Community Schools CoP: Engaging Special Populations

*Strengthening Supports for English Learners (ELs)*

Mar. 8, 2018
• Demographics, Statistics, and Nomenclature

• Language Instruction Educational Program Requirements

• Resources
Demographics,
Statistics, and
Nomenclature
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
ELs comprise nearly 10 percent of total school enrollment.

Source: 2017-2018 School Year Enrollment Audit Report and Data [https://osse.dc.gov/node/1306796](https://osse.dc.gov/node/1306796)
**PARCC Data for the 2016-17 School Year**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>State ELA % 4+</th>
<th>State Math % 4+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>All Groups</td>
<td>26.7%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Female</td>
<td>31.6%</td>
<td>36.5%</td>
</tr>
<tr>
<td>Male</td>
<td>21.8%</td>
<td>24.5%</td>
</tr>
<tr>
<td>English Learner</td>
<td>13.8%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>5.4%</td>
<td>6.3%</td>
</tr>
<tr>
<td>At-Risk</td>
<td>13.2%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>18.2%</td>
<td>21.4%</td>
</tr>
</tbody>
</table>

*Percentage represents those who scored a 4 or 5 on the PARCC, which indicates the student is on track for the next grade level and for success in college and career.*
**PARCC Data for the 2016-17 School Year**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>State ELA % 4+</th>
<th></th>
<th>State Math % 4+</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
<td>2017</td>
<td>% Point Change</td>
<td>2016</td>
</tr>
<tr>
<td>All Groups</td>
<td>26.7%</td>
<td>30.5%</td>
<td>3.8%</td>
<td>24.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>55.7%</td>
<td>66.2%</td>
<td>10.5%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Black/ African American</td>
<td>19.3%</td>
<td>22.0%</td>
<td>2.7%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>24.7%</td>
<td>28.9%</td>
<td>4.2%</td>
<td>22.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>61.8%</td>
<td>66.7%</td>
<td>4.9%</td>
<td>57.2%</td>
</tr>
<tr>
<td>White/ Caucasian</td>
<td>74.3%</td>
<td>82.0%</td>
<td>7.7%</td>
<td>71.0%</td>
</tr>
</tbody>
</table>

*Percentage represents those who scored a 4 or 5 on the PARCC, which indicates the student is on track for the next grade level and for success in college and career.*
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.
**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.
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.
Castañeda v. Pickard

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.
Outcome:

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

https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf
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’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 for information.
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.
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.

https://ohr.dc.gov/service/language-access-program-information-portal
Thank you!