this

### Danville School Board Will Meet At Once To Study Court Decision

Officials Give Views On Matter; Call For Calm Study On All Sides

Robert P. McConnell, chairman of the School Board, on being in-

### Firm Entered, Haul Is Made; Boy Wounded

Man Accidentally Shot In The Hand

A breaking and entering and an accidental shooting topped occurrences claiming police attention over the week-end.

Charlie's Place on Riverside Drive was broken into by way of a rear window and a sizeable quantity of cigarettes, cigars, candy and chewing gum taken. The discovery was made during a routine check by Lieut. Curtis Fields shortly after last midnight. Patrolmen J. B. Walton and J. B. Gardner conducted the initial investigation and this morning turned the case over to the detective division.

### Paroled Slayer Captured After Bizarre Deaths

Held For Four Brutal Killings

MOULTREE, Ga. (AP)—Capture of a paroled Georgia convict wanted in connection with four brutal slayings ended three days of terror today and brought sighs of relief to this South Georgia community.

Tom Williams, a 45-year-old paroled murderer, was taken on the edge of a swamp east of the city last night. Lt. W. E. McDuffie of the Georgia Bureau of Identification made the capture. He hustled Williams off to his auto-

### McCarthy-Army Hearings' Future Thrown In Doubt

Presidential Order Shutting Off Inquiry Denounced By Sen. McCarthy

WASHINGTON (AP)—The future of the McCarthy-Army hearings was thrown in doubt today by a presidential order—denounced by Sen. McCarthy as an “iron curtain”—shutting off inquiry into whether “higher-ups” directed the charges against the senator.

The Senate investigations subcommittee recessed its public hearings at 11:55 a. m. (EDT) to consider in closed session what stand it might take on Eisenhower's order.

McCarthy, claiming that “this cover up” made it impossible to get at the truth, declined to say, when asked by

**Suit Being Tried**

ALEXANDRIA, Va. (AP)—A suit by John Locke Green to force his recognition as a Democratic candidate for Congress went to trial before a three-judge federal court here today.

Green, a Republican when he held office as Arlington County treasurer, brought the suit against Virginia's 10th District Democratic Committee after it refused to accept him as a party candidate for the forthcoming congressional election.

**Funds Requested**

WASHINGTON (AP)—President Eisenhower asked Congress today for an extra \$34,100,000 to help areas crowded by federal workers or workers on federal projects with school construction.

The request, in a letter to Speaker of the House Martin, is for funds for the next fiscal year beginning July 1. The extra money is in addition to 40 million dollars already in the budget for the same purpose for the fiscal year ahead.

**Considering Violations**

WASHINGTON (AP)—Atty. Gen. Brownell said officially today the Justice Department is considering “possible violations of the criminal law” in the preparation and dissemination of a document Sen. McCarthy presented May 4 in the McCarthy-Army hearings.

Brownell made the disclosure in ruling that no part of the document should be declassified from its confidential category.

**Strike Called**



## Outcomes:

- Potential student identification
- Language instruction educational program placement
- Language assessment
- Achievement data

The points above are the foundation of the “Lau Remedies”, a set of guidelines for assessing language instruction education program compliance

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## Outcome:

Castañeda test for English language acquisition programs:

Programs are required to be

- (1) based on sound educational theory,
- (2) effectively implemented with sufficient resources, and
- (3) evaluated and proven to be effective.



# Plyler v. Doe

## Outcome:

Immigrant and undocumented children can receive access to a free and public education.







# Dear Colleague Letter

On Jan. 7, 2015, the U.S. Department of Education's Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) released a joint guidance titled "Dear Colleague Letter: English Learner Students and Limited English Proficient Parents."

The letter outlines the **legal** obligations of state and local education agencies to English learner (EL) students under civil rights laws and other federal requirements.

The guidance can be found on OCR's resource page on the Department's website:

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf> .





# Dear Colleague Letter

“SEAs and school districts must ensure that all EL students who may have a disability, like all other students who may have a disability and need services under IDEA or Section 504, are located, identified, and evaluated for special education and disability-related services in a timely manner.

When conducting such evaluations, school districts must consider the English language proficiency of EL students in determining the appropriate assessments and other evaluation materials to be used.

School districts must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.”



# Dear Colleague Letter

“School districts must provide EL students with disabilities with both the language assistance and disability-related services to which they are entitled under federal law.

Districts must also inform a parent of an EL student with an individualized education program (IEP) how the language instruction education program meets the objectives of the child’s IEP.”



# Dear Colleague Letter

“A school district must ensure that assessments and other evaluation materials used to evaluate a child with a disability are ‘provided and administered in the 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 so provide or administer.’ ”

“A student cannot be determined to be a child with a disability if the ‘determinant factor’ is limited English proficiency and if the student does not otherwise meet the definition of a ‘child with a disability’ under the Individuals with Disabilities Education Act (IDEA).”



# Dear Colleague Letter

- Policies whereby students who should be dually-enrolled, but must chose either special education or EL services are not permitted.
- Delaying disability evaluations based on EL status is not permitted.
- IEP teams must consider the language needs of an EL when developing an IEP. To this end, the team should include a member with expertise in second language acquisition.



## Resources



# Federal Resources

The Elementary and Secondary Education Act

<http://www2.ed.gov/policy/elsec/leg/esea02/index.html>

Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students (OELA)

<http://www2.ed.gov/about/offices/list/oela/index.html>

Office of Civil Rights

<http://www2.ed.gov/about/offices/list/ocr/index.html>

Office of Civil Rights: Policy Update on Schools' Obligations Toward National Origin Minority Students With Limited-English Proficiency

<http://www2.ed.gov/about/offices/list/ocr/docs/lau1991.html>



# OSSE Resources

OSSE's EL Guidebook version 2.0 is available for download here:  
<https://osse.dc.gov/publication/delivering-education-services-english-learners-guidebook-administrators-instructional>!

EL POC Monthly Webinars broadcast the second Thursday of every month through May 2018, 2 – 3 p.m. The next webinar is **today**.

English Language Acquisition 103 workshop at OSEE on **Mar. 15 and 19, 2018**.

On-site technical assistance and EL program support is available!  
Email [Anika.Harris@dc.gov](mailto:Anika.Harris@dc.gov) for information.



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

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### 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.





# DC Language Access Act



## LANGUAGE ACCESS PROGRAM

DISTRICT OF COLUMBIA OFFICE OF HUMAN RIGHTS

### Program Description

The Language Access Program is housed under the District of Columbia Office of Human Rights (OHR). It exists to eliminate language-based discrimination, enabling DC residents, workers, and visitors to receive equivalent information and services from the DC government, regardless of what language they speak. The Program's scope includes all District agencies that come into contact with the public, and it supports these agencies in providing translation and interpretation services for customers who are limited or non-English proficient (LEP/NEP). The Language Access Program organizes its work into four areas: technical assistance, and community engagement.



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<https://ohr.dc.gov/service/language-access-program-information-portal>



| Thank you!