Designing, Delivering, and Evaluating Services for English Learners

2020 Guidebook

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English Language Development Guidebook

Foreword by:

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Foreword

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. This measure reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. It affects all students in K-12 public schools.

The ESSA replaces the previous version of the law, the No Child Left Behind (NCLB) Act, which was enacted in 2002. Much like its predecessors, the main purpose of ESSA is to make sure public schools provide a quality education for all students. In contrast to NCLB, however, ESSA gives states more of a say in how schools account for student achievement. This includes the achievement of students in poverty, students who are labeled as English learners, minority students, and students in Special Education.

ESSA includes a number of new requirements for the education of English Learners (ELs), including standardized criteria for identifying EL students and inclusion of English proficiency as a measurement of school quality. Further, states must demonstrate in their plans that they have adopted ELP standards derived from the four recognized domains of speaking, listening, reading, and writing; that address the different proficiency levels of ELs; and that are aligned with the state's academic standards. This requirement differs from NCLB in that NCLB did not require that the English proficiency standards address the different English proficiency levels of English learners. Under NCLB, states could establish a single definition of "proficiency" rather than defining multiple proficiency levels as is now required.

To accomplish the new mandates, it is important to note that ESSA has shifted much of the decision-making regarding the education and accountability for English learners to state governments with important and specific provisions requiring stakeholder engagement. As such, ESSA creates new opportunities for community and local educational agency input into how important decisions related to ELs are made.

ESSA, just as previous federal education initiatives, outlines a series of policies designed to improve schools for all public school students. While the bill is specific with regard to assessment and accountability, and has turned over a great deal of authority to the states, one could reasonably argue that, like NCLB, it falls short of specific programmatic or instructional guidelines to help local school districts develop and implement instructional programs that will enable English learners and others to meet its mandates. Just as with NCLB, the "How to" of improving schooling for ELs has largely been left to states, which, along with local school districts and communities are now charged with making instructional and programmatic decisions for English learners.

The newly implemented ESSA coupled with Colorado's large and rapidly growing population of English learners will place greater responsibility not just on the state but also on local school districts and educators working in tandem with the state. Based on CDE statistics, in 2018-19 Colorado had 125,229 K-12 students who are labeled as English learners. English learners are now almost 15% of Colorado's K-12 population. As has been the case over the past 25 years, the majority of Colorado's English learners speak Spanish (82.1%), however, in addition there are 290 other languages represented in this population.

Colorado school districts know that they must meet all ESSA mandates including those for ELs. However, there is no doubt that the vast majority of educators in Colorado do not want to see ELs simply survive and meet mandates in school. They want to insure that they thrive academically, linguistically and socially. Moreover, more than ever local school districts are hungry for guidance that will help them to be more effective with English learners.

Given the new responsibility that the state has for implementation of ESSA, and the continued need to work in partnership with local school districts, the importance of this Guidebook for Colorado educators of ELs cannot be over-emphasized. This Guidebook provides solid and up-to-date information to the field without being overly prescriptive

or dogmatic. It avoids overly simplistic "one size fits all" suggestions for programs and instruction and acknowledges up front that learning a second language is a long and complex process. Effective programs for ELs must address the cognitive and linguistic needs of language learners; equally important, they also must address the psychological and emotional needs of ELs. The Guidebook, to its credit, outlines the totality of the language learning process.

The Guidebook does not prescribe one specific program model or approach to teaching English learners as being superior to any other, but it does specify that "doing nothing" is not an option. Further, the Guidebook acknowledges that well prepared and knowledgeable teachers are a critical component of any effective program. The authors challenge head-on the current feel-good mantras in some educational circles that "good teaching is good teaching" and illustrate that teaching English learners effectively will require the creation and implementation of programs, specifically tailored to the needs of ELs that are orchestrated by well-prepared teachers who have the resources needed to implement comprehensive educational programs. In short, the Guidebook does not tell you what to do but it tells you that you must do something and you must be thoughtful and thorough about what you do. Moreover, it provides many solid suggestions about how to get started in program development, assessment and evaluation.

Finally, it is important to note that the principles and practices proposed in this Guidebook speak to the fact that if English learners are to be successful in Colorado Schools, it will require that all educators assume responsibility for the education of ELs and parents of these children must be intimately and actively involved in educational decisions related to their children.

The Colorado Department of Education is to be commended for the preparation of this Guidebook. The field is in great need of guidance and leadership in their efforts to meet the needs of the 125,000+ English learners in the state, and English learners, like their monolingual English peers, deserve a first class education, the best our state has to offer.

Originally written by Kathy Escamilla in 2007. Updated in Nov. 2017 with information from the new Every Student Succeeds Act and again in November 2019 with new student data on English learners from the Colorado Department of Education.

Sources:
2018-19 ESSA State Report Card, Chapter 4 at www.cde.state.co.us/fedprograms/statereportcard

2018–19 Pupil Membership, Pupil Membership by Instructional Program by County and District at www.cde.state.co.us/cdereval/pupilcurrent.

Introduction and Guiding Principles

> ***Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.*** **(35 Fed. Reg. 11595)**

Colorado educators, district and school administrators and school board members face the challenge to provide an equitable and rigorous education to all students. For more than 125,000 students in Colorado who are English learners (ELs), representing over 290 different languages, the challenge is intensified with Colorado's high academic standards and accountability measures.

Colorado schools must be engaged actively in assessing and analyzing student performance, educational program effectiveness, program delivery structures and instructional processes. Implementing research-based structures that support student achievement for ELs is essential, especially in light of ELs' challenges.

School boards, administrators and teachers are entrusted with implementing Language Instruction Educational Programs (LIEPs) that produce results and are based on sound principles of comprehensive school reform. The following goals outlined in the Colorado Department of Education's Strategic Plan (www.cde.state.co.us/cdecomm/strategicplan) illustrate Colorado's commitment to all students that they will:

1. Support high quality early learning and literacy for all students.
2. Expand access and opportunity for historically underserved students.
3. Prioritize and maximize support for schools and districts identified for academic improvements.
4. Expand high school options to ensure all students are ready for college and/or living-wage jobs
5. Develop a strong pipeline of high-quality teachers and principals and provide deeper support for school and district leaders.

This publication is a tool to help school districts craft their professional development activities. It has been a joint effort on the part of CDE, Colorado school districts, professional organizations and other interested parties, both public and private, committed to high quality education for ELs. In addition, CDE, whose mission is to help develop guidance, materials and broad recommendations concerning standards, instruction and assessment/data collection for ELs, will assist in this work.

This publication introduces and provides an overview of the issues involved. To help Local Educational Agencies (LEAs) plan further for EL success in school, the Office of Culturally and Linguistically Diverse Education (CLDE) at the Colorado Department of Education, in consultation with other CDE units, institutions of higher education and community agencies, has planned professional development. The implementation of scientifically-based research in literacy and language acquisition models, methods and strategies are infused throughout the guidebook.

Key sections of Title III Part A of the Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act of 2015 (ESSA) provide a focus for our efforts on behalf of children who are English learners, including immigrant children and youth. Specifically, the purposes are to:

- Help ensure that English learners, including immigrant children and youth, attain English proficiency and
- Develop high quality LIEPs, in teaching Limited English Proficient (LEP) children and serving immigrant children and youth, that prepare them to enter all-English instructional settings;
- Assist in building staff capacity to establish, implement and sustain LIEPs and programs of English language development for children who are LEP; and
- Promote parental and community participation in LIEPs for the parents and communities of children who are ELs.

The Guiding Principles below serve as the foundation for the content of the guidebook and reflect the philosophy of the Every Student Succeeds Act, the WIDA Consortium, the Colorado Measures of Academic Success (CMAS), Colorado Academic Standards (CAS), Colorado English Language Proficiency Standards (CELP), and federal reform initiatives. These principles are supported by Colorado educators and administrators who helped develop the content for the guidebook and who are responsible for providing appropriate, challenging and high quality educational opportunities for our ELs. **The Guiding Principles** are:

1. **School districts will implement LIEPs with a focus on access, equity and quality.**
2. **The effective acquisition of academic English to promote student achievement will be a priority regardless of the LIEP selected.**
3. **Assessment will use valid and reliable measures systematically to determine progress in attaining English proficiency (including the level of comprehension, speaking, listening, reading and writing skills) and student academic achievement standards.**
4. **Instruction and accountability will be based on meaningful data related to student performance.**
5. **All instructional staff assigned to educate ELs will be professionally prepared, qualified and authorized to teach this population.**
6. **Parents will be encouraged and provided opportunities to collaborate actively with schools to support their children's learning and to increase their own language and literacy skills.**

This guidebook provides assistance to Colorado educators, administrators and school board members in their continuing efforts to address the linguistic and educational needs of ELs by sharing information on legislated and judicially mandated policies as well as best practices and program procedures. It is organized into ten sections:

- Understanding English Learners
- Federal and State Requirements
- Understanding the Districts' Obligation to Identify, Assess, Place, Monitor and Exit English Learners
- Designing Effective Programs to Meet the Needs of English Learners
- Components of an Effective Language Instruction Educational Program
- Multi-Tiered System of Supports, Special Education Needs, Gifted and Talented
- Evaluating and Managing Programs for English Learners
- Family and Community Engagement
- From Compliance to Commitment: Understanding Secondary English Learners
- Considerations for Educating Refugees

This document will be available online through CDE's Culturally and Linguistically Diverse Education Office at www.cde.state.co.us/cde_english/eldguidebook.

For further information, contact the CLDE Office at www.cde.state.co.us/cde_english/contactus.

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Colorado Department of Education (2007).
Guidebook on Improving the Academic Achievement of English Learners. Denver, CO: CDE

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The updated English Language Development Guidebook is a collaborative effort of many dedicated colleagues. In addition to the individuals listed above, numerous staff members within the Colorado Department of Education provided necessary feedback and input to update content found in the 2020 ELD Guidebook.

Glossary

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners)
Colorado's English language proficiency assessment given to K-12 students who have been identified as ELs.

AGP (Adequate Growth Percentile)
The growth percentiles needed to become English proficiency within the set timeline.

AMAO (Annual Measurable Achievement Objectives)
The objectives that school districts must meet with regard to their Language Instruction Education Program. Required by No Child Left Behind, Title III.

BICS (Basic Interpersonal Communication Skills)
The language ability required for face-to-face communication where linguistic interactions are embedded in a situational context.

BOE (Body of Evidence)
Multiple data sources used for monitoring and reclassifying a student.

CALP (Cognitive Academic Language Proficiency)
The language ability required for academic achievement in a context-reduced environment such as classroom lectures and textbook reading assignments.

CAS (Colorado Academic Standards)
Expectations of what students need to know and be able to do at the end of each grade.

CELP (Colorado English Language Proficiency Standards)
Comprehensive English Language Proficiency standards that address the need for students to become fully proficient in both social and academic English.

Department of Justice (DOJ)
The United States Department of Justice, also known as the Justice Department, is a federal executive department of the U.S. government, responsible for the enforcement of the law and administration of justice in the United States, equivalent to the justice or interior ministries of other countries.

CLD (Culturally and Linguistically Diverse)
A term used to describe students of differing cultural and/or linguistic backgrounds.

ELA (English Language Acquisition)
Providing services to English language learners through a transitional native language instruction model and/or an English as a second language (ESL) model. The goal of the program is for students to transition to the mainstream English language instructional program.

ELD (English Language Development)
Can be a program or simply a set of guidelines for the language development of ELs. The State of Colorado has English Language Development Standards to guide districts, schools and teachers in developing appropriate programs.

EL (English Learner)
A student who is linguistically diverse and who is identified using the state-approved English language proficiency assessment and a body of evidence as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English.

ESEA (Elementary and Secondary Education Act)
Passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. In 2002, Congress amended ESEA and reauthorized it as the NCLB.

ESL (English as a Second Language)
A model for providing services to English learners that includes supported English content instruction and English language development.

ESSA (Every Student Succeeds Act)
The Elementary and Secondary Education Act (ESEA) was reauthorized in 2015 as the Every Student Succeeds Act and serves as the man federal law affecting education from kindergarten through high school.

Exceptional
Students who are gifted/talented, students with disabilities, and English learners who have special learning needs are considered to be exceptional.

Exited
ELs who are FEP (Fluent English Proficient) and who after being monitored for 2 years no longer require ELD services.

FEP (Fluent English Proficient)
English learners who are able to understand and communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. They are able to achieve in content areas comparable to native English speakers but may still need limited linguistic support.

GT (Gifted and Talented)
Students who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas.

HLS/HLQ (Home Language Survey or Home Language Questionnaire)
A form completed at the time of registration used to identify English learners for the purpose of providing access to appropriate educational opportunities.

IDEA (Individuals with Disabilities Education Act)
The federal law pertaining to Special Education. Reauthorized in 1997.

IEP (Individualized Education Program)
A written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with the Individuals with Disabilities Act (IDEA).

IPT (Idea Proficiency Test)
English language proficiency test.

L1 (First language)
The language a child learns as his or her native language.

L2 (Second Language)
A language an individual learns in addition to his or her first language.

LEA (Local Education Agency)
The local school district or Boards of Cooperative Educational Services (BOCES).

LIEP (Language Instruction Education Program)
Districts are required to provide evidence that appropriate programming is available for ELs.

LEP (Limited English Proficient)
Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write or understand English can be Limited English Proficient.

MGP (Median Growth Percentile)
MGPs are the median individual student growth percentiles calculated at district EMH levels Where n=20+. The median individual student growth percentile provides a measure of the relative effectiveness of the school/district in teaching English to ELs.

Monitor 1, Monitor 2
ELs reclassified as FEP are monitored for a period of 2 years to determine their successes in the regular school program.

MTSS (Multi-Tiered System of Supports)
A prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.

NEP (Non-English Proficient)
Students who come from another language background and are not fluent in English (speaking, listening, reading and/or writing).

OCR (Office for Civil Rights)
The department of federal government that watches out for violations of civil rights laws. They can also be contacted by parents and teachers to report violations by school districts with regards to ethnicity or language discrimination.

PHLOTE (Primary or Home Language Other Than English)
A designation given to students based on information from the Home Language Survey that indicates the primary language spoken at home is not English.

READ Act
Colorado Reading to Ensure Academic Development Act passed by Colorado Legislature in 2012, READ Act focuses on K-3 literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified as having significant reading deficiency, delineating requirements for parent communication, and providing funding to support intervention.

Redesignation
Redesignation is a term that is used when a student's English language proficiency level changes from Limited English Proficiency (LEP) to Fluent English Proficiency (FEP) Monitor Year 1.

Sheltered Content Courses
A course designed to make grade-level academic content understandable for English learners while at the same time developing their English language proficiency. The instructor uses strategies and techniques to integrate language and content while infusing socio-cultural awareness.

SIOP
The Sheltered Instruction Observation Protocol (SIOP) is a research-based and validated model of sheltered instruction to help teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.

SOLOM (Student Oral Language Observation Matrix)
An informal language acquisition matrix done through observation of the student in various settings.

W-APT (WIDA-ACCESS Placement Test)
Colorado's English language proficiency screener test given to incoming students who may be designated as English learners in grades Kindergarten and first semester, first grade. This assessment assists with placement decisions such as identification and placement of English learners in ELD program services.

WIDA Screener
Colorado's English language proficiency screener test given to incoming students who may be designated as English learners in grades second semester, first grade through grade 12. This assessment assists with placement decisions such as identification and placement of English learners in ELD program services.

WIDA (World-Class Instructional Design and Assessment)
Colorado is a member state of the non-profit cooperative group whose purpose is to develop standards and assessments that meet and exceed the goals of NCLB and promote educational equity for ELs.

WM (Woodcock-Munoz)
There are several assessments produced by "Woodcock-Munoz", but the most common is the language proficiency test used by districts in a BOE to determine placement in an ELA program or not.

Notes


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1 Understanding English Learners

1.1 ELs in the United States and Colorado

Demographics and Languages

The 2010 U.S. Census data indicates changes in the U.S. and Colorado student English learner (EL) and Hispanic populations. Based on the most recent version of the U.S. Census, the number of foreign-born people in the U.S. has increased substantially from 31.1 million in 2000 to 40 million in 2010. The figures below are indicators of the changing demographics of the U.S. population with highlights of Colorado's changes, and the new challenges and opportunities for school districts. In line with the changes in U.S. population, Colorado has seen an increase, including an increasing number of ELs in the state. In Colorado, 82.1% of the ELs are Hispanic. However, this does not mean that all Hispanic students are English learners and that all English learners are Hispanic.

- 12.9 percent of the U.S. population in 2010 was foreign-born;
- In Colorado, 9.8 percent of the population was foreign-born;
- In 2011, 8% of the foreign-born children were of school age (3 to 19 years old). Of those, 87% were enrolled in school. Between 1980 and 1997, the number of children of immigrants enrolled in U.S. schools nearly doubled, from 10 percent to 19 percent of the entire student population;
- In 2010, 53.1 percent of the U.S. foreign-born population was from Latin America;
- In 2010, 16.3 percent of the U.S. population was Hispanic. Between 2000 and 2010, the U.S. Hispanic population increased by 43 percent, which is four times the growth of the overall population—the overall U.S. population grew by 9.7 percent in that same time period;
- In 2010, 20.7% of Colorado's population was Hispanic. From 2000 to 2010, Colorado's Hispanic population increased by 41.2 percent; Colorado's total population increased by 16.9 percent in that same time period;
- More than half of children born in Denver in 2001 were Hispanic.
- In 2010, 62% of the population who spoke a language other than English at home was Spanish speakers.
- In 2011, 36 percent of Hispanics were born outside of the U.S., increasing the chance that their primary languages were not English. Hispanics had a lower median age than the population as a whole: 35.1 percent were younger than 18.
- In 2011, Hispanics comprised 20% of the U.S. student population which is an increase from 16 percent in 1999.
- In 2018, 33.4% of Colorado students were Hispanic/Latino.

This increase in the number of EL students in our schools has profound implications for how schools structure and deliver educational services.

Achievement differences between EL and non-EL students begin as early as kindergarten and continue through high school. The EL high school completion rate has not changed substantially in the past several years, and the dropout rate remains unacceptably high.

Over 290 different languages were spoken by English learners. The following chart provides a breakdown of some of the major languages represented in Colorado as of October 2018.

Given these facts, resources should be concentrated to address the challenges and benefits of an increasingly diverse student population. Efforts to organize instruction based on these understandings will benefit all students, including native English speakers.

Top Twenty Home Languages Spoken by Colorado ELs (Grades K–12)

Number and percent of English Learners, by Language Background

Rank	Language	Number (N) ELs (NEP, LEP, FEP M1/M2)	Percent (%) ELs (NEP, LEP, FEP M1/M2)
1	Spanish	102,796	82.1%
2	Arabic	2,326	1.9%
3	Vietnamese	1,944	1.6%
4	Chinese, Mandarin	1,349	1.1%
5	Russian	1,306	1.0%
6	Amharic	1,261	1.0%
7	Somali	1,117	0.9%
8	Nepali	858	0.7%
9	French	665	0.5%
10	Korean	632	0.5%
11	Burmese	503	0.4%
12	Hmong	411	0.3%
13	Tigrigna	399	0.3%
14	Swahili	398	0.3%
15	Telugu	353	0.3%
16	Hindi	337	0.3%
17	Tagalog	310	0.2%
18	Karen, Pa'o	308	0.2%
19	Chinese, Yue	301	0.2%
20	Portuguese	283	0.2%

Updated by Office of Data, Accountability, Reporting and Evaluation (October 2019); Data Source [Colorado]: 2018–2019 Student October Count (NEP, LEP, FEP Monitor Year 1 and 2 only).

1.2 Stages of Language Development

Understanding the languages and cultures of ELs is the first step to understanding how to design, implement, monitor and evaluate programs to help them progress toward English proficiency, as well as attain challenging content and academic achievement standards. The ability to listen, speak, read and write is basic to academic success in any language. Whether children have been educated in their home country or the U.S., whether instruction is in English or another language, once students enter Colorado's education system, regardless of the instructional program implemented or the language used in the classroom, our goal is to provide them the opportunity to attain English proficiency and achieve academic success. For many ELs, contact with English begins at school, which is where our task begins.

Understanding the distinction between first language development and second language acquisition is necessary to set the foundation for learner-centered instructional strategies for ELs. Five principles apply to both first and second language acquisition:

- Language is learned by using language.
- The focus in language learning is meaning and function (not form).
- Successful language learning is non-stressful, meaningful, concretely-based and comprehensible.
- Language is self-directed, not segmented or sequenced.
- Conditions necessary for language acquisition essentially are the same for all children.

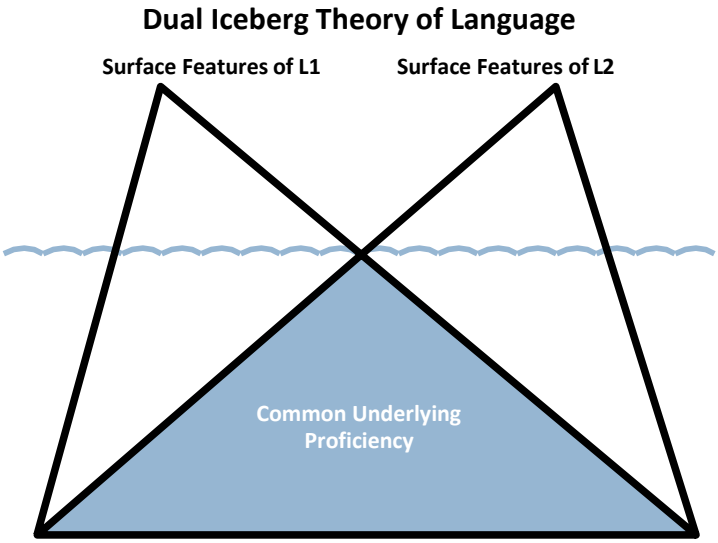
These principles support practices, recommended in this document, that facilitate language learning. Just as children learn to read by reading, and to write by writing, they learn language by using language. The rate of language development will vary; under optimal conditions, it takes ELs 4–10 years to develop academic English fully—to be able to listen, speak, read and write in a way that is indistinguishable from a native English speaker.

First Language Development

Brown (1973), Chomsky (1986), Piaget (1970) and Vygotsky (1978) provide the theoretical framework for how language develops. They posit an internal process whereby humans create words and sentences. Language rules are generated as individuals move through developmental stages of language, each at their own rate. Chomsky suggests that as we create, comprehend and transform sentences, we intuitively work on two levels: the deep structure and the surface structure of language. Surface structure is the way words or sounds are put together; deep structure is the meaning that the words or sounds are meant to communicate.

The following diagram represents Cummins' Dual Iceberg Theory of the EL's two language systems. The iceberg is an appropriate metaphor because, as with the cognitive structure of language, the majority lies below the surface. ELs' oral and written expression is represented by the portion above the surface and their underlying academic understanding is represented by the portion below the surface.

When students are strong in both language environments, their cognitive understanding supports communication skills in both languages. More importantly, what is learned in one language can be expressed through the other; information does not have to be relearned. Learners must be provided the appropriate language to express what they already know in one language through the other.



Cummins' (1979) Hypothesis on interdependence of languages (1979-1981)—"Iceberg Theory"

Despite varying perspectives on the exact linkage between language and thinking, most would agree that with few exceptions children acquire the basic grammatical rules of their native tongue by age four or five without direct instruction. The first language is developed as children hear it spoken. By imitating good models, they master language without any special instruction. While some believe that teaching about language makes children more conscious of their language, it is widely accepted that because children independently master intricate systems of grammatical rules, their independent and intuitive efforts should be respected and not undermined through attempts to teach abstract rules of grammar. Four essential interactions are critical to language learning and development: exposure to language, practice in a non-threatening environment, re-enforcement imitation. The differences between learning and acquiring a language (Krashen, 1981) are especially important for second language development, as illustrated below.

Learning vs. Acquisition Approaches to Language

Learning	Acquisition
Focus on the forms to be mastered.	Focus on need to communicate linguistic functions.
Success based on demonstrated mastery of language forms.	Success based on getting things done with language.
Forms are learned for later functional applications.	Forms develop out of communicative needs being met in realistic contexts.
Lessons organized around grammatically-based objectives.	Lessons organized around need, desires and interests of students.
Error correction is a critical feature to promote the mastery of linguistic forms and structures.	Student success in getting things done and communicating ideas is the focus of reinforcement. Errors are accepted as developmental.
Learning is a conscious process of memorizing rules, forms and structures, usually as a result of deliberate teaching.	Acquisition is an unconscious process of internalizing concepts and developing functional skills as a result of exposure and comprehensible input.
Rules and generalizations are taught inductively and deductively.	Rules and generalizations are not taught unless specifically requested by students.
Lessons are characterized by teacher-developed drills and exercises.	Lessons are characterized by student-centered situational activities.
Students develop the four language skills (listening, speaking, reading, and writing) by following teacher-directed calendar.	Students develop the four language skills (listening, speaking, reading, and writing) by participating in functional communicative activities which allow the skills to emerge naturally.
Early emphasis on production skills may produce unnecessary anxiety in students.	Lessons are characterized by low student anxiety, as production and eventual mastery are allowed to occur on the students' own schedule after sufficient input.

Source: California Department of Ed.—Office of Bilingual Education (2005)

In working with ELs to facilitate their academic success, a number of prominent researchers (Cummins, 1981; Peregoy, 1991) support the view that strengthening the first language offers the best entry into second language acquisition, by providing a cognitive and academic foundation for proficiency in the second language.

Acquiring a Second Language

Children best acquire a second language in much the same way that they acquired their first language, by learning to communicate and make sense of their world. This process is made more challenging in academic settings because second language learners need the new language to interact socially, as well as learn subject matter and achieve academically.

According to Krashen (1982), a new language is acquired subconsciously as it is used for various purposes. People acquire language when they receive oral or written messages they understand. These messages provide comprehensible input that eventually leads to output in the form of speaking and writing. If a student needs to know how to ask for milk in the cafeteria, s/he acquires the vocabulary needed to accomplish this task. By using language for real purposes, it is acquired naturally and purposefully. Language can be acquired through reading and writing, as well as through listening and speaking.

Students acquire second languages through exploration of verbal expression that increases as confidence and knowledge are gained through trial and error. ELs learn English more quickly when teachers use pictures, gestures, manipulatives and other means to make English comprehensible, while at the same time reducing the stress associated with the expectation that students immediately produce the new language.

Krashen (1982) defined the following stages for second language learners but acknowledged that language acquisition is an ongoing process, so stages may overlap and growth may occur at different rates. The first three stages typically progress quickly, while students may spend years in the intermediate and advanced stages.

- ***Silent/Receptive***—The student does not respond verbally in L2, although there is receptive processing. The student should be included actively in all class activities but not forced to speak. Teachers should give students in this stage sufficient time and clues to encourage participation. Students are likely to respond best through non verbal interaction with peers, being included in general activities and games, and interacting with manipulatives, pictures, audiovisual and hands-on materials. As students progress through this stage, they will provide one-word verbal responses by repeating and imitating words and phrases.
- ***Early Production***—Students begin to respond verbally using one or two words and develop the ability to extract meaning from things spoken to them. They continue to develop listening skills and build a large recognition vocabulary. As they progress through this stage, two or three words may be grouped together in short phrases to express an idea.
- ***Speech Emergence***—ELs begin to respond in simple sentences if they are comfortable with the school situation and engaged in activities during which they receive large amounts of comprehensible input. All attempts to communicate (i.e., gestures, following directions) should be received warmly and encouraged. It is especially important that neither the instructor nor the students make fun of or discourage students' attempts at speech.
- ***Intermediate Fluency***—Students gradually transition to more elaborate speech so that stock phrases with continued good comprehensible input generate sentences. The best strategies are to give them more comprehensible input, help them develop and extend recognition vocabulary and provide chances to produce language in comfortable situations.

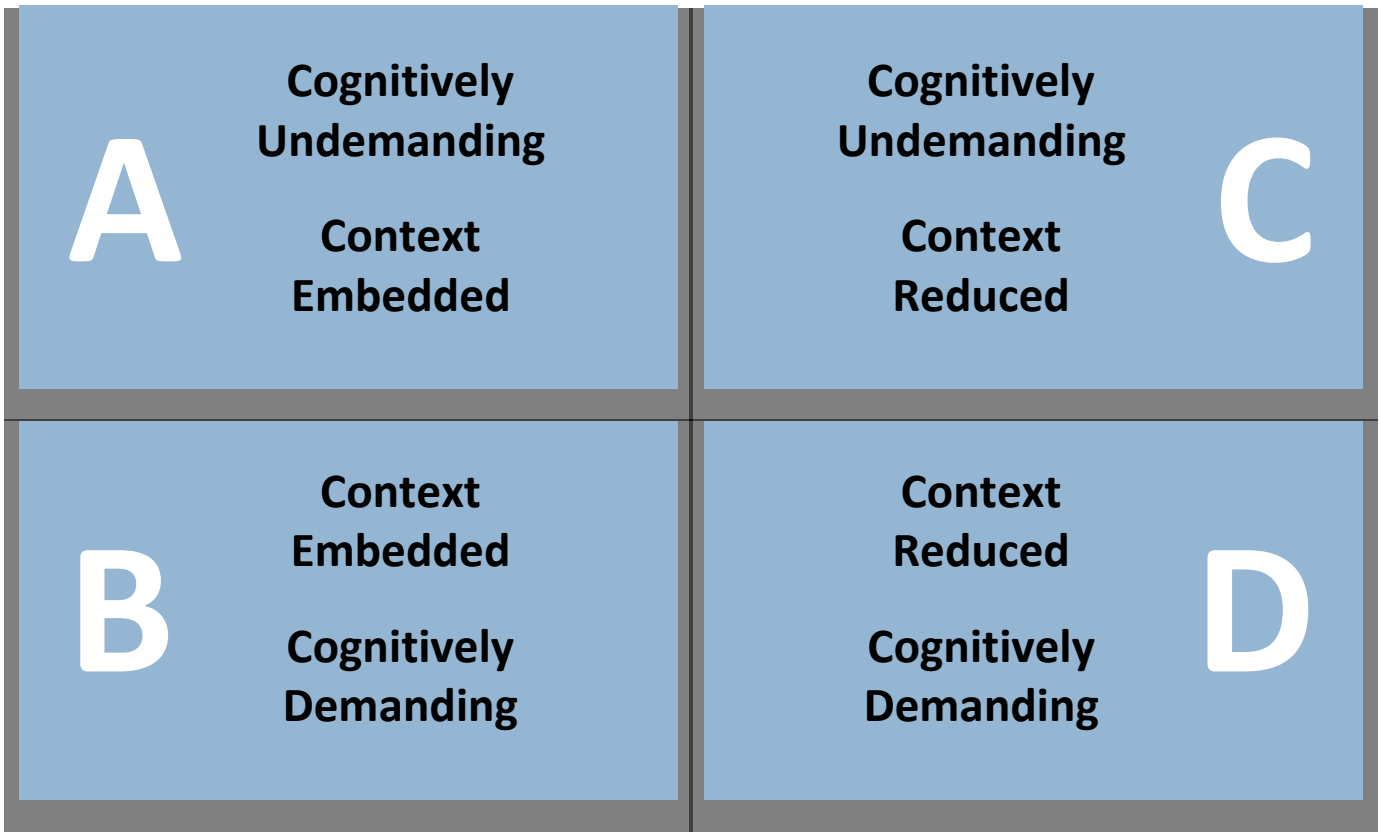
- ***Advanced Fluency***—Students engage in non-cued conversation and produce connected narrative. This is an appropriate time for grammar instruction focused on idiomatic expressions and reading comprehension skills. Activities should be designed to develop higher levels of thinking and vocabulary and cognitive skills, especially in reading and writing.

Cummins (1980) originally suggested a framework that distinguishes between language used for basic social interaction and that used for academic purposes. Basic Interpersonal Communication Skills (BICS) refers to language skills needed for social conversation purposes. Cognitive Academic Language Proficiency (CALP) refers to formal language skills used for academic learning.

Though not all face-to-face interaction is at the basic communication level, students generally acquire a strong enough foundation to participate in spontaneous conversation rather quickly (Cummins, 1981). Thomas and Collier (A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement, 1995) estimated that it could take as long as 14 years for older students who begin second language acquisition without literacy skills or consistent prior formal schooling in their first language.

Cummins later refined his framework to better capture the complex and multidimensional social and academic aspects of language learning (below). He proposed that all communication tasks can be viewed along two intersecting dimensions—cognitive demand and contextual embeddedness. Instruction should be planned to move among the quadrants, increasing the cognitive demand with familiar/embedded language and teaching new language in relation to familiar content.

Cummins, J (1984) Bilingualism & Special Education: Issues in Assessment and Pedagogy. San Diego: College Hill Press, p 139.



1.3 Socio-Cultural Issues and Student Learning

> ***Most educators, like most other U.S. citizens, are socialized within homogeneous communities and have few opportunities to interact with people from other racial, ethnic, language, and social-class groups. The formal curriculum in schools, colleges and universities provides educators with scant and inconsistent opportunities to acquire the knowledge and skills needed to work effectively in culturally diverse educational settings.***
>
> Diversity within Unity: Essential Principles for Teaching and Learning in a Multicultural Society James Banks, et al, 2001

Learning English in an academic environment is not the only challenge facing ELs. They also must learn to function in a new classroom, school, community, state and country. Things native English speakers take for granted about living and going to school in the U.S. are viewed very differently by immigrants and ELs.

The country of origin and the cultural experience students bring with them impacts the way they see the world. ELs have different experiences with school systems and processes, how and what they eat for lunch, expectations about student-teacher-peer interactions, etc. They need guidance and explicit instruction to better understand their new school culture and environment.

Issues that directly impact ELs and their educators include the country of origin, language, access to education, basic enrollment information and classroom considerations. Even under the best circumstances most newcomers will experience a form of culture shock as they adapt to the subtle and gross differences in their new environment. Some variables to consider are:

- ***Country of Origin***—The country from which a student comes might be at war, economically poor, underdeveloped or very different in climate and geography from the U.S. A student concerned for the safety of family members and friends in a country at war is not likely to find peers in U.S. schools that can understand this hardship. Students who come from such circumstances should be provided a transitional period to relieve the trauma and stress related to their original situation and subsequent move to the U.S. Children from poor countries might not understand the wastefulness seen in U.S. society. ELs from underdeveloped countries might not expect the availability of items we take for granted such as running water, indoor bathrooms and basic cleanliness. The climate and geography a student previously experienced must be understood and taken into account (e.g., altitude, change of seasons, snow and ice). These changes are substantial and adapting may be stressful or take time.
- ***Language***—Does the student come from a country that has a written language? How similar is their alphabet to English (e.g., letters as in English or characters as in Chinese or Korean)? Do they read from left to right or right to left? A Spanish-speaking student from Uruguay might not have the same accent and specific vocabulary as one from Mexico, similar to two U.S. students from New York City and New Orleans.

  It is critical that schools and districts ascertain the languages spoken by their students and identify resources, both human and material, to establish lines of communication with families. It may seem a daunting task, but materials are readily available in dozens of languages at various clearinghouses and internet sites. You are not alone; schools across the U.S. and Canada are facing and meeting these same challenges. Once communication with families is established, either through an interpreter/cultural mediator or other means such as phone contact (especially for rural communities with less access to resources or resource people), a basic overview of the school process can and should be communicated.
- ***Access to a Free Education***—Free and universal education is not available in all countries. Parents should be informed that their child's right to access the educational system is not dependent upon factors such as their ability to understand English, the family's immigration or economic status or their national origin. Discrimination based on these factors may have been a reality in the country from which the family emigrated.

- ***Basic Enrollment and Attendance Information***—Enrollment procedures and attendance policies vary around the world. Enrollment information must be made available to ELs' parents/guardians in languages they understand whenever possible. If information is not accessible, a reliable translator or cultural mediator should be made available. Stronger family/school partnerships are fostered when families are provided information in their native languages, creating opportunities for connecting, communicating, coaching, and collaborating between parents, teachers, administrators and other school staff. Schools should not ask for social security cards as this not required by law. Many come to the U.S. for economic reasons and are not aware of their child's right to a free or reduced cost lunch. School lunch applications should be completed by the interpreter/cultural mediator and the parent in a way that reduces stress associated with the family's economic situation.

  Compulsory education is not the norm outside the U.S. Therefore, when parents sign the school disciplinary plan, they should be made aware of the expectations and laws governing school attendance. Parents also need to know that prejudice and discrimination are not acceptable practices in the U.S. They can discuss this with their child to avoid conflict with other students. Likewise, educators and staff members should be aware that immigrant students also have customs and practices that might be unusual or different from those they have experienced.
- ***Classroom considerations***—A new EL initially should have a "buddy" to serve as a peer support partner, ideally from a similar language or cultural background. Once the new student grows accustomed to the school environment, the buddy should have the choice to continue to help as an interpreter or not. Interpreting requires much of a student, particularly cognitively; not all students possess that ability. Be aware that this practice has the potential to create conflict and tension for the new student or the "buddy" if the students' countries of origin, experiences or personal preferences are not a good match. Just because two students come from Asian countries doesn't not mean they speak the same language or have similar ethnic or socio-economic backgrounds. It may be helpful, especially for older students, to allow them to shadow other students for several days, to get a feel for the school, before giving them final schedule and requiring them to participate in class activities. For tools and resources for creating an inclusive environment for and avoiding the unnecessary segregation of English Learners visit OELA English Learner Tool Kit, Chapter 5 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

  A student's adjustment is more difficult if they do not want to be in the U.S./Colorado. Older students could be more affected by a move to the U.S. than a younger student, because of the pressure to fit into the new environment. Welcoming, responding, and supporting each student individually is the best way to create a positive environment.

The Immigrant Experience

Elizabeth Coelho (1994) describes the various issues that may cause a great deal of stress to immigrant and refugee students. These include:

1) **Choice—*Did the family and the student have a choice in leaving their native country?***
2) **Preparation and Support—*Were they prepared emotionally and financially to establish their new life in the United States?***
3) **Family Separation—*Did all members of the family arrive as a unit?***
4) **Minority Status—*What are the implications of going from a majority status to a minority status?***
5) **Loss of Status—*Are the parents able to sustain their skill and professional level of work?***
6) **Culture Conflict between Home and School—*Do the students have to negotiate and in some instances abandon their cultural values?***
7) **The Refugee Experience—*How do the experiences of survival affect the refugee student?***
8) **The Culture of the School—*Is there a process to help the immigrant/refugee student learn about and understand the culture of the school?***

Notes

COLORADO
Department of Education

Office of Culturally and Linguistically Diverse Education

1560 Broadway, Suite 1100
Denver, Colorado 80202
www.cde.state.co.us/cde_english/contactus

Designing, Delivering, and Evaluating Services for English Learners

2020 Guidebook

COLORADO
Department of Education

2 Federal and State Requirements

2.1 Federal Laws and Legal Requirements

In the last fifty years, the United States has made significant progress toward advocating for and improving educational opportunities for all students. Federal statutes prohibiting discrimination in educational programs have been enacted to protect the rights of students; most notably Title VI of the Civil Rights Act of 1964 prohibiting race, color, and national origin discrimination (U.S. Department of Education, 1999). This civil rights law and a number of other court cases represent a national commitment to end discrimination in education (U.S. Department of Education, 1999). Many state and federal laws are designed to help deliver the promise that every individual has the right to develop his or her talents to the fullest which have helped bring about profound changes in American education (U.S. Department of Education, 1999).

This chapter will provide an overview of state and federal laws that impact the way districts and schools serve English learners, as well as provide an explanation of the requirements that districts and schools are held accountable to in order to effectively enforce these statutes.

Below is a summary of federal laws and Supreme Court cases protecting English learners and district obligations in serving this population of students.

Title VI of the Civil Rights Act (1964)

- Prohibits discrimination based on race, color or national origin
- Students may not be excluded from any program or activity receiving federal financial assistance

Office for Civil Rights Memorandum (1970)

- Requires school districts to take affirmative steps to rectify language deficiencies
- Prohibits assignment to special education classes based on English language skills
- Requires parent notification of school activities
- Forbids specialized programs for English learners to operate as an educational dead-end or permanent track

Lau v. Nichols – 414 U.S 563 (1974): Supreme Court case which reaffirmed Title VI of the Civil Rights Act

- A civil rights case was brought by Chinese American English learners in San Francisco, California which claimed that lack of linguistically appropriate accommodations (e.g. educational services in English) effectively denied the students equal educational opportunities on the basis of their ethnicity, as required by Title VI of the Civil Rights Act of 1964.
- The US Supreme Court in 1974 ruled in favor of the students

> "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."

Equal Educational Opportunities Act of (1974)

- Denial of equal educational opportunity prohibited
- Prohibits discrimination against faculty, staff and students, including racial segregation of students.
- Requires school districts to take action to overcome academic and linguistic barriers to students' equal participation

The Lau Remedies (1975)

- Specifies approved approaches, methods, and procedures for: Identifying and evaluating national origin minority students' English language skills;
- Districts and schools required to:
  - Determine instructional English language development program
  - Decide when English learners no longer need English language development services
  - Determine the professional standards educators must meet to deliver the English language development program

Castañeda v. Pickard (1981): Court case challenging a school district for not meeting Lau v. Nichols and the Equal Educational Opportunities Act

- Roy Castañeda, father of two Mexican-American children, filed suit against the Raymondville Independent School District(RISD) in Texas arguing
  - that the district failed to establish sufficient bilingual education programs, which would have aided his children in overcoming the language barriers that prevented them from participating equally in the classroom and
  - there was no way to sufficiently measure the Raymondville Independent School District's approach to overcoming language barriers, as required in Lau v. Nichols (1974)
- Court ruling established three prong approach to measure compliance with the Equal Educational Opportunities Act (1974) as it relates to English learner programs.
  - Theory-ELD program must be based on sound educational theory
  - Practice-ELD program is implemented with fidelity and with appropriate fiscal and human resources, to transform theory into practice.
  - Evaluation-Measures effectiveness of ELD program.

Plyler v. Doe: Right to Attend Free Public School (1982)

The US Supreme Court struck down a state statute denying funding for education to unauthorized immigrant children and simultaneously struck down a municipal school district's attempt to charge unauthorized immigrants an annual $1,000 tuition fee for each undocumented immigrant student to compensate for the lost state funding. As a result of Plyler ruling, public schools may not: Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.

OCR/DoJ Guidance and Resources:

- Office for Civil Rights Reading Room
  www2.ed.gov/about/offices/list/ocr/frontpage/faq/readingroom.html
- Department of Justice Website
  www.justice.gov
- Joint Dear Colleague letter (Jan 7, 2015)
  www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html
- English Learner Toolkit – OELA
  www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

2.2 Every Student Succeeds Act (ESSA), 2017

President Obama signed the Every Student Succeeds Act into law on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

ESSA includes provisions that will help to ensure success for students and schools. Below are some of the key provisions. 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.

ESSA Legislation is available at www.govinfo.gov/content/pkg/BILLS-114s1177enr/pdf/BILLS-114s1177enr.pdf.

For Colorado's ESSA State Plan visit ESSA in Colorado at www.cde.state.co.us/fedprograms/essa.

How Have Title I and Title III Changed under ESSA?

In a guide distributed by TransAct (2017), the organization succinctly outlines a number of changes that have occurred to Title I and Title III with the signing of ESSA.

> *One of the biggest shifts in responsibility is the move of accountability for EL progress toward English proficiency from Title III to Title I. Title I has always had the requirement to meet the academic needs of ELs, but now, under ESSA, it is more clearly noted that Title I funds can be used for programs to help EL students attain English proficiency.*
>
> *The grade levels in which EL accountability is determined are also shifting. Under NCLB, Title III accountability determinations were made for ELs in all grades, but under ESSA these determinations will only be made for EL students in Title I-funded school districts in grades three through eight and once in high school. This change will require a heightened focus by Title I and Title III staff in the earlier grades so that EL programs in these grades provide quality language instruction and appropriate access to content knowledge.*
>
> *These are Civil Rights requirements that include evaluation to ensure that EL programs are effective in helping ELs make progress toward English proficiency and meet grade level academic performance targets. Tracking EL student achievement and adjusting programs when there is a strength or deficiency will help ensure that when ELs reach the grade levels where accountability measures are calculated, those ELs will meet the State's EL accountability goals (p.4).*

How do these changes impact schools and districts?

These changes will have a number of impacts on schools and districts. In a recent publication, TransAct (2017) notes:

> *The shifts in accountability under ESSA will require states and districts to establish a more robust structure that facilitates collaboration and allows for the sharing of expertise between Title I and Title III staff. This will mean a breakdown of silos so that Title I and Title III staff work together to design programs and interventions that address the unique language and academic needs of the ELs in their schools and districts. A one size fits all solution does not typically work with ELs and two competing programs (one under the Title I program and another under the Title III program) can lead to a waste of time, effort, and resources.*
>
> *English language proficiency (ELP) assessment is no longer required under Title III, however Title III programs must provide an assurance that all ELs served by Title III will participate in the annual assessment of ELP required under Title I. This means Title I is responsible for the annual ELP assessment, which includes administration of this assessment. ELP assessment administration requires special training that in most cases has been provided to many more Title III staff than Title I staff. The implementation of the requirement for the administration of an annual ELP assessment will go much smoother if there is coordination between Title I and Title III (p.4).*

Title I, Part A–Improving the Academic Achievement of At-Risk Students

Title I, Part A is the largest federal program supporting both elementary and secondary education. The program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.

The purpose of Title I is to provide all children "significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."(ESSA, Section 10011) To achieve that, states must develop accountability systems to identify and support schools with academically struggling students, and LEAs and schools must use their Title I funds to improve student outcomes, including academic achievement (CCSSO, p. 7, 2017).

Title I accountability requires states to:

- adopt challenging academic standards in at least math, reading/language arts, and science,
- develop high-quality academic assessments that measure how well students are mastering state standards in at least math, reading/language arts, and science,
- develop an accountability system that differentiates school performance based on a variety of indicators,
- develop a system to identify and support certain low-performing schools (known as "comprehensive support and improvement" (CSI) schools and "targeted support and improvement" (TSI) schools), and
- report student achievement and other data to ED and the public.

Districts/LEAs that receive Title I funds must carry out a variety of activities as a condition of participating in the program including, but not limited to:

- Developing and implementing plans to support and improve low-performing schools identified by the state through its accountability system,
- Reporting student achievement and other data to the SEA and the public,
- Notifying parents about issues such as teacher qualifications, assessments, and identification of students as English learners,
- Collaborating with child welfare agencies to ensure the educational stability of children in foster care,
- Providing services to homeless students that do not attend Title I schools,
- Providing services to children in local institutions for neglected children, and if appropriate, to children in local institutions for delinquent children, and neglected or delinquent children in community day programs,
- Allocating Title I funds to eligible schools through a poverty-based procedure known as "ranking and serving,"
- Developing policies and providing services to engage parents and families,
- Providing services to eligible private school students, and
- Overseeing Title I activities in Title I schools (CCSSO, 2017, pp. 7-8)

Schools that receive Title I funds must design and implement programs to support eligible Title I students using one of two models:

- A **schoolwide model**, available to any school with at least forty percent poverty (or to schools below forty percent poverty with a waiver, which, under ESSA, can be issued by the SEA).
  - Schools may use Title I funds to upgrade their entire educational program

  - All students are considered "Title I students," and
  - Schoolwide schools must develop a plan describing the services they will provide based on a comprehensive assessment of the school's needs. This needs assessment must take into account the academic achievement of all students, particularly the needs of those of students struggling to meet state academic standards, and any other factors as determined by the LEA.

- A **targeted assistance model**, available to any Title I school that does not operate a schoolwide program.
  - Schools must use Title I funds to help educationally-disadvantaged students meet state standards, and
  - Students are eligible for Title I if they: (1) are failing, or at risk of failing, to meet state standards, (2) participated in certain federally-funded preschool programs, (3) received services under the Migrant Education Program, (4) are in a local institution for neglected or delinquent children or are attending a community day program, or (5) are homeless. (CCSSO, p.8, 2017)

Title I-A: Improving the Academic Achievement of the Disadvantaged (Public Law 107–110) Legislation is available at www2.ed.gov/programs/titleiparta/legislation.html

To learn more about Colorado Title I-A programs, visit www.cde.state.co.us/fedprograms/ti/a

Title I, Part C–Education of Migratory Children

The Migrant Education Program (MEP) supports students to reach high standards of academic achievement and is the level of interstate cooperation through the transfer of migrant students' education and health records. This high priority activity helps assure that migrant students are placed appropriately when they enroll in a new school. Their teachers are able to meet their needs and valuable time is not wasted. In addition, secondary students benefit significantly since the transfer of credits and/or partial credits assists them in meeting graduation requirements. The dropout rate among migrant students is high because of the frustration and hopelessness these students encounter when schools are not able to meet their academic needs.

To learn more about Colorado Title I, Part C programs, visit www.cde.state.co.us/migrant

Title I, Part D–Prevention and Intervention Programs for Children and Youth

Who are Neglected, Delinquent, or At-risk

Title I, Part D provides funds for youth in state-operated institutions or community day programs. It also provides assistance to school districts who work with local correctional facilities. The U.S. Department of Education (ED) allocates funds for this subpart to the Colorado Department of Education (CDE) based on the number of children and youth in State- operated facilities and the State's average per-pupil educational expenditures.

To learn more about Colorado Title I, Part D programs, visit www.cde.state.co.us/fedprograms/ti/d

Title II, Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title II, Part A of the Every Student Succeeds Act (ESSA) of 2015 is intended to increase student academic achievement consistent with challenging State academic standards, improve the quality and effectiveness of educators, increase the number of educators who are effective in improving student academic achievement in schools, and provide low-income and minority students greater access to effective educators. The amount of Title II, Part A funds allocated to LEAs is calculated using the same US census data that is used to calculate Title I, Part A. Eighty percent of the LEA's Title II, Part A allocation is based on poverty and the remaining twenty percent is based on total population.

Title II of the ESEA, as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 6421-6472) legislation available at www2.ed.gov/documents/essa-act-of-1965.pdf (see pages 155-196)

To learn more about Colorado Title II programs, visit www.cde.state.co.us/fedprograms/tii/index

Title III, Language Instruction for English Learners and Immigrant Students

Title III is a supplemental grant under the ESEA that is designed to improve and enhance the education of English learners (ELs) in becoming proficient in English, as well as meeting the Colorado Academic Content standards. The Title III Immigrant Set-Aside grant resides within this program and provides opportunities for LEAs to enhance the instructional opportunities for immigrant students and their families.

Colorado's Title III allocation is based on the number of ELs reported through the American Community Survey and U.S. Census data. CDE reserves 5% of its Title III allocation for the Immigrant Set-Aside grant. Annual local education agency (LEA), including district or consortia, allocations are based on the number of English learners reported through the annual Student October Count. The previous Student October count informs the subsequent school year Title III allocation. An LEA or consortium allocation must meet or exceed $10,000 in order to apply for a Title III grant.

Title III: Language Instruction for Limited English Proficient and Immigrant Students (Public Law 107–110) legislation available at www2.ed.gov/policy/elsec/leg/esea02/pg39.html

To learn more about Colorado Title III programs, visit www.cde.state.co.us/fedprograms/tiii/index

Title III, Immigrant Set-Aside

The Title III Immigrant Set-Aside grant is designed to support school districts that have experienced a significant increase in immigrant students over the past two years. This program provides enhanced instructional and supplemental support opportunities for immigrant students and their families. Colorado's Title III allocation is based on the number of English learners (ELs) reported through the American Community Survey and U.S. Census data. Before determining local allocations, CDE reserves 5% of its Title III allocation for the Title III Immigrant Set-Aside (ISA) grant.

CDE determines local allocations based on the number and average number of immigrant students reported through the annual Student October Count in three school years prior to the current school year. Students who meet the federal definition for immigrant as a part of the ESSA Title III definition should be marked as a yes (1) in the immigrant field in the student demographic file that is submitted annually to CDE through the student October collection.

The file layout for the student demographic file can be found on the CDE Student Interchange website at www.cde.state.co.us/datapipeline/inter_student.

Title III: Language Instruction for Limited English Proficient and Immigrant Students (Public Law 107–110) legislation available at www2.ed.gov/policy/elsec/leg/esea02/pg39.html

To learn more about Colorado Title III Immigrant Set-Aside programs, visit www.cde.state.co.us/fedprograms/titleiiiimmigrantsetaside

District Responsibility for Charter and Private School EL Students

According to Federal law, districts are responsible for providing services and assessments for ELs in private or charter schools. Private schools can decline these services, but documentation must be kept showing the offer and the decline.

Section 8501(a)(1) of the ESEA requires LEAs to provide services under Title III, among other federal programs, to private school children, their teachers and other educational personnel. The responsibility under the Title VIII Uniform Provisions for providing Title III services to LEP students in private school lies with the LEA and, consequently, the LEA is responsible for assessing the English language proficiency of private school students if requested by private school representatives.

Participation of private school students, teachers and other education personnel in ESEA programs is governed by the Uniform Provisions in Title IX of ESEA, sections 9501–9504 (www2.ed.gov/policy/elsec/leg/esea02/pg111.html). Under the Uniform Provisions, LEAs or other entities receiving federal financial assistance are required to provide services to eligible private school students, teachers and other personnel consistent with the number of eligible students enrolled in private elementary and secondary schools in the LEA, or in the geographic area served by another entity receiving federal financial assistance. These services and other benefits must be comparable to the services and other benefits provided to public school students and teachers participating in the program, and they must be provided in a timely manner.

Public school districts are required to provide equitable services to eligible private school students through the *Elementary and Secondary Education Act (ESEA)*, as reauthorized by the *No Child Left Behind Act (NCLB)* 2001, and the *Individuals with Disabilities Education Act (IDEA)*, reauthorized in 2004. Twelve major ESEA programs require public school districts to provide services and benefits to private school participants on an equitable basis. IDEA requires that public school districts conduct a child-find process to locate students with disabilities enrolled in private schools, and to expend a proportionate amount of funding on special education and related services to such eligible children enrolled in private schools.

To ensure equitable participation, the LEA or other entity receiving federal financial assistance must assess, address and evaluate the needs of private school students and teachers; spend an equal amount of funds per student to provide services; provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided public school students and teachers; and offer services that are secular, neutral and non-ideological.

Both *ESEA* and *IDEA* also require that public school districts engage in timely and meaningful consultation with private schools about the provision of services to private school students and their teachers and parents. This consultation must occur before any decision is made that impacts the opportunities for participation of private school students, teachers, and parents and throughout the design, development, implementation, and assessment of those services.

2.3 Colorado State Laws

There are two state laws that specifically address English Learners in Colorado.

- ***Colorado Senate Bill 109 – C.R.S. 22-24-106 ELP Assessment***
- ***Colorado House Bill 14-1298 – C.R.S. 22-24-101 English Language Proficiency Act (ELPA)***

Colorado Senate Bill 109, C.R.S. 22-24-106 requires the Colorado Department of Education to develop and adopt one common assessment to identify English Learners and annually measure English language development. The current ELP assessments are:

- W-APT/WIDA Screener state mandated assessment to identify English Learners.
- ACCESS for ELLs 2.0–annual assessment to measure English language development and attainment.

Colorado House Bill 14-1298 – C.R.S. 22-24-101 English Language Proficiency Act (ELPA)

The English Language Proficiency Act (ELPA) is a state funded program that provides financial and technical assistance to districts implementing programs to serve the needs of English learners. The state definition of "English learner," is derived from the 2014 Colorado Revised Statutes under the English Language Proficiency Act 22-24-103 (4) and is defined as "a student who is linguistically diverse and who is identified [using the state-approved English language proficiency assessment] as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English." ELPA establishes that districts must provide an evidence-based English language proficiency, or English language development (ELD), program to assist ELs in acquiring English and achieving and maintaining grade-level performance in academic content areas.

The current ELPA includes two programs which provide funding for all local education providers serving English learners: the English Language Proficiency Program (ELPA Program) and the Professional Development and Student Support Program (Support Program).

The ELPA Program is a categorical program that supports the requirement to provide an evidence-based English language development program for all English learners. The goal of the program is to increase the English language proficiency and academic performance of English learners. The ELPA Program is funded annually on a per pupil basis from a formula written in state statute. 75% of the annual allocation should be used to provide services to Non-English Proficient (NEP) and Limited English Proficient (LEP) students. The remaining 25% should be used to provide services to English learners reclassified as FEP Monitor Year 1 (M1) and FEP Monitor Year 2 (M2). Identified students may receive funding for up to a total of five budget years, including prior years of funding. Years in program are not required to be consecutive, regardless of whether the student transfers to another district or leaves the state.

The ELPA Professional Development and Student Support Program was introduced and created in 2014 by House Bill 14-1298. The ELPA Support Program funds are subject to annual appropriation by the Colorado legislature. 75% of the annual allocation should be used to provide services to Non-English Proficient (NEP) and Limited English Proficient (LEP) students. The remaining 25% should be used to provide services to English learners reclassified as FEP Monitor Year 1 (M1) and FEP Monitor Year 2 (M2). Districts and the Charter School Institute must distribute 100% of ELPA Support Program funds that the district receives to charter schools that identified and reported eligible English learners in the Student October Count.

Charter School Information

State Law: ELPA as it interfaces with Charter and Private Schools. (www2.ed.gov/parents/schools/choice/definitions.html).

There is no obligation to serve charter or private Schools unless districts claim those students on Student October. Only students on the district's Student October report are obligated to be served and only those students (charter and private) that districts report on Student October that are included on the ELPA report at the end of Student October. Districts may claim students that are not ELPA eligible. However, district charters schools have to abide by all rules and regulations that apply to the district.

The ELPA Excellence Award Program was also introduced and created in 2014 by House Bill 14-1298. It was developed to award grants to local education providers and charter schools that achieve the highest English language and academic growth among ELs and the highest academic achievement for ELs who exit out of the ELD program.

To learn more about the Colorado ELPA programs, visit www.cde.state.co.us/cde_english/elpa

Colorado ELPA statute and Rules for the Administration of the Colorado English Language Proficiency Act are available at www.cde.state.co.us/cde_english/elpa

To learn more about the Colorado ELPA Excellence Award, visit www.cde.state.co.us/cde_english/elpaexcellenceaward

Notes

COLORADO
Department of Education

Office of Culturally and Linguistically Diverse Education

1560 Broadway, Suite 1100
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Designing, Delivering, and Evaluating Services for English Learners

2020 Guidebook

COLORADO
Department of Education

3 Understanding Districts' Obligation to Identify, Assess, Place, Monitor and Exit English Learners

3.1 Procedures for the Identification and Assessment of ELs

To develop comprehensive English language acquisition and academic programs for English Learners (ELs), schools and districts must first have accurate knowledge regarding the size and characteristics of the population to be served. Proper identification of ELs helps ensure that the district's English language acquisition program is best designed to meet the needs of its students. The state definition of "English learner" is derived from the 2014 Colorado Revised Statutes under the English Language Proficiency Act 22-24-103 (4) and is defined as "a student who is linguistically diverse and who is identified [using the state-approved English language proficiency assessment] as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English. All procedures outlined in this chapter are designed to protect the child's civil rights to an appropriate education.

Step 1—Identification of Students Whose Primary or Home Language is Other Than English

The Home Language Survey determines if there is a language influence other than English. If the district/ school confirms there is a language influence other than English that is impacting a student's level of English proficiency, the student should be assessed using either the WIDA ACCESS Placement Test (W-APT) for students in kindergarten and first semester, first grade or WIDA Screener for students in second semester, first grade through grade 12.

A Home Language Survey must be completed for each student; it should be provided in the language most frequently spoken in the local community. It is advisable that this be the first form filled out in the registration process for all students. The Office for Civil Rights (OCR) suggests that the Home Language Survey (HLS) contain, at a minimum, the following three questions:

- Is a language other than English used in the home?
- Was the student's first language other than English?
- Does the student speak a language other than English?

The district must ensure that all students have a completed HLS on file (including monolingual English speakers). If **any** response on the HLS indicates the use of a language other than English by the student or another person in the home, further investigation must be conducted to determine the student's English language proficiency. The use of a language other than English does not signify that the student is not a competent and proficient English speaker.

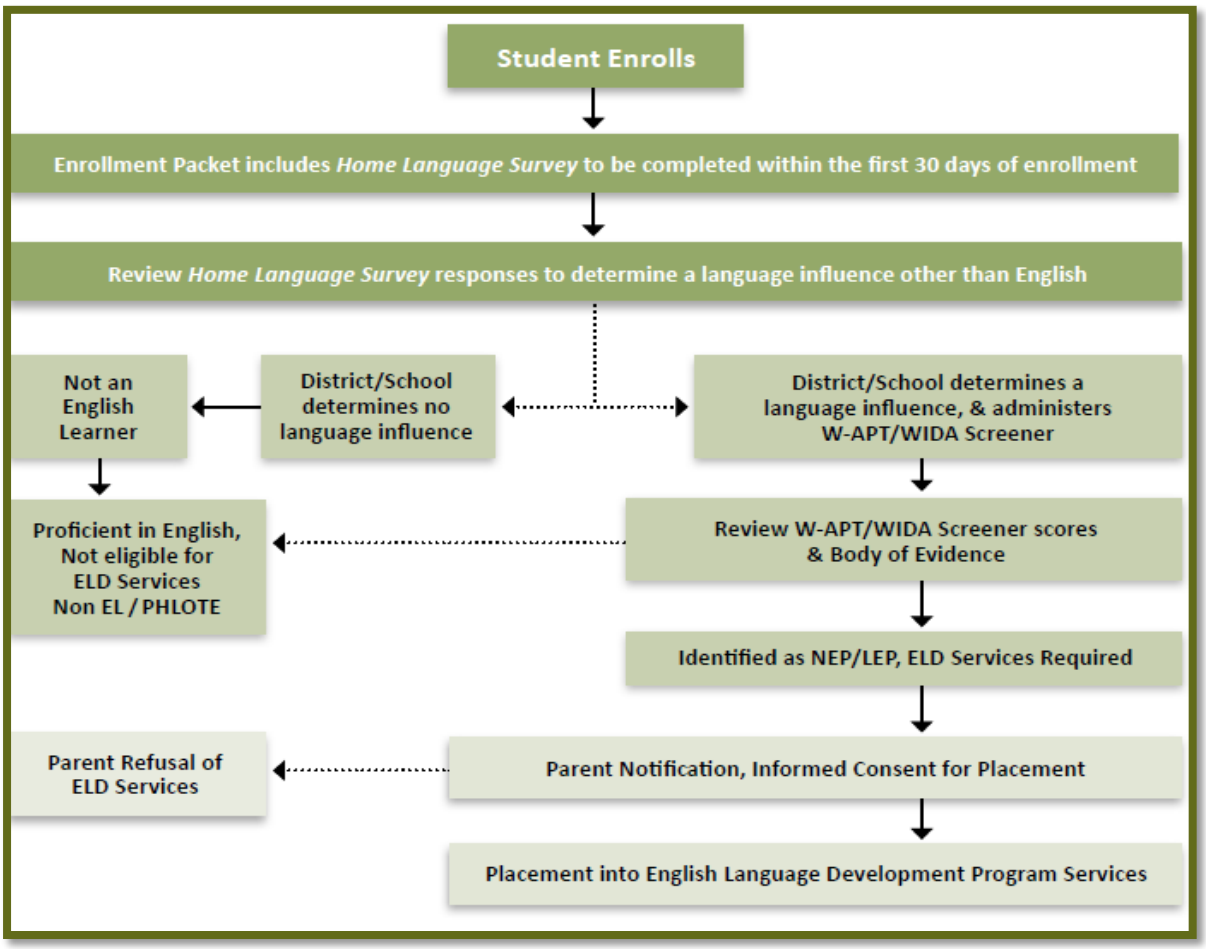
> *Section 8501(a)(1) of the ESEA requires LEAs to provide services under Title III, among other Federal programs, to private school children, their teachers, and other educational personnel. The responsibility under the Title VIII Uniform Provisions for providing Title III service to EL students in private school lies with the LEA and, consequently, the LEA is responsible for assessing the English language proficiency of private school students if requested by private school representatives.*

Information about Title VIII General Provisions **(ww2.ed.gov/policy/elsec/leg/essa/legislation/title-viii.html)**

Information about USDE Title III Requirements **(ww2.ed.gov/policy/elsec/leg/essa/legislation/title-viii.html)**

The school district must establish an effective and systematic procedure to identify all ELs. The identification, assessment and placement procedure must include:

- A Home Language Survey (HLS) must be completed as part of the registration process to identify students who have a language influence other than or in addition to English. The HLS does not determine eligibility. It is a part of the required process for identification. Surveys should remain on file, easily accessible to school and staff and available for state audits.
- If a district/school confirms a student has a language influence other than English then the student should be assessed using the W-APT/WIDA Screener.
- W-APT/WIDA Screener is administered to all new to district students with a language influence other than English within the first 30 days of school or 2 weeks after the first 30 days to determine English language proficiency.
- Based on the results of the W-APT/WIDA Screener **and** a Body of Evidence (BOE) determine the English language proficiency level of each student.
- Notification to parents of students identified for LIEP services. Written notification should be in a language and format parents can understand.
- Placement in LIEP services for students identified as ELs.
- Identified ELs are required by federal law to take the annual English Language Proficiency (ELP) assessment, ACCESS for ELLs 2.0. This includes students whose parents choose to opt-out of LIEP services.
- Sample HLS forms, Parent Notification Letter and more information about Colorado Identification Placement Procedures are found at www.cde.state.co.us/cde_english/identification-placement



Step 2—Assessment of English Language Proficiency (confirmation of the HLS)

When HLS responses indicate that English is the only language used by the student and all individuals in the home, the student is considered an English only speaker. Procedures established by the school district for placement in the general student population should be followed.

W-APT/WIDA Screener is used to assess English language proficiency of students who have a language influence other than English. Based on screening results **and** a Body of Evidence (BOE), each student will be identified as Non-English Proficient (NEP) or Limited English Proficient (LEP) or Primary Home Language Other Than English (PHLOTE). Program placement and instructional decisions will be based on the student's English language proficiency designation and the BOE. When parents/guardians answer "no" to all HLS questions and educators notice evidence of a primary or home language other than English, the student should be tested using W-APT/WIDA Screener. A parent may decline ELD services, but cannot decline the English learner designation if the district has made that decision based on state guidelines. If a student is identified as Non EL or identified as PHLOTE, they are not eligible for ELD services.

Information about English Language Proficiency Assessments **(www.cde.state.co.us/cde_english/english-language-proficiency-assessment)**

To ensure an equitable identification process for all students, all students must follow the same process. This process includes, but is not limited to foreign exchange, migrant, refugee, home school, online, charter, and adopted students.

The following guidelines and cut scores have been determined for identification of a student as an English Learner (EL) using W-APT/WIDA Screener scores.

W-APT, Kindergarten & First Semester First Grade Students

Educators will continue to administer the W-APT for incoming Kindergarten & first semester first grade students, as outlined in the Colorado identification procedures to assess a student's English language proficiency. The W-APT cut points to guide educators in making NEP, LEP, and FEP determinations can be found below. *W-APT scores and a body of evidence should always be used when making initial identification and programming decisions.*

Kindergarten: First Semester Speaking and Listening	Kindergarten: Second Semester Speaking, Listening, Reading, and Writing	1st Grade: W-APT for Semester 1
Scores from administration of only oral domains (listening and speaking) of Kindergarten WAPT • NEP: 0–21 (total raw score of 2 domains) • LEP: 22–28 (total raw score of 2 domains)	Scores from administration of all four domains of the Kindergarten W-APT • NEP: 0– 28 (total raw score of 4 domains) • LEP: 29-59 (total raw score of the 4 domains) OR Not meeting minimum required score in any domains: Oral (Speaking/Listening) <29 Reading < 14 Writing < 17	Scores from administration of all four domains of the Kindergarten W-APT (Speaking, Reading, Writing, Listening) • NEP: 0– 28 (total raw score of 4 domains) • LEP: 29-59 (total raw score of the 4 domains) OR Not meeting minimum required score in any domains: Oral (Speaking/Listening) <29 Reading < 14 Writing < 17

WIDA Screener, Second Semester Grade 1 & Grades 2-12 Students

Educators must use the WIDA Screener for incoming second semester 1st grade and 2nd–12th grade students, with a Body of Evidence (BOE), as outlined in the Colorado identification procedures, to assess a student's English language proficiency. The WIDA Screener cut points guide districts in making NEP, LEP, and FEP/Not EL/FELL/PHLOTE determinations for state reporting have been established and can be found below. *WIDA Screener scores and a body of evidence should always be used when making initial identification and programming decisions.*

1st Grade: Second Semester	Grades 2-12
• NEP: 1.0–2.4 (Overall) • LEP: 2.5–3.9 (Overall) • Non-EL: 4.0 Overall AND 4.0 Literacy	• NEP: 1.0–2.4 (Overall) • LEP: 2.5–3.9 (Overall) • Non-EL: 4.0 Overall AND 4.0 Literacy

ACCESS for ELLs 2.0 cut points guide districts in making NEP, LEP, and FEP determinations for state reporting can be found below or at Colorado Identification and Placement. (www.cde.state.co.us/cde_english/identification-placement)

ACCESS for ELLS 2.0 Proficiency Level Cut Point Guidelines	
• NEP: 1.0–2.4 (Overall) • LEP: 2.5–3.9 (Overall) • FEP M1: 4.0 Overall AND 4.0 Literacy	• NEP: 1.0–2.4 (Overall) • LEP: 2.5–3.9 (Overall) • FEP M1: 4.0 Overall AND 4.0 Literacy

3.2 Data Reporting and Student October Count

English Learners are identified based upon two data fields in the student demographic file language background and language proficiency. Students are determined to be ELs in Student October Count collection if they have:

1. A language background other than English (Language background <> 'eng')
2. AND a language proficiency of Non-English Proficient (NEP), Limited English Proficient (LEP), Fluent English Proficient (FEP) monitor year 1, or FEP monitor year 2 (Language proficiency = 1, 2, 6, or 7)

A parent may decline ELD services, but cannot decline the English learner designation if the district has made that decision based on state guidelines. If a student is not identified as Non EL or PHLOTE, they are not eligible for ELD services.

Once a student has been identified as an English learner they should also be identified as participating in a Language Instruction Education Program (LIEP), which in the student demographic data files is called Language Instruction Program. Students are expected to be reported with a non-zero language instruction program as defined for reporting in EDFacts and in CDE's data file layouts. The acceptable codes are in following table.

Language Instruction Program Codes

CODE	LANGUAGE INSTRUCTION
00	No or Not Applicable
01	English as a Second Language (ESL) or English Language Development (ELD)
02	Dual Language or Two-way Immersion
03	Transitional Bilingual Education or Early-Exit Bilingual Education
04	Content Classes with integrated ESL Support
05	Newcomer programs
97	Other
98	Not in a Language Instruction Program, Parent Choice (Parent Refusal)

Students who have been identified as an English learner must be reported as an English learner in Student October count data collections. Once a student has been redesignated as Fluent English Proficient (FEP) they will be reported as monitored status (FEP Monitor Year 1 and FEP Monitor Year 2, respectively) for two consecutive years and then exited status (FEP Exited Year 1 and FEP Exited Year 2, respectively) for two consecutive years. ELs who have completed two years of monitor and two years of exit status will be reported as a Former English Language Learner (FELL).

Coding English learners can be found on the CDE Data Pipeline Student Interchange website at www.cde.state.co.us/datapipeline/inter_student

To find a definition related to Language Instruction Program Descriptions refer to www.cde.state.co.us/datapipeline/std-dem-language-programs

3.3 Language Proficiency Assessment Instruments

Assessment of ELs encompasses three distinct areas—screening, formative and summative measures—outlined below. This section and the next address the initial phases of the process, screening measures to determine language proficiency and appropriate program placement.

A Description of Standards-Based Assessments for ELs

	Purpose of Assessment	Function of Assessment	Assessments
Screening	Set eligibility criteria for support services and threshold or benchmark levels that trigger participation in large-scale assessment.	Determine student language and academic proficiencies in English and their native language (confirm the HLS).	The required WIDA Placement test (W-APT/WIDA Screener). Optional assessments may include LAS, IPT or Woodcock Munoz, etc.
Formative	Report classroom-based information, linked to standards, that complements large-scale assessment.	Determine student progress in language development and academic achievement in all content areas.	BOE (Composed of various measures). Optional assessment may include WIDA Model.
Summative	Report individual, school, district and state information, anchored in standards, which demonstrates accountability for student learning.	Determine student movement toward attainment of content standards.	BOE including, but not limited to, ACCESS for ELLs 2.0, CMAS ELA and other standardized tests aligned to the CELP and CAS standards in reading, writing and math.

Based on Gottlieb (2006) *Assessing English Learners: Bridges from Language Proficiency to Academic Achievement* Corwin Press

Purposes of Language Proficiency Testing

A well-planned process for language proficiency assessment is critical to ensure that the Language Instruction Educational Program (LIEP) complies with legal requirements and that the educational needs of ELs are being met. The district assessment plan should include provision for a timely 30 days (2 weeks if student enrolls after the first 30 days) screening placement assessment (W-APT/WIDA Screener) as students enter the district, as well as an ongoing program of assessment (to include ACCESS for ELLs 2.0) of student progress to support educational planning and monitor student achievement.

Information provided through language proficiency assessments can be used for several purposes impacting the educational programs of ELs: program services procedural/decision making, program planning and evaluation, reporting and instructional planning. It is essential that all five language proficiency areas are assessed in English and in the student's native language when possible:

Comprehension—Understanding the content of oral/written materials at age- and grade-appropriate levels.

Speaking—Using oral language appropriately in the classroom and social interactions.

Listening—Understanding the oral language of the teacher, extracting information and following the instructional discourse.

Reading—Comprehending and interpreting text at age- and grade-appropriate levels.

Writing—Producing written text with content and format in classroom assignments at age-and grade-appropriate levels.

State Sanctioned Language Proficiency Assessment

In 2002, the Colorado Legislature enacted Senate Bill 02-109 requiring CDE to develop/approve a single instrument to be used by districts to identify and measure proficiency of ELs by school year 2005–06. CDE adopted the CELA Pro in 2003, and in 2012, sanctioned the ACCESS for ELLs 2.0 for the purposes of the English Language Proficiency Act (ELPA).

Requirements of SB 02-109: By 2005–06:

- **All districts will adopt the single state-approved language assessment system.**
- **Districts must assess students on the entire instrument (oral, reading, listening, writing).**
- **The assessment will be conducted at least annually.**
- **Districts annually must certify to CDE the number of students whose dominant language is not English by language.**

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELLs 2 .0): ACCESS for ELLs 2.0 test items are written from the model performance indicators of WIDA's English Language Development standards that include five Colorado English Language Proficiency (CELP) standards found at www.cde.state.co.us/cde_english/celpstandards.

Language Proficiency in Students' Home Language

Federal guidelines do not require testing EL students in their native (home) language, nor can the results of such testing be used to determine whether students are EL. Nevertheless, EL students may be tested for native language proficiency in addition to English. Because English instructional approaches vary depending on whether students have a strong academic foundation in their first language, native language assessment can be extremely helpful in determining the best educational approach. Knowing the first language level is especially helpful when students are placed in a bilingual education program or being considered for special education services.

Upon entry into a school district, first language proficiency and academic assessment are important for ELs who have been receiving instruction in their native languages. Native language proficiency and academic assessment provide information that helps:

- Determine language dominance and strength.
- Preview language learning abilities as a pre-assessment for special education consideration.
- Measure students' initial academic knowledge in content area subjects.
- Measure students' growth in academic knowledge when instructed in the native language.
- Predict students' ability to meet/exceed state standards.

A comparison of performance in both languages provides a more valid profile of the EL. For example, if a student has grade-level literacy skills in their native language and will be receiving all instruction in English, instruction would focus on transferring skills already learned rather than on initial development of these skills. Guidelines for this type of assessment include the following:

Examine student educational experiences. Information available from school records or parental input may provide clues to the student's abilities in content areas in the native language. With the exception of those with severe processing problems, students who have attended school in their native country generally are cognitively proficient in their native language. Skills and abilities are transferable from the first language to the second.

Students should be asked to read in English. Find out if they can understand the text, answer simple questions related to the text, and compare and contrast information.

Language Dominance vs. Proficiency

Dominance denotes the relative level and strength in each language. Dominance is often, but not always, indicated by the language the individual prefers to use. Language dominance may shift across linguistic environments.

Proficiency is the speaking, understanding, reading and writing ability level in a particular language. Full proficiency denotes abilities comparable to a native speaker of similar age.

Older students should be assigned to write about something they know (e.g., family, favorite television show or food). Judge whether or not the writing is meaningful rather than tense, grammar and word placement. Focus on meaning, not on form.

Observe ELs carefully. Determine any coping skills, how they are processing information and what resources they are relying upon.

Adapted from LMM News, Indiana Department of Education, Indianapolis, IN.

Compare English language and native language assessment results to make instructional decisions and provide students with specific curriculum materials. It is critical that educators recognize that the nature of students' instruction **in English** will vary and that they will need to account for whether or not students have already attained grade level literacy and academic skills in their first language. Tools and resources for identifying all English learners can be found at OELA English Learner Tool Kit, Chapter 1 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

3.4 Program Placement for English Learners

Students identified as ELs through W-APT/WIDA Screener scores **and** a thorough review of a BOE must be placed in a research- or evidence-based LIEP. Different programs can be successful depending on the quality of instruction; ESL, structured immersion with ESL methodologies, and bilingual/ dual language education are examples of LIEPs that have been recognized by experts in the field. The range and nature of different program types is discussed in detail in Chapter 4; they include programs where all instruction is in English, as well as those in which students' primary language is used for a portion of the instructional day.

Bilingual programs that have proven as sound instructional environments are:

Dual Language: Programs in which two languages are used for instruction for a substantial period of time. The goal is for students to develop full conversational and academic proficiency in both languages. It can serve as an umbrella for several models: Developmental Bilingual Education, in which only second language learners of English receive instruction in the two languages; and Two-Way or Dual Immersion programs that serve both native English speakers and second language learners, where all are expected to become bilingual and bi-literate.

Transitional Bilingual Programs: Programs where the primary language is used for a limited time (usually 2–3 years), after which there is a transition to all-English instruction. The primary language is a vehicle to English proficiency and not used specifically to develop academic bilingualism.

Sheltered content instruction in English and native language enrichment instructional approaches, alone, are not recognized by experts in the field as sound LIEPs, although they can augment other program models that have been recognized as sound. To place students in an appropriate program, the district should rely on language proficiency information along with other diagnostics, such as the student's native language proficiency, especially where bilingual education programs are prescribed. Tools and resources for providing English learners with a language assistance program can be found at OELA English Learner Tool Kit, Chapter 2 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

Parent Notification - Informed Consent for Placement

For a child identified as limited English proficient prior to beginning the school year, each local educational agency that receives funds under this subpart shall make a reasonable and substantial effort to obtain informed parental consent prior to the placement of a child in an English language instruction program for LEP children funded under this subpart, if the program does not include classes which exclusively or almost exclusively use the English language in instruction.

The Every Student Succeeds Act (ESSA) requires school districts to inform parents of eligibility for placement in a timely and meaningful manner. Districts shall make an effort to receive parental input for program placement if there is more than one program. Prior to placing a student in a LIEP, the district must notify parents in writing regarding:

- The reasons for identifying the child in need of English language instruction.
- The child's level of English proficiency, how such level was 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, as well as the methods of instruction used in other available programs, including how the programs differ in content, instructional goals, and the use of English and a native language in instruction.
- How the English language instruction program specifically will help the child acquire English and meet age-appropriate standards for grade promotion and graduation.
- The specific exit criteria from the program, including the expected rate of transition from a language instruction program into classrooms not tailored for LEP children.
- The expected graduation rate for children in the program in secondary schools.
- How the program will meet the objectives of the individual education program of the child as described in section 614(d) of the Individuals with Disabilities Education Act (sites.ed.gov/idea/about-idea/).

Parent refusal or opt-out of language services does not mean that a district should discontinue testing an EL's English language proficiency.

Testing must continue, to determine the effectiveness of the informal means implemented to meet the student's English language and academic needs.

Parent notification must be communicated in a language the parent understands within the first 30 days of school. If student enrolls after the first 30 days of school, parent notification must be completed within two weeks. Tools and resources for ensuring meaningful communication with limited English proficient parents can be found at OELA English Learner Tool Kit, Chapter 10 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

Upon receipt of any written instructions from the parent, a district may withdraw an EL from a formal LIEP. Nevertheless, under Office for Civil Rights and ESSA policy, the district still is obligated to provide appropriate means to ensure that the student's English language and academic needs are met. Tools and resources for serving English learners who opt-out of EL programs can be found at OELA English Learner Tool Kit, Chapter 7 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

3.5 Pathways to Redesignate English Learner Students

State and Federal Requirements

Title VI of the Civil Rights Act of 1964, The Equal Educational Opportunities Act (EEOA), the Every Student Succeeds Act (ESSA), and Colorado's English Language Proficiency Act (ELPA) all outline school districts' responsibilities in developing, implementing, and evaluating programs for English Learners (ELs). As part of these requirements, districts must provide English language development instruction until the student attains Fluent English Proficiency (FEP) and can transition successfully to grade-level content classrooms, with minimal English Language Development (ELD) support. The Elementary and Secondary Education Act (ESEA), reauthorized in 2015 as the Every Student Succeeds Act (ESSA), highlights these civil rights by requiring states to establish and implement standardized entrance and exit procedures for ELs, including ELs with disabilities. As part of this requirement, the state's English Language Proficiency (ELP) assessment must be used in the state's procedures in making redesignation and exit decisions for ELs. The proficiency score(s) on the (ELP) assessment must be set at a level that enables students to effectively participate in grade-level content instruction. Additional objective criteria may also be used as supplemental information in determining whether to redesignate a student, but these additional sources may not take the place of a proficient score on an ELP assessment (U.S. Department of Education, 2016).

To appropriately meet the ESSA state standardized procedures requirement and ensure this guidance meets the needs of Colorado's English learners, the Colorado Department of Education (CDE) convened a number of stakeholders to represent views across the state. The stakeholder groups included institutes of higher education, CDE staff representing multiple offices, Title III consortia representing small rural school districts, district personnel representing the interest of students with disabilities, school districts representing the geographic diversity of Colorado, as well as advocacy groups such as the Colorado Association of Bilingual Education (CABE) and the Colorado Teachers of English to Speakers of other Languages (COTESOL). CDE has synthesized and embedded stakeholders' thinking, feedback, and contributions, as well as relevant state and national research, into the current redesignation procedures and supporting guidance and best practices documents.

English Learner Redesignation Procedures

Redesignation is a term that describes a process that districts and schools develop to determine when English learners are Fluent English Proficient (FEP) and can transition successfully to classrooms, with minimal ELD support. It is a term that is used when a student's English language proficiency level changes from Limited English Proficient (LEP) to Fluent English Proficient (FEP) Monitor 1.

This process is initiated by the annual ELP assessment data: ACCESS for ELLS 2.0 (Pathway 1) or Alternate ACCESS (Pathway 2). When a student has not been assessed with the annual English language proficiency (ELP) assessment, local data may be used to initiate the redesignation procedures (Pathway 3). ELD and Individual Education Program (IEP) teams are responsible for determining which of the three pathways presented in this framework is the most appropriate for individual ELs with disabilities. The teams work in partnership to decide which pathway is best suited for the student (e.g., whether the student should take the general ELP assessment or an alternate ELP assessment, and/or whether the student should participate in all or some of the domains).

Pathway 1: ACCESS FOR ELLS 2.0 Assessment Data (See visual on page 36)

Pathway 1a.

Districts/schools should consider EL students whose score meets the ACCESS for ELLS 2.0 Assessment criteria for English language proficiency (4.0 Overall and 4.0 Literacy) eligible for redesignation. If the district/school determines that the student meets the standardized state ELP assessment criteria, two additional pieces of evidence must be collected to confirm the student's ELP. Evidence must include two pieces of local data that demonstrates success in reading and writing through English language arts (ELA), science, social studies, and/or math as comparable to non-EL/native English speaking peers.

Pathway 1b.

Districts/schools should consider this pathway, when a student's ACCESS for ELLS 2.0 assessment is incomplete, a misadministration of a particular section has occurred, or the district/school has determined the score(s) are not reflective of the student's typical performance and/or English proficiency level.

In addition, EL students with disabilities whose disabilities preclude assessment in one or more domains (i.e., significant language disability, deaf or hard of hearing, intellectual disability, and/or visually impaired) should be considered and possibly eligible for redesignation through pathway 1b. State and federal law require schools and districts to provide EL students with disabilities both English Language Development services and special services to support their individual learning needs. Therefore, districts and schools need to ensure that students with disabilities have been provided with adequate and quality ELD services before considering redesignation through pathway 1b.

CDE recommends that districts/schools establish a trajectory to ELP based on all EL students and consider, at a minimum: proficiency level at the time of enrollment, grade span, and program model(s). EL students with a disability and on an IEP should be provided, at a minimum, the same time to attain English language proficiency, as all other EL students before considering the student for redesignation.

Pathway 2: Alternate ACCESS Data (See visual on page 37)

Pathway 2a.

Districts/schools should consider EL students with disabilities whose score meets the Alternate ACCESS Assessment criteria for English language proficiency (P1 Overall and P1 Literacy) eligible for redesignation. If the district determines that the students meets the standardized state Alternate ELP assessment criteria, two additional pieces of evidence must be collected to confirm the student's ELP:

1) At least one piece of local data that demonstrates adequate performance and/or proficiency in English.

This should be reviewed in collaboration with ELD and special education specialists.

The data should be representative of multiple years of ELD and special education services which have been provided in an integrated manner.

2) At least one piece of local data that demonstrates broad generalization of skills in English in the content areas of ELA, Science, Socials Studies, and/or Math.

The student demonstrates sufficient English language to adequately understand and/or express themselves in one or all four domains (listening, speaking, reading, and writing). Skills demonstrated are reflective of the integration between language objectives and individualized goals for the English learner with a disability.

Pathway 2b

Districts/schools should consider this pathway, when a student's Alternate ACCESS assessment is incomplete, a misadministration of a particular section has occurred, or when for EL students with disabilities whose disabilities preclude assessment in one or more domains (i.e., significant language disability, deaf or hard of hearing, intellectual disability, and/or visually impaired) should be considered and possibly eligible for redesignation through pathway 2b. State and federal law require schools and districts to provide EL students with disabilities both ELD services and special services to support their individual learning needs. Therefore, districts and schools need to ensure that students with disabilities have been provided with adequate and quality ELD services before considering redesignation through pathway 2b.

Pathway 3: Local Data (See visual on page 37)

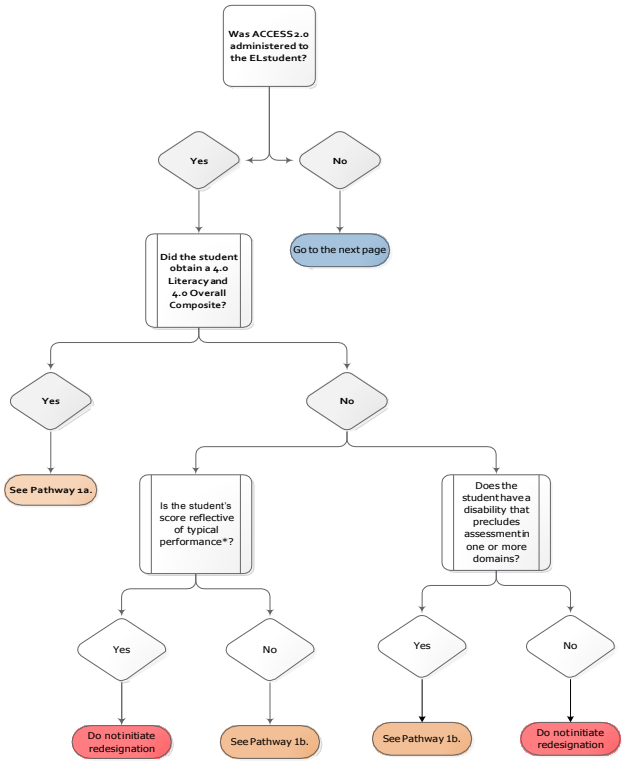
This pathway is to be used in rare circumstances and should be used only when an EL student was not administered the annual ELP assessment (ACCESS for ELLS 2.0 or Alternate ACCESS) for the most current school year.

Districts/schools must establish standardized evidence that demonstrates grade level proficiency in reading and in writing to initiate redesignation. In addition, a district/school must establish a standardized piece of evidence aligned to each of the five Colorado English language proficiency (CELP) standards to confirm fluent English proficiency in all language domains: Speaking, Reading, Writing, and Listening.

If a student meets the standardized criteria the district/school has established to initiate redesignation, two additional pieces of evidence demonstrating success in ELA, Science, Social Studies, and/or Math as comparable to Non-EL/native English speaking peers must be collected to confirm the student's ELP.

Pathway 1: ACCESS for ELLS 2.0 Assessment Data

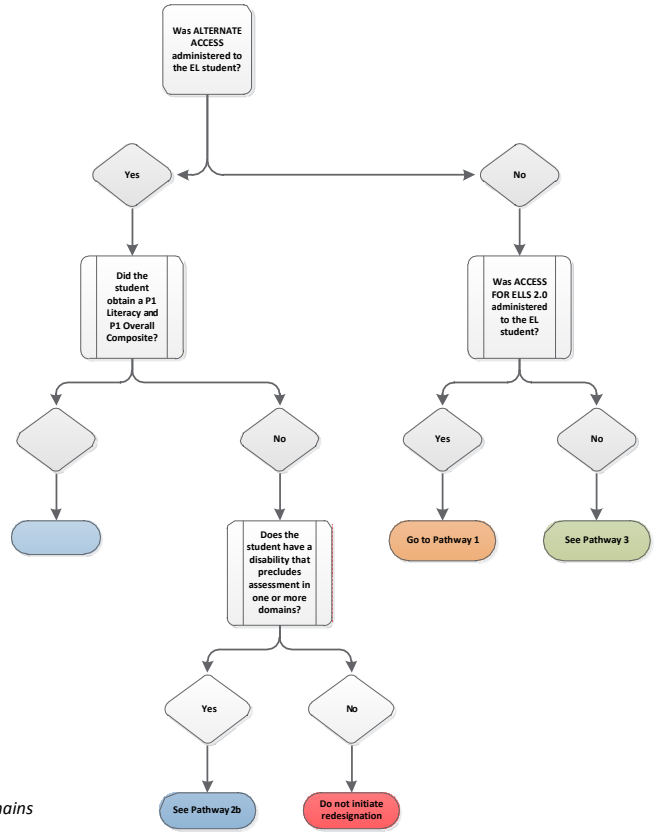
PATHWAY 1 ACCESS for ELLs 2.0 ASSESSMENT DATA		
ASSESSMENT CRITERIA	1a. Meet CDE criteria for demonstrating English Language Proficiency on ACCESS 2.0 • 4.0 Overall AND • 4.0 Literacy	1b. Meet *partial* CDE criteria by demonstrating English Language Proficiency on ACCESS 2.0 • <4.0 Literacy OR • <4.0 Overall Composite or no overall composite score reported * AND MUST INCLUDE • One additional piece of evidence that confirms English proficiency that is aligned with the CELP standard(s) in missing domain(s) or that does not reflect typical student performance*
AND MUST include additional data and pieces of evidence listed below		
BODY OF EVIDENCE	• At least one piece of local data that demonstrates success in Reading through English Language Arts (ELA), Science, Social Studies, and/or Math as comparable to non-EL/native English speaking peers **AND INCLUDE** • At least one piece of local data that demonstrates success in Writing through English Language Arts (ELA), Science, Social Studies, and/or Math as comparable to non-EL/native English speaking peers	



**To be used for students whose score does not reflect typical performance OR for EL students with disabilities whose disabilities preclude assessment in one or more domains*

Pathway 2: Alternate ACCESS Assessment Data

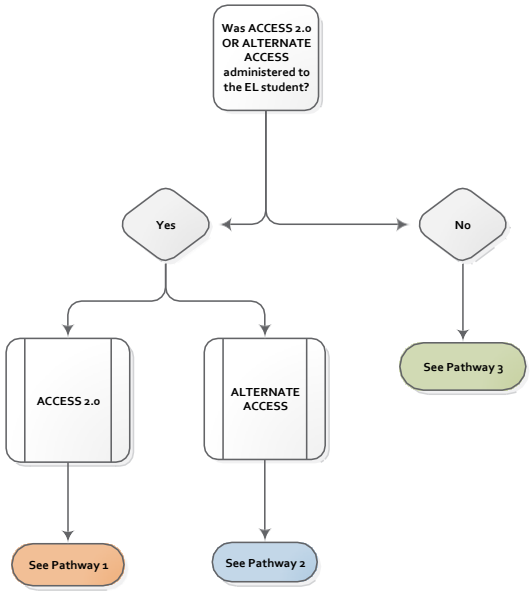
PATHWAY 2 ALTERNATE ACCESS ASSESSMENT DATA		
ASSESSMENT CRITERIA	2a. Meet CDE criteria for demonstrating English Language Proficiency on Alternate ACCESS • P1 Overall AND • P1 Literacy	2b. Meet *partial* CDE criteria by demonstrating English Language Proficiency on ACCESS 2.0 • <P1 Literacy* OR • <P1 Overall Composite or no overall composite score reported* AND MUST INCLUDE • One additional piece of evidence that demonstrates success in English as demonstrated through the CAS Extended Evidence Outcomes (EEOs) and/or CELP standard(s) in missing domain(s).
AND MUST include additional data and pieces of evidence listed below		
BODY OF EVIDENCE	• At least one piece of local data that demonstrates adequate performance and/or proficiency in English. • At least one piece of local data that demonstrates generalization of skills in English in the content areas of ELA, Science, Social Studies, and/or Math.	



**To be used for EL students with disabilities whose disabilities preclude assessment in one or more domains*

Pathway 3: Local Assessment Data

PATHWAY 3 LOCAL ASSESSMENT DATA	
ASSESSMENT CRITERIA	Evidence aligned to Colorado academic standards (CAS) to indicate: • Grade level proficiency in reading **AND MUST INCLUDE** Evidence aligned to CAS to indicate • Grade level proficiency in writing **AND MUST INCLUDE** One piece of evidence aligned to the ***five*** CELP Standards to confirm fluent English proficiency in ***all*** language domains • Speaking • Reading • Writing • Listening
AND MUST include additional data and pieces of evidence listed below	
BODY OF EVIDENCE	Two additional pieces of evidence demonstrating success in ELA, Science, Social Studies, and/or Math as comparable to non-EL/native English speaking peers.



Standardized Body of Evidence

Colorado's standardized redesignation procedures include ELP assessment criteria to initiate the redesignation process using ACCESS for ELLS 2.0 and Alternate Access. When the EL student does not have an ACCESS for ELLS 2.0 or Alternate ACCESS score, districts and schools may initiate redesignation by using local assessment data. Districts/schools must develop and implement a standardized process, to include objective criteria, for further investigation and confirmation of a student's ability to meet grade-level performance expectations through a body of evidence. Each piece of evidence must align to the Colorado English Language Proficiency (CELP), the Colorado Academic Standards (CAS), and when determined, the CAS Extended Evidence Outcomes (EEOs).

LANGUAGE PROFICIENCY	GRADE LEVEL ACADEMIC CONTENT PROFICIENCY
• District Review Committee Evaluation • ≥ 4.0 proficiency in each language domain of ACCESS for ELLS 2.0 • Language Samples (reading, writing, listening, and speaking) • Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.) • District Language Proficiency Assessments (ex. IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.) • Interim Benchmark Assessments • Student Journals • English Language Development Checklists • Student Performance Portfolios • WIDA Speaking and Writing Rubrics	• District Review Committee Evaluation • Evaluation of Common Grade Level Assessments (formal or informal) • Demonstration of Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs) • Observation Protocols • District Content-specific Proficiency Assessments • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District Assessments • Student Performance Portfolios • READ Act Assessments • CMAS: English Language Arts (ELA), Social Studies, Science, Mathematics * ELA includes two reporting categories, Reading and Writing, which may be considered two individual pieces of evidence.

Standardized Body of Evidence: EL students receiving instruction on the CAS Extended Evidence Outcomes (EEOs)

When EL students receive their instruction through the Extended Evidence Outcomes (EEOs) and are administered the Alternate ACCESS assessment, the student's body of evidence must include a piece of evidence that demonstrates relevant English proficiency and/or performance as demonstrated through the CAS Extended Evidence Outcomes (EEOs) and/or CELP standard(s) in missing domain(s). In addition, the body of evidence (BOE) must also include a piece of evidence that demonstrates student's generalization of skills in English in the content areas of ELA, Science, Social Studies, and/or Math.

The table below includes examples of evidence that could be used in the body of evidence for students who receive their instruction on the CAS EEOs and are on an IEP.

DEMONSTRATION OF ADEQUATE ENGLISH PERFORMANCE/PROFICIENCY	DEMONSTRATION OF GENERALIZATION OF SKILLS IN CONTENT AREA(S)
• District/school review evaluation team in collaboration with student's IEP team (MTSS/ Progress monitoring teams) • Language Samples (reading, writing, listening, and speaking) • Observation Protocols (ex. District/School, SOLOM, Mondo Oral Language Assessment, etc.) • District Language Proficiency Assessments (ex. IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.) • Interim Benchmark Assessments • Student Journals • English Language Development Checklists • Student Performance Portfolios • WIDA Speaking and Writing Rubrics • WIDA Alternate Model Performance Indicators • IEP Progress Monitoring Data • Functional Communication Skills/Checklist	• District/school review evaluation team in collaboration with student's IEP team (RTI/Progress monitoring teams) • Evaluation of Common Grade Level Assessments (formal or informal) • Demonstration of meeting grade-level Extended Evidence Outcomes (EEOs) • District/School Observation Protocols that incorporate a variety of school environments and people • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District/School Assessments • Student Performance Portfolios • READ Act Assessment: Colorado Emergent Literacy Scales (CELS) • WIDA Alternate Model Performance Indicators • IEP Progress Monitoring Data • Functional Communication Skills/Checklist • CMAS-COALT: English Language Arts (ELA), Social Studies, Science, Mathematics ** ELA includes two reporting categories, Reading and Writing, which may be considered two individual pieces of evidence.*

Monitoring of EL Students

When schools/districts determine EL students are Fluent English Proficient (FEP), they must monitor students' linguistic and academic progress for two consecutive years (FEP Monitor Year 1 and FEP Monitor Year 2, respectively). If the EL student is not progressing academically as expected, and monitoring suggests persistent or developing language need, schools/districts should consider re-evaluating the student's English language proficiency level and determine if the student needs additional English Language Development (ELD) program services and provide the appropriate English language development instruction. If the student is re-entered into the ELD program, the school/district must document the reasons why and provide notification in a language the parent understands.

If the EL student continues to make academic progress in year 1 of monitoring, as determined by the school/district, the following school year the student is placed in year 2 of monitoring. Upon completion of two consecutive school years of monitoring, the EL student will be moved to exit status for two consecutive years (FEP Exit Year 1 and FEP Exit Year 2, respectively) in the Colorado Data Pipeline.

Dually Identified Students: When schools/districts make a determination that a student is an EL and is placed on an IEP, they must monitor the IEP goals for continued academic progress, as well as the student's linguistic and academic progress. IEP goals should delineate the mode of communication used by the student in acquiring functional and academic skills. Should monitoring of IEP goals identify persistent or developing language needs, schools/districts should consider re-evaluating the student's English language proficiency level to determine whether additional ELD program services are necessary and provide documentation in the IEP regarding who will be providing the supports and how the English language supports will be provided.

References

Linquanti, R . & Cook, H . G (2015). *Re-examining Reclassification: Guidance from a National Working Session on Policies and Practices for Exiting Students from English Learner Status.* Washington, DC: Council of Chief State School Officers. (www.wested.org/resources/re-examining-reclassification/)

Molle R ., et . al . (2016). *Discerning — and Fostering — What English Learners Can Do With Language: Guidance on Gathering and Interpreting Complementary Evidence of Classroom Language Uses for Reclassification Decisions.* Washington, DC: Council of Chief State School Officers. (www.wested.org/resources/discerning-and-fostering-what-english-learners-can-do-with-language/)

U.S Department of Education, 2015, Chapter 8. *Tools and resources for Monitoring and Exiting English Learners from EL Programs and Service.* (www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html)

Additional Resources

Colorado Department of Education, Office of Culturally and Linguistically Diverse Education, Redesignation Guidance (www.cde.state.co.us/cde_english/redesignation)

National Center on Educational Outcomes, *Meeting the Needs of ELs with Disabilities in Your State: making EL Exit Decisions* (nceo.info/Resources/publications/OnlinePubs/briefs/brief13/brief13/brief13.html)

U.S Department of Education, 2015, Chapter 6. *Tools and resources for Addressing English Learners with Disabilities.* (www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html)

Colorado Academic Standards (www.cde.state.co.us/standardsandinstruction)

Colorado English Language Proficiency Standards at (www.cde.state.co.us/coenglangprof)

Colorado Instructional Standards and Adaptations for Students with a Disability (www.cde.state.co.us/cdesped/instructionalstandards)

Council of Chief State School Officers, English Learners with Disabilities Guide (www.ccsso.org/sites/default/files/2017-11/CCSSO%20ELSWD%20Guide_Final%2011%2011%202017.pdf)

(See Appendix A)

Appendix A
Data Collection, Paperwork and Record Keeping

This appendix provides specific information about how to collect and maintain adequate data. It can serve either as a starting blueprint for districts without a collection system, or to fine tune a data collection system already in place.

To help all students succeed, it is necessary to track student progress, interventions and their effectiveness and any resulting modifications to programs accurately. *There are three major elements of a good data collection system: a well constructed and flexible database, which generates information for comparison tables, which in turn generates the evaluation report.* It is critical that the system be designed from the outset to be inclusive of all students and able to accommodate information not typically included when keeping records only on native English speakers. This may include language proficiency levels, dates of entry and exit to the program, number of months in program, program type, access to primary language development, etc.

The first step in building a data collection system is to thoroughly understand the requirements of the evaluation plan itself (what the data will be used for): what data elements need to be tracked, who the stakeholders are and what their interests are, what systems are currently in place that needs to be interfaced with, and what resources are available. The development process for the data collection and management system should take into account a long range view of how the system needs to function in the future. The ideal circumstance is for the developer of the data management system to understand and follow the whole process from beginning to end, from the design of the evaluation plan through the development of the database fields down to the construction of the paper data collection instruments. The developer of the data management system also needs to be aware that changes will need to be made in the system (database and collection instruments) on an ongoing basis, and allow for that in the construction process.

Purposes of Data Collection and Management

- To make data readily accessible and able to be analyzed quickly through computer automation. In the Federal EL resource materials, the authors noted that "most of the data needed should be already be available in the district's records for students generally." However, data that is available in paper records is not the same thing as data that is usable, retrievable, or analyzable, especially if needed quickly.
- To evaluate student progress, program effectiveness, and staff training over time to identify longitudinal trends in these areas.
- To help analyze the results of federal, state, and district assessments.
- To assist with both regional and federal Office for Civil Rights (OCR) submissions.
- To assist with English Language Proficiency Act (ELPA) and Migrant counts.
- To assist with grant applications.
- To monitor student progress means being able to disaggregate data along the multiple dimensions that impact EL student progress.
- To refer students for GT services or consider MTSS support.

Basic Principles

- Design an evaluation plan that determines the database fields, table organization, paper/computerized collection instruments, and timelines.
- Build the data collection system keeping in mind future as well as current needs, such as language backgrounds, length of time in program, description of services received, prior academic preparation, continuous or interrupted presence in district.
- Develop the system to accommodate changes, so other personnel can both use and revise the system as staff and procedures change.
- Plan to continually work back and forth between the evaluation plan, database, tables, and paper/computerized collection instruments in order to keep improving and revising the data management system. (This is where the distinction between FEP—(never LEP) and FLEP—FEP (formerly LEP) becomes important, while not required by federal or state law, it's inclusion can allow districts to keep more accurate track of program effectiveness while at the same time providing classroom teachers who receive FLEP students greater insight into potential continuing academic challenges resulting from both linguistic and cultural factors as they continue to develop higher order cognitive skills.)
- Construct the evaluation report as a stationary word processing template with capability to expand the tables, add in the new year's data, and edit the conclusions; this facilitates doing a yearly evaluation report.
- Develop a user-friendly system and solicit input from the people using it.
- Think "data-driven, thorough, accurate, and error-free."
- Plan for capacity to both aggregate and disaggregate data, especially by EL status; include all students in district on database. In the Federal EL resource materials, a guiding question is, "Are data systems maintained that permit EL and former EL students to be compared to the population generally?"
- Maintain data in a consistent place and format. Plan to train building secretaries and/or other appropriate staff as to process, timelines, forms, etc.
- Build the capacity to revise the system on an ongoing basis without losing prior data.
- Assign one person to do the data input to ensure accuracy. Larger districts may need more data specialists. Regardless of the size of the district, however, data entry training is essential.

Database Design Concepts

- Use full capabilities of the computer to automate and validate routine data entry (error-checks, value fields, strict validation, date ranges, etc.).
- Use full capabilities of the computer to automate and simplify common queries, use calculation formulas to define critical groups.
- Keep database as simple as possible and still be able to do the job required, so that it can be easily modified by later personnel.
- Develop using all standard features of a standard database product; good documentation of database development process necessary—although a more narrow-use product might be used, the district should explore whether that product is flexible and can be modified in-house.

- Develop in-house where developer is also primary user.
- Develop a multi-year database to track data longitudinally to compare the same data elements from one year to the next.
- Consider whether a cross-platform database is needed; think through advantages and disadvantages of networking.
- Plan for security.
- Plan for consistent backups of the database; keep clean clones of any district-built databases.
- Output layouts provide means to view data in understandable form. Database users should be able to build layouts as needed. Examples of output layouts:
    - spring testing lists for annual language proficiency testing including prior proficiency levels in both English and the other language, school, grade, languages spoken, home language survey information.
    - EL students, comparing standardized test scores, progress reports, and CMAS test scores with language level.
    - EL exit students who are failing any core subjects, including which subjects are low, what programs are currently in place with amount of service time, any follow-up initiated.

Model Data Collection Process

Legal Underpinnings

In 1982, the U.S. Supreme Court ruled in *Plyler v. Doe* [457 U.S. 202 (1982)] that undocumented children and young adults have the same rights as U.S. citizens and permanent residents to attend public primary and secondary schools. Like other children, undocumented students are required under state laws to attend school until they reach a legally mandated age. As a result of the *Plyler* ruling, public schools **may not:**

- deny admission to a student during initial enrollment or at any other time on the basis of undocumented status;
- treat a student differently to verify residency;
- engage in any practices that "chill" or hinder the right of access to school;
- require students or parents to disclose or document their immigration status;
- make inquiries of students or parents that may expose their undocumented status;
- require social security numbers as a requirement for admission to school, as this may expose undocumented status.

Even with recent changes in immigration laws, students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program for a student need only state on the application that they do not have a social security number.

Changes in the F-1 (Student) Visa Program **do not** change the *Plyler* rights of undocumented children. These changes apply only to students who apply for a student visa from outside the U.S. and are currently in the U.S. on an F-1 visa.

Also, the Family Educational Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency—**including the Immigration and Customs Enforcement (ICE)**—with any information from a child's school file that would

expose the student's undocumented status without first getting permission from the student's parents. The only exception is if an agency gets a court order—known as a subpoena—which parents can then challenge. Schools should note that even requesting such permission from parents could act to "chill" a student's *Plyler* rights.

Finally, school personnel—especially building principals and those involved with student intake activities—should be aware that they are under no legal obligation to enforce U. S. immigration laws.

Identification of PHLOTE students (Primary or Home Language Other Than English)—A Home Language Survey/Questionnaire (HLS/HLQ) is a required part of the registration packet for all new students, and is maintained in the cumulative file for all students in the district. A designated person who has thorough knowledge of the English language proficiency programs being used by the school/district as well as the ability to interpret data and information found in a body of evidence is responsible for reviewing the home language questionnaire upon registration of the student and immediately forwarding those identified as PHLOTE to the LIEP department. Students are considered PHLOTE if there is any influence of another language in the home; students who learn a second language in an academic setting are not considered PHLOTE.

Assessment of PHLOTE students, determination of LEP/EL status—All students determined to be PHLOTE are assessed using the English version of a language survey to ascertain whether they can speak, read, write, or understand the English language. The test publisher's criteria is used to decide which of those students are identified as EL. Timelines for this process are in place, with new students tested upon enrollment and continuing students tested yearly (generally in the spring). Language proficiency test reports are retained in the cumulative files with a copy in the ESL/Bilingual files. The language assessment scores are also entered on the database.

Program Placement for EL students—Program placement is made by a district-designated person or team. This information is collected for each grading period, is entered on the database, and can be correlated with the training of the various service providers. The way the information is collected can vary by grade level (class schedules at secondary level, service delivery forms at elementary, etc.). A summary of program placements can also be printed out and maintained over consecutive years in both the cumulative and ESL/Bilingual files. Services, and documentation of services, continue every grading period until the student meets the exit criteria.

Parental Notification—Students who are identified as LEP have a legal right to receive instruction tailored to their needs. Parents of EL-identified students must receive notification of participation in a Title I, Part A-funded language instruction educational program under Title III of the ESEA, annually, not later than 30 days after the beginning of the school year for children identified before the beginning of the year or within the first two weeks of a child being placed in a language instruction program.

Identification and monitoring EL exit students—As "trigger" for Redesignation a student must score a 4.0 Composite and 4.0 Literacy score on the ACCESS for ELLs 2.0. Districts must develop a standardized process and criteria for further investigation and confirmation of a student's ability to meet grade-level performance expectations. Each piece of evidence must align to the Colorado English Language Proficiency (CELP) standards and Colorado Academic Standards (CAS). A body of evidence should represent local data that is used to define academic growth/success/grade-level proficiency as well as growth to English language proficiency. For more information on EL Redesignation and monitoring EL exit students visit www.cde.state.co.us/cde_english/redesignation.

Documentation of additional information—Additional information can also be included. This information is collected on an ongoing basis as it becomes available, and is entered in the database.

Notes

COLORADO
Department of Education

Office of Culturally and Linguistically Diverse Education

1560 Broadway, Suite 1100
Denver, Colorado 80202
www.cde.state.co.us/cde_english/contactus

Designing, Delivering, and Evaluating Services for English Learners

2020 Guidebook

COLORADO
Department of Education

4 Designing Effective Programs to Meet the Needs of English Learners

4.1 Understanding Comprehensive School Reform Guidelines

Title III (Sec. 3115(a)) of the Every Student Succeeds Act requires that local educational programs for early childhood, elementary, and secondary school programs based on methods and approaches that are scientifically-researched and proven to be the best in teaching the limited English proficient student. This section provides a detailed overview of the elements and components of effective Language Instruction Educational Programs (LIEPs).

According to the ESSA guidelines, these programs must:

- Ensure that ELs, including immigrant and refugee children and youth, attain English proficiency, develop high levels of academic content knowledge and meet state achievement standards.
- Focus on the development of skills in the core academic subjects.
- Develop a high quality, standards based, language instruction program.
- Focus on PD that builds capacity to provide high quality instructional programs designed to prepare ELs to enter all English instruction settings.
- Promote parent and community participation in LIEPs for the parents and communities of ELs.
- Effectively chart improvement in English proficiency and core academic content knowledge of ELs.
- Create effective structures for charting adequate yearly progress for ELs.
- Implement, within the entire jurisdiction of an LEA, programs for restructuring, reforming and upgrading all relevant programs, activities and operations relating to LIEPs and academic instruction.

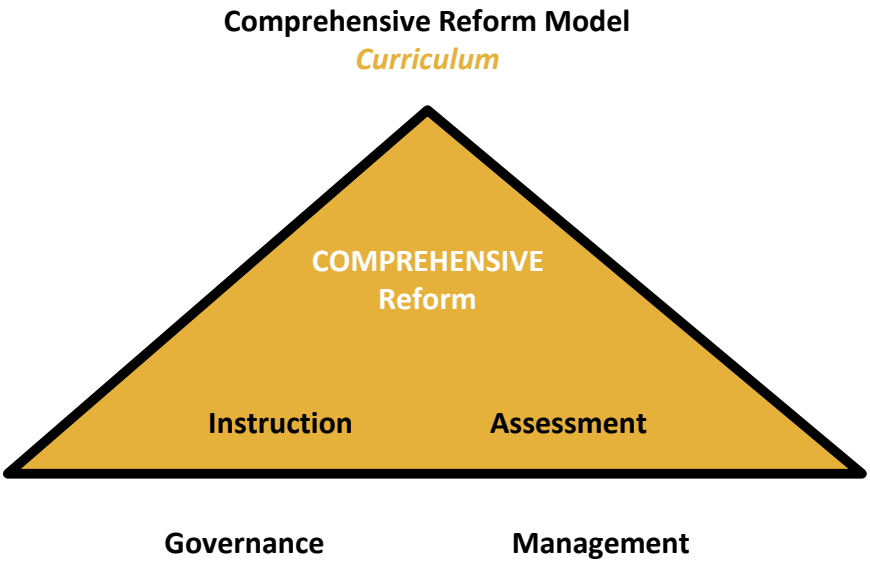
Schmoker, 1999 outlines eight aspects of comprehensive school reform that should guide educational decision makers as they design, deliver and evaluate programs for ELs. They provide the basis for creating high performing schools that support standards-based instruction aimed at student achievement and the acquisition of English.

1. ***High Standards for all Children***. Design education programs inclusively and for all students rather than particular groups of students (e.g., at risk or high achievers).
2. ***Common Focus and Goals***. School staff and community have a shared vision with a common focus on goals, which addresses academic achievement, and an organized framework for school reform supported by school board policy.
3. ***Comprehensive Programs***. Address core subject areas for K–12, including instruction, and school organization (use of time, staff, resources, etc.).
4. ***Alignment of Program and Curriculum Offering***. Align all resources, human, financial and technological, across K–12 and subject areas. Help schools reorganize structures, systems and staffing to refocus on teaching and learning.
5. ***Research Based Foundations***. Incorporate research about best practices and help schools organize staff, schedules and resources for more effective instruction. Promote innovation and flexibility.

6. ***Research-Tested Implementation***. Reforms are focused and rigorous, with ongoing evaluation to assure the highest quality of results. Data drive instruction and evaluation is central to strategic planning.
7. ***Professional Development***. Incorporates ongoing, site-based PD that directly relates to instruction and is tied to improved academic achievement for all students.
8. ***Family and Community Involvement***. Offer effective ways to engage parents/community in specific grade-level instructional expectations and to link to service providers to address student and family non-academic needs (with emphasis on academic accomplishments).

The diagram below illustrates a Comprehensive Reform Model and the interplay between curriculum, instruction, assessment, governance and program management. How this comprehensive reform model plays out in individual schools depends on many local conditions (e.g., number of ELs, number of languages spoken, local resources, staff qualifications and certification). Understanding and addressing local needs is covered in the next section of the Guidebook. For tools and resources for providing English learners equal access to curricular and extracurricular programs visit the OELA English Learner Tool Kit, Chapter 4. (www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html)

4.2 Understanding and Selecting LIEP Models



Best Practices Common to Exemplary Schools For ELs

- State standards involving a focus on challenging curricula drive instruction
- Literacy and math are scheduled for greater periods of time to help children meet the standards
- More funds are spent on PD toward implementing changes in instruction
- More effort is devoted to monitoring student progress
- Strong efforts are made to empower parents to help their children meet the standards
- Top performing schools tend to "…have state or district accountability systems in place that have real consequences for adults in the schools" (1999 Report of Education Trust)
- "High performing schools create a safe, orderly environment that allows students to concentrate on academics" (USED, 2001)
- Effective leadership and highly effective teachers are extremely important variables, which influence the success of children. "They (teachers) communicate a sense of efficacy in terms of their own ability to teach all students." (Tikunoff, 1995)
- "No-whining-no-excuses attitude" sets tone for high standards, high expectations and firm discipline, which in turn promotes success.
- Effective reading and writing instruction in "beating the odds" schools involves teaching skills and knowledge in separated, simulated, and/or integrated activities.

To effectively meet ELs' academic needs, an instructional program must be designed to provide both depth and adequate time for English language acquisition. The program should allow students to access the curriculum, promote high expectations for all students, increase interactions between ELs and teachers and peers, be instructionally sound and have appropriate resources and materials. While there are a variety of options for the delivery of services to ELs, the difficult task is deciding which program best suits the student population. Like their non-EL counterparts, ELs may require specialized services such as gifted education, Title I, and migrant education or special education.

4.2a LIEP Models—Theoretical Framework

Programs for second language learners of English vary significantly. Following is a summary of factors necessary for creating successful LIEPs for comprehending, speaking, listening, reading, and writing English. Miramontes, Nadeau, and Cummins (1997) describe four general categories that comprise a continuum of possible program configurations that can serve as frameworks for organizational plans. They differ in the degree to which the primary language of English learners is used in instruction. Choosing the appropriate programs for your school/district presupposes a school-wide (and district-wide) decision-making process that analyzes the student population and human and material resources, as well as the larger political climate and context of the school community. LIEP model categories are:

All-English Instruction—The entire instructional program for all students is delivered in English.

Primary Language Support, Content Reinforcement—Students receive limited primary language support focused on the concepts of the content area curriculum.

Primary Language Support—Instruction in a language other than English in these kinds of programs is limited to the development of literacy. Most instruction is in English, but children can learn to read in their first language.

Full Primary Language Foundation: Content and Literacy Instruction in L1 and English—Programs within this category provide comprehensive development of the primary language as a means to acquire literacy and content proficiency in two languages. These can include Late Exit Maintenance programs or Two-Way Immersion programs where all students—ELs and those fully proficient in English—are provided opportunities to become bilingual and bi-literate.

As districts determine the best program to meet their students' needs, it is critical to remember that sound programs in every category include instruction in English as a second language. In addition, when well implemented, they all can produce academically proficient English speakers. However, the program categories vary in significant ways that should be taken into consideration in the decision-making process:

- The length of time it will take for students to attain full academic proficiency in English
- The extent to which teachers will need to modify instruction to make the curriculum understandable to all students
- Students' potential for lifetime bilingualism

The easiest program may appear to have all instruction in English. However, it is critical that decision makers understand that these take longer for second language learners to become fully academically proficient in English (Collier & Thomas, 1997). In addition, these programs require tremendous care to assure that students can understand the instruction. They require much more modification on the part of all teachers. Finally, programs that deny students access to their first languages tend to result in subtractive bilingualism: as students learn English they begin to lose proficiency in their first language and undermine their potential to develop academic bilingualism. It is important that students' primary language knowledge and learning is recognized and valued in all programs.

A particular delivery model or teaching method is decided at the district or school level. However, districts must demonstrate that the LIEP is designed to ensure the effective participation of ELs in the educational program based on a sound educational approach. Below are some general guidelines for optimal conditions suggested by Miramontes et al (1997). Note that the English component of all programs should reflect the following:

All-English Programs. The factors necessary for the delivery of instruction completely in English include:

- Direct English language and literacy instruction by certified ESL staff.
- School-wide plan optimizing instruction for ELs embedded into staff development
- Identification of key concepts and vocabulary
- Widespread use of hands-on activities, visual aids and repetition
- Minimal use of lecture and general classroom teacher use of sheltered English
- Scaffolding lessons to achieve communicative competence
- School or community resources that allow students to work with speakers of the native language
- Suggesting that parents use the primary language at home to aid in accessing underlying conceptual content knowledge

Limited Primary Language Support (Focused on Content Area Knowledge) L1 Support. Components to assure appropriate use of the primary language:

- Direct English language instruction by certified ESL staff
- A strong commitment to daily instructional time, collaborative planning, and materials for developing curricular concepts in the native language
- Ample resources for developing concepts of the academic curriculum in the first language
- Ability to preview/review the academic concepts in the first language
- A discussion of parents' role in the home to support conceptual development
- A meaningful ESL element reflecting content area themes and literacy

Primary Language, Literacy only: (could include early exit, late exit, or language enrichment). Components needed to develop literacy and academic thinking skills in the primary language include:

- Sufficient time (2+ hours per day) for content-based literacy and language arts in the first language
- Substantial oral language development in both languages
- Reading and writing skill development in both languages
- A thematic approach to literacy
- A meaningful ESL component that incorporates content area themes
- Adequate materials for integrating the content themes into reading instruction
- Programmed transition to add English literacy by 3rd grade
- Trained teachers fluent in the primary language and strong in teaching literacy

Full Primary Language Support: (could include developmental, late exit or dual immersion). Additional factors to consider in the planning process:

- Adequate numbers of students from a single group of second language learners
- Adequate numbers of trained teachers fluent in the primary language of the EL group
- Suitable literacy and curricular materials in both languages
- A meaningful second language component that incorporates content area themes
- Articulated process for adding second language literacy

Program Models

Zelasko and Antunez (2000) provide an overview of two main types of program models for ELs—bilingual education and English as a second language (ESL). Within each, a variety of ways are used to teach English language skills and standards-based content. Bilingual education utilizes native language instruction while the student develops English language proficiency. All bilingual programs should have an ESL component. ESL programs provide comprehensible instruction using only English as a medium.

Most schools use a combination of approaches, adapting their instructional model to the size and needs of their EL population. Five program models are most frequently used in schools across the U.S. (Antuñez, 2001), summarized below along with some of the factors that should be considered in a decision making process.

> **For additional resources about LIEPs, visit The National Clearinghouse for English Language Acquisition (NCELA) at ncela.ed.gov/files/uploads/5/LIEPs0406BR.pdf.**

Bilingual Models

1. **Two-Way Bilingual** (also known as Bilingual Immersion or Dual Language Immersion). The goal is to develop bilingualism in ELs and English-proficient students. The ideal two-way bilingual classroom is comprised of half English-speaking students and half ELs who share the same native language.

Supporting Factors	Challenges
Results in language proficiency in English and another language and promotes cultural awareness and the value of knowing more than one language. Incorporates L1 English speakers into program.	Only feasible in schools with significant populations of ELs who share the same native language. It works best with a balanced number of ELs and English-proficient students (a situation that may be difficult to achieve). It may be difficult to find qualified bilingual staff.

2. Late Exit (also known as Developmental Bilingual Education). The goal is to develop bilingualism in ELs. The late exit model utilizes the native language for instruction and gradually introduces English, transitioning the language of instruction to English as English language skills develop.

Supporting Factors	Challenges
Works well when there is a group of ELs who speak a common native language. Contains primary language academic development as well as English, contributing to academic growth. Views L1 as a vehicle for long-term cognitive development. Research shows this is among the most effective models for academic achievement.	Can be difficult in schools with high student mobility. Works best with a stable EL population that can participate for several years. Is difficult to implement in a school with students from multiple language backgrounds. Also can be difficult to find qualified bilingual staff.

3. Early Exit (also known as Transitional Bilingual Education). Like the late-exit model, early-exit works with ELs who share a common native language. Native language skills are developed to a limited extent and phased out once students begin to acquire English literacy. This model utilizes the student's native language and English at the beginning of the program but quickly progresses to English-only instruction.

Supporting Factors	Challenges
Facilitates literacy development by allowing Spanish speakers to learn and read in a language they speak and understand.	Requires that ELs share a common native language. It is best if the students are stable and enter/exit the program at designated times. Does not work in a school with students from multiple language backgrounds. Students develop only minimal academic skills. Primary language dropped when nature of academic work becomes more challenging. Often treat L1 as a crutch thus undermining its potential for cognitive development. Can lead to negative attitudes about the role of L1 in learning.

Native Language Content Classes—With each succeeding grade level, the ability to learn content material becomes increasingly dependent on interaction with and mastery of the language that is connected to the specific content material (Echevarria & Graves, 1998). It is recommended that students be given the opportunity to learn content in their native language while they develop English language skills. A beginning level Spanish speaker would continue learning grade-level content in math, social studies and science in Spanish. According to the principle of "underlying proficiency," content learned in the native language transfers readily to the second language and students are better prepared for content classes as they transition to mainstream.

Supporting Factors	Challenges
In a transitional bilingual model, beginning level students take rigorous grade-level content courses in the native language that allows them to keep pace with their peers and make progress toward graduation as they are developing their English skills.	Schools must have highly qualified bilingual personnel with ESL or bilingual endorsements that can instruct native language content courses. Schools must set aside appropriate resources are provided in the native-language content courses that ensure the course is equally as rigorous as mainstream content courses. Native language content courses must articulate with the school LIEP model and ensure that students are earning credit toward graduation.

NOTE: The features of sheltered instruction and classrooms described below should guide the English component of all bilingual programs, as well.

English as a Second Language Models

4. Sheltered English, Specially Designed Academic Instruction (SDAIE), or Structured Immersion. This model works with students from any language background. Instruction is classroom based, delivered in English and adapted to the students' proficiency level. Focus is on content area curriculum. It incorporates contextual clues such as gestures and visual aids into instruction, as well as attention to the language demands of the topics and activities. These strategies are applicable in all environments where students are learning through their second language.

Supporting Factors	Challenges
May more easily serve student populations with a variety of native languages, as well as students who speak conversational English and fall into different English proficiency levels. Students are able to learn content and develop English language skills simultaneously.	May take more time for content area learning for students who are illiterate or in the low English proficiency levels. Does not account for literacy instruction or the beginning levels of language development Requires all teachers to use strategies to make instruction comprehensible.

Sheltered Content Courses—Can be implemented in any classroom that has a heterogeneous mix of native English speakers and ELs. However some schools may have the resources to provide sheltered content courses specifically designed for ELs. For example, most secondary ELs arriving from other countries will need American Government and American History. It may make sense to offer a sheltered American History course for ELs so the teacher can tailor the language and content to their needs.

Supporting Factors	Challenges
This model easily serves student populations with a variety of native languages as well as for students who speak conversational English and fall in a variety of English language proficiency levels. Students are able to learn content and develop English language skills simultaneously. Sheltered content courses allow teachers to tailor whole-class instruction to meet the linguistic and academic needs of the ELs.	Teachers must still follow the same curriculum standards as the mainstream content courses and use strategies to teach those standards that make the content accessible for ELs. School must provide adequate resources for sheltered content courses such as content textbooks appropriate for ELs, technology resources, and other supplies needed to provide hands-on learning. Courses should only be taught by highly qualified content teachers with ESL endorsements.

The Sheltered Instruction Observation Protocol (SIOP)—The SIOP PD program was developed to help teachers make content material comprehensible to ELs. This model is the result of the work of Jana Echevarria, Maryellen Vogt and Deborah J. Short (2010). SIOP includes teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction. The resources include an observation tool for administrators so they can support the systemic practice of sheltered instruction throughout the school.

Supporting Factors	Challenges
This model allows teachers and administrators to work collaboratively to develop school-wide practices that will improve the achievement of ELs. The SIOP can be implemented in classes with heterogeneous populations of ELs and native English speakers.	Teachers who first learn about the SIOP are often overwhelmed by the number of instructional components contained in the model. Administrators and coaches must help teachers to begin to implement the model through constant reflective practice. Administrators cannot use the SIOP as a simple checklist for observations, as it is rare that a single lesson will contain all the components. Again, the tool is used best as a vehicle for teacher reflection and change in meeting the needs of ELs.

ELD Classes—Traditionally known as "ESL" courses, they develop students' English language in reading, writing, listening and speaking. Schools group students based on language proficiency and their academic needs. ELD courses should be taught by teachers with ESL teaching certificates who have a strong working knowledge of English language arts standards.

Supporting Factors	Challenges
ELD classes develop student's language proficiency in all areas—reading, writing, listeningand speaking. Ongoing formal and informal assessment data are used to appropriate place and transition students through the levels of the ELD courses.	Schools with small populations of ELs may need to group different proficiency levels together in one classroom; ELD teacher must be able to differentiate instruction. Districts and schools must develop policies that allow students to earn credit toward graduation through ELD courses. Schools must ensure that ELD teachers have access to research-based and appropriate materials for these courses.

5. Pull-Out ESL—Research has shown this model to be the least effective in providing comprehensive academic skill development. It is usually implemented in low incidence schools or to serve students who do not share a common native language. The focus is English language acquisition only. Like content-based ESL, this model works best when students are grouped by language proficiency level. Instruction is given to students outside their English-only classrooms and grouping of students by age and grade is flexible due to a low student/teacher ratio.

Supporting Factors	Challenges
Adaptable to changing populations or schools that have new ELs at different grade levels. Instruction often is tailored to students' language level, supplementing the learning that takes place in the general classroom. This can be combined with content-based ESL.	Instruction may be grammar driven and disconnected from other areas of study. ELs will fall behind in content areas while acquiring English skills if instruction is not closely coordinated with the content taught in the general classroom. Sustaining communication between classroom and pull-out teacher.

Co-Teaching—Schools with sufficient FTE can pair ESL and content teachers to co-teach content courses. Collaboration leads to lesson planning and instruction tailored to both linguistic and academic needs of ELs. In an effective co-teaching model, the students view both instructors as equals and benefit from the lower student-teacher ratio.

Supporting Factors	Challenges
Two teachers in a classroom help meet the linguistic and academic needs of the EL population. Both teachers benefit from learning from one another: the content teacher learns about meeting linguistic needs and the ESL teacher learns more about the curriculum.	It is essential that common planning time is built into the schedule for the ESL and content teacher. Teachers must have a strong rapport with one another and a dedication to working as equal partners. Schools should be selective in which courses are co-taught, focusing on the courses where students will benefit most from the co-teaching model.

Coaching Model—Effective coaching programs are designed to respond to the particular needs of students, improve instructional capacity and develop structures for a collegial approach.

Supporting Factors	Challenges
Coaching holds the potential to address inequities in opportunities for ELs by providing differentiated, targeted supports to their teachers. A combined focus on content, language and use of data encourages high quality instruction that reaches ELs.	Coaches must possess many skills including having specialized training in meeting the needs of EL students, possessing either a bilingual education or ESL teaching credential. In addition, they must possess strong interpersonal skills in order to work with all levels of teachers in a non-evaluative supportive environment.

Flexible Pathways—Flexible pathways allow ELs to follow an appropriate program that accelerates their English development and allows them to progress in content area coursework (Short & Fitzsimmons, 2007). To meet graduation requirements, students may follow a path that differs from their native English-speaking peers. Some students may be ready to enter a mainstream math class before they are ready to enter a mainstream social studies class. Effective programs allow students to enter mainstream classes by subject, when they are able.

Other strategies that create a pathway to graduation include:

- Awarding appropriate credit for courses taken in the home country
- Ensuring that students receive English credit for ELD classes
- Allowing extended time for graduation
- Offering summer courses

Supporting Factors	Challenges
Allows students extra time to be able to acquire both core content knowledge and English language development. Builds on student strengths and goals Students can transition to mainstream in different subjects at different times, depending on their progress.	Requires schools to look at every student individually when scheduling. Graduation requirements and potential pathways need to be reviewed regularly with students and families. School administrators must be willing to extend time for graduation for some students even if a handful of students will count against the graduation rate under the current law.

L1 Literacy Classes or First Language Literacy Classes—Strong oral and literacy skills developed in the first language provide a solid basis for the acquisition of literacy and other academic language skills in English. Moreover, common skills that underlie the acquisition and use of both languages transfer from the first to the second language, thereby facilitating second language acquisition (Genessee, 1999).

Students who take L1 literacy classes can receive appropriately rigorous instruction in their native language. For example, a student who speaks Spanish or Mandarin but does not read and write Spanish or Mardarin has different needs from native English speakers who are learning Spanish as a second language. Developing L1 literacy courses instead of placing bilingual students in World Language courses values their prior knowledge, heritage and culture.

Supporting Factors	Challenges
Literacy skills learned in the L1 will facilitate acquisition of L2 (Genessee, 1999). L1 Literacy classes are an essential part of a comprehensive program that provides academic rigor to secondary students, keeping them challenges and engaged in school.	Teachers must be fluent in the students' primary language and have specialized training in meeting the needs of EL students, possessing either a bilingual education or a world language teaching credential. Students will vary in the oracy and literacy skills in their first language. Teachers must be very skilled in differentiating instruction to meet the different literacy needs of native speakers. Schools may need to develop different courses for different level of native language literacy.

Newcomer Centers—Specially designed for those who are NEP or LEP and have limited literacy in their native language. The goal is to accelerate their acquisition of language and skills and to orient them to the U.S. and its schools (Hamayan and Freeman, 2006). The program can follow a bilingual or sheltered approach. Generally, newcomer programs are designed to prepare immigrant students to participate successfully in a district's language support program (Genessee, 1999). Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction). The Newcomer Center can take place within a school or at a separate site.

Supporting Factors	Challenges
By providing a welcoming environment to newcomers and their families, basic information about the academic system, basic academic skills, and social opportunities to help ease the transition into a new culture, schools are providing students with a supportive environment and a greater opportunity to learn. Teachers and counselors can work with ELs in a Newcomer Center to conduct comprehensive assessments, provide an initial orientation to the school and the US school system and to prepare the students for success in the LIEP programs already in place in the school system (CREDE, 2001).	Schools should strive to fully include ELs through meaningful LIEPs that do not totally separate ELs from the rest of their class and school. At the very least, even if they are in a short-term self-contained Newcomer Center, ELs should be included with their general classroom classmates for special activities and receive some instruction in regular classroom to maintain coordination and ease the transition that will occur when the EL is redesignated.

Tutoring—Additional support might include individualized tutoring. Schools must provide early additional support for students who manifest academic difficulties or signs of falling behind in their first language or in their oral English development to ensure early success.

Supporting Factors	Challenges
Allows students extra time to be able to acquire both core content knowledge and English language development.	Additional tutoring is often done before or after school, and requires both financial and time additions to the regular daily schedule.

Alternative/Adult Options—Older students may choose to pursue avenues beyond the traditional high school setting. An 18-year-old who arrives with limited formal schooling may find it difficult to fulfill all the graduation requirements by age 21. If districts offer programs for adult learners the student has options for other pathways toward earning a high school diploma.

Supporting Factors	Challenges
More choices and options for high school allow more students to achieve the goal of a high school diploma.	Schools must be cautious not to "push" any one option—families ultimately have the final say in which option to pursue. Smaller districts may not be able to offer many alternative or adult options. Adult education programs may need to be redesigned to include ELD and sheltered courses to meet the needs of older ELs.

4.3 Promising Practices

Identifying and incorporating promising practices, once programmatic decisions have been made, are important steps to take to raise student achievement. The following ten promising practices are organized to provide the challenges and opportunities, programmatic considerations, instructional strategies and the research base for each one. The promising practices are:

1. Target language and literacy development across content areas;
2. Incorporate authentic curriculum, instruction and assessment;
3. Infuse cultural relevancy across curricular, instructional and assessment practices;
4. Develop and build on students' native languages;
5. Integrate varied, appropriate, and high-level curricular materials;
6. Provide structure and maximize choice;
7. Include role models to facilitate language learning and foster positive identity;
8. Promote asset orientations toward ELs, their families and communities;
9. Enact high academic standards to prepare ELs for postsecondary options;
10. Advocate for holistic approaches to the academic success of ELs.

*Created by Dr. Maria Salazar

Promising Practice #1: Target language and literacy development across the content areas	
Challenges and Opportunities	ELs face a compressed time frame to acquire both the English language and literacy in English. In response, programs across the nation focus on literacy development for ELs in stand-alone ESL programs, often neglecting literacy across the content areas and in mainstream classrooms. Educators often struggle with determining if, when, or how to build native language literacy, in addition to English literacy. In addition, while educators may view ELs as one homogeneous category, the reality is that there is great diversity among ELs, especially among secondary ELs.
Programmatic Considerations	• Develop a comprehensive approach to language and literacy development across the content areas. • Provide ELD, special education and mainstream teachers with professional development and ongoing support to ensure that all teachers are literacy and language teachers. Include substantial coverage across the essential components of literacy: phonemic awareness, phonics, oral reading fluency, vocabulary, comprehension, oral language and writing. • Adapt the components of literacy to meet ELs' strengths and needs. • Determine ELs' educational histories and academic knowledge. • Differentiation is key to build on differences in prior knowledge, skills in English and native language proficiency.
Instructional Strategies	1. Use knowledge of second language acquisition theory to integrate all language domains (listening, speaking, reading, and writing). 2. Adapt the components of literacy to teach particular phonemes and combination of phonemes in English that may not exist in students' native languages. 3. Use targeted instructional practices to make language and content comprehensible and scaffold subject matter tasks, instructional routines, and cooperative and independent work. 4. Use sheltered strategies to increase comprehension of key content and processes including: visuals, repetition, clear and consistent rituals and routines, graphic organizers, total physical response, manipulatives, key vocabulary, wait time, and gestures. 5. Explicitly model and explain linguistic, cognitive, and academic targets, and provide multiple opportunities to extend understanding and apply knowledge. 6. Emphasize early, ongoing and extensive oral language development to improve reading comprehension and writing skills, and provide opportunities for language modeling. Strategies include: cooperative learning, accountable talk, songs, rhymes, chants, plays, poetry, language models, and sentence starters. 7. Build high level skills. Assess word level skills (decoding, word recognition and spelling) and text level skills (reading comprehension and writing) in English and in the native language. Use assessment information to develop targeted word level skills early and progress to more cognitively challenging text-level skills. 8. Intensively focus on explicit and challenging vocabulary across grade levels and content areas. Teach content-specific academic words and words related to English language structures that may differ from native language structures. Target higher order vocabulary skills such as cognate relationships. Provide opportunities to practice independent word learning strategies such as word attack strategies. Strategies to build vocabulary include word walls, teaching idioms, illustrations, visuals, graphic organizers, vocabulary journals, and daily vocabulary routines. 9. Assess and build on students' background knowledge to accelerate language and literacy development. Use students' prior knowledge to identify frustration, instructional and independent reading levels. Strategies to assess and build on students' background knowledge include pre-teaching concepts, preview/review and KWL. 10. Build home literacy experiences. Provide intensive and extensive opportunities to read both inside and outside of school. Capitalize on students' out-of-school literacies including social networking technologies. Encourage parents to read with their children in English and in their native language(s) and explicitly name the transfer of literacy skills. 11. Explicitly teach learning and cognitive strategies. Teach direct and explicit comprehension and critical thinking strategies. Model and teach metacognition of learning and language development. 12. Provide intensive ongoing opportunities to write at all levels of English language development.

Promising Practice #1: Target language and literacy development across the content areas	
Research-based Evidence	*August & Shanahan (2006); Biemiller (2001); Bongalan & Moir (2005); Calderon, August, Slavin, Cheung, Duran, & Madden (2005); Escamilla (1993); National Clearinghouse for English Language Acquisition & Language Instructional Educational Programs; Short (2005); Tinajero (2006); Tovani (2004); Uribe & Nathenson-Mejia (2009), Walqui (2000)*

Promising practice #2: Incorporate authentic curriculum, instruction and assessment	
Challenges and Opportunities	Educators are expected to meet state, district and school standards that often prescribe curriculum, instruction and assessment. Efforts to standardize may limit authentic practices that engage secondary students in the learning process. A growing number of educators supplement prescribed practices to increase student motivation and engagement.
Programmatic Considerations	• Make student-centered instruction the foundation of teaching and learning. • Scaffold ELs' connection to content by building on their experiential knowledge, particularly interests and adolescent perspectives. • Monitor learning through diagnostic, summative and formative tools that provide evidence of student progress. Do not limit assessment data to a single standardized snapshot. • Integrate 21st Century skills across the curriculum including: critical thinking and problem solving; creativity and imagination; communication and collaboration; information, media and technology skills; and life and career skills.
Instructional Strategies	1. Make explicit links to students' prior knowledge and skills and recognize that transfer is not automatic. 2. Create novel opportunities for student movement and interaction. 3. Provide opportunities for real world connections in school prescribed tasks. 4. Become a learner of students' lives outside of the classroom and create curricular, instructional, and assessment practices that maximize their interests, background, and learning styles. 5. Provide opportunities for students to determine their strengths and needs and monitor their own academic and language development. 6. Include practice that helps students take responsibility for their own learning and that of their peers by building opportunities to practice independent learning strategies, lead discussions and re-teach material. 7. Anticipate students' challenges and incorporate frequent checks for comprehension. 8. Give specific, consistent, proximal and corrective feedback on language and academic development in a sensitive manner. 9. Use innovative approaches to gauge student progress including publishing, internet research, digital portfolios and media and dramatic presentations. 10. Use a multitude of formal and informal assessments to determine student progress and improve curriculum, instruction and assessment. 11. Teach and assess 21st century skills.
Research-based Evidence	*Carl & Rosen (1994); Center for Public Education (2009); CLASS Middle/Secondary (2007); O'Malley & Pierce (1996); Partnership for 21st Century Skills (2004); Wagner (2008), Walqui (2000)*

Promising practice #3: Infuse cultural relevancy across curricular, instructional, and assessment practices	
Challenges and Opportunities	ELs do not come to the classroom as empty slates. They represent a collective cultural experience; yet, there is also vast individual diversity. Curricular materials often exclude students' home cultures or provide only superficial coverage of cultural celebrations. Research demonstrates that culturally meaningful or familiar reading material facilitates content comprehension. Qualitative research has demonstrated clear links between cultural relevancy and student achievement; although quantitative data is scarce.
Programmatic Considerations	• Provide students with a foundation for learning that builds on their cultural knowledge and experiences while also providing opportunities to add knowledge and skills valued in U.S. society. • Infuse cultural relevancy into curricular materials to reflect diverse cultures. • Use instructional strategies that build on cultural differences in communication, organization, and intellectual styles. • Create culturally relevant references in assessments and build strategies to help students decode content and questions that may pose linguistic or cultural challenges.
Instructional Strategies	1. Introduce new concepts via familiar resources. 2. Provide multiple examples and perspectives from diverse cultures. 3. Encourage students to create their own writing prompts based on their cultural knowledge and experiences. 4. Include math and science content that builds knowledge of diverse cultures' scientific and mathematical discoveries and problem-solving methods. 5. Help students make explicit text-to-text and text-to-self connections, based on their cultural knowledge and experiences. 6. Attempt to use all learning modalities (i.e. visual, auditory, tactile, and kinesthetic) when teaching concepts and skills. 7. Create classroom activities that help students identify their learning style preferences. 8. Teach students to contrast their home culture with U.S. culture and provide opportunities for them to analyze, question and challenge their home and U.S. beliefs and assumptions. 9. Confront stereotypes and prejudices and teach students to do the same. 10. Use instructional strategies that build on cultural learning styles including cooperative learning, whole-language, story-telling, kinesthetic movement, role-playing and spoken word through poetry and music. 11. Assign independent work after students are familiar with the concept. 12. Provide various options for completing an assignment. 13. Attend to the classroom environment and culture to make sure it reflects the cultures of students and reflects a multicultural world. 14. Develop curriculum with a global lens. 15. Set group norms around discussions of controversial issues
Research-based Evidence	*August & Shanahan (2006); Calderon (2007); Delpit (1995); Gay (2000); Ladson Billings (2002); Nieto (1999); Ortiz (2001); Parrish (2006); Perez (2008); Salazar (2008); Salazar, Lowenstein & Brill (in press); Tinajero (2006); Valenzuela (1999); Ware (2006)*

Promising practice #4: Develop and build on students' native languages	
Challenges and Opportunities	Advocates for "English only" instruction argue that secondary students have a limited time to acquire English; so content area and literacy instruction should be strictly limited to English. However, decades of research demonstrates that native language instruction benefits ELs in many ways, including, the fact that native language literacy and content concepts transfer to English. There is evidence that instructional programs work when they provide opportunities for students to develop proficiency in their native language. A consistent challenge is that transferring reading from the native language to English literacy are often fragmented and inconsistent.
Programmatic Considerations	• Commit to developing students native language through varied programmatic options (i.e. transitional bilingual education, dual language immersion, late-exit programs). • Make strategic use of native languages in all content classrooms. • Model the value of bilingualism and multilingualism. • Pre-assess students' native language oracy and literacy skills to make adequate placement decisions. • Use native oral language proficiency and literacy skills to facilitate English literacy development. • Build effective literacy transfer approaches. • Create systems to allow for consistent and ongoing support services across all grade levels.
Instructional Strategies	1. Know the roadmap of language education for each student. 2. Recognize that native language literacy is a strong predictor of English language development. 3. Build vocabulary in the native language and facilitate transfer to English. 4. Help students access prior knowledge via cognates, "preview review" method and multilingual word walls. 5. Establish interdisciplinary approaches that serve to maintain native language literacy. 6. Use bilingual dictionaries, glossaries and websites to increase comprehension. 7. Provide opportunities for students to develop their native language both inside and outside of school. 8. Encourage parents to develop and maintain the native language at home. 9. Encourage students to support one another's native language development and the acquisition of English. 10. Ensure that the classroom environment displays a value of multilingualism. 11. Create standardized templates that can be used to communicate with for parents in their native language. 12. Provide students with challenging native language courses. 13. Develop students' academic language in both the native language and in English.
Research-based Evidence	*Antunez (2002); August & Shanahan (2006); Barnett, Yarosz, Thomas, Jung & Blanco (2007); Coltrane (2003); Linquanti (1999); Ortiz (2001); Slavin, Cheung (2003); Uribe and Nathenson-Mejia (2009)*

Promising practice #5: Integrate varied, appropriate and high-level curricular materials	
Challenges and Opportunities	Proponents of prescribed curriculum stress that a common curriculum ensures that all students have access to rigorous content. However, critics argue that curricular materials typically do not reflect students' backgrounds or their learning needs and that materials for ELs are often watered-down versions of mainstream curriculum. Research suggests that supplementary materials are needed to reflect diverse student experiences and foster high standards.
Programmatic Considerations	• Encourage a balanced approach to prescribed and flexible curricular materials. • Ensure standards-based instruction within a flexible framework that is sensitive to students' language needs. • Create a school-wide philosophy acknowledging that students perform better when they read or use materials that are culturally relevant and in the language they know best.
Instructional Strategies	1. Align curricular materials to instructional goals based on standards, benchmarks, and language and content objectives. 2. Select/modify materials that are appropriate according to cultural knowledge, reading and language levels, and adolescent perspectives. 3. Provide developmentally appropriate materials, including adapted texts, to support language comprehension. 4. Include high level materials that build academic language. 5. Scaffold prescribed learning materials, especially with supplemental texts that are culturally relevant. 6. Demonstrate the value of diverse experiences and knowledge by using culturally relevant texts as primary learning resources, rather than as secondary materials. 7. Include high-interest discussion topics. 8. Pair technology with instruction to make materials accessible. 9. Analyze materials for bias and teach students to do the same. 10. Use sheltered instruction techniques to make materials accessible. 11. Include native language materials that are leveled and appropriate.
Research-based Evidence	*August & Shanahan (2006); Francis et al. (2006); Hinchman (2000); Moore, Alvermann & Parrish et al. (2006); Short & Fitzsimmons (2007); Short (2005)*

Promising practice #6: Provide structure and maximize choice	
Challenges and Opportunities	Researchers state that choice demonstrates value of diverse experiences and can improve student motivation and engagement. While choice also promotes individualization, some educators may not have sufficient resources to foster individualization of content and curriculum.
Programmatic Considerations	• Integrate choice across content areas to facilitate individualization and differentiation for language levels. • Emphasize predictable and consistent instructional routines and clear content and language objectives across the content areas. • Provide structured and unstructured opportunities for choice in curricular materials and learning modalities both inside and outside of school.
Instructional Strategies	1. Build choice into the components of literacy development. 2. Provide students with opportunities to make decisions about content, curricular materials, instructional approaches and assessment practices. 3. Incorporate students' ideas, opinions and feedback. 4. Provide a variety of texts in the classroom library that cover the spectrum of students' language levels in both English and in the native language(s). 5. Engage students in inquiry and project-based learning based, on their interests. 6. Structure the learning process while at the same time creating opportunities for choice. 7. Create interest and increase comprehension through the use of maps and other visuals, music, and artifacts. 8. Allow choice in researching issues or concepts that apply to students' communities. 9. Encourage students to select their own reading material. 10. Encourage students to read texts in both English and in their native language.
Research-based Evidence	*CLASS Middle/Secondary (2007); Diaz Greenberg & Nevin (2003); Institute of Educational Sciences (2007); Salazar (2008); Short (2005); Upczak & Garcia, 2008; What Works Clearinghouse*

Promising practice #7: Include role models to facilitate language learning and foster positive identity	
Challenges and Opportunities	While some educators make a case for the cultural blindness approach, others acknowledge that it is important to intentionally include native language and cultural role models to help students build positive academic and sociocultural identities. English language role models are also essential for adolescent ELs because of the limited time they have to master English. However, it is also challenging to provide role models of standard English when ELs are segregated in language programs and do not have access to speakers of standard English. At the same time, cultural role models are essential to promoting high academic aspirations and examples of what ELs can strive for.
Programmatic Considerations	• Include language role models beyond the teacher to increase linguistic comprehension and self-confidence. • Create opportunities for ELs to develop their language skills with speakers of standard English including peers and community and career mentors. • Build a school-wide mentoring programs to increase access to role models that reflect student experiences. • Provide opportunities for students to mentor their peers and similar students across the K–12 educational continuum.
Instructional Strategies	1. Create systematic opportunities for peer tutoring. 2. Create complex and flexible grouping according to students' linguistic and academic needs. 3. Build opportunities for cooperative learning through interactions with speakers of standard language varieties. 4. Include multilevel strategies to engage all students regardless of their English language proficiency level. 5. Rephrase student responses using standard language(s). 6. Give students specific roles during cooperative learning activities so that all students participate in the learning goals. 7. Scaffold linguistic tasks. 8. Provide reading and writing mentors who read quality literature and express critical thinking. 9. Foster community relationships that increase mentors, especially reading and writing mentors and career mentors. 10. Provide opportunities for students to research aspects of a topic within their community. 11. Create assignments that require students to tutor and mentor younger students with similar backgrounds and serve as academic role models.
Research-based Evidence	*CappELini (2005); Cook (1999); Dörnyei (1998); Garcia & Baker (2007); Farris, Nelson, L'Allier (2007); Foulger & Jimenez-Silva (2007); Lewis (2003); National High School Center; Tinajero (2006)*

Promising practice #8: Promote asset-based orientations towards ELs, their families and communities	
Challenges and Opportunities	Educators may inadvertently communicate that ELs are deficient and that they and their families need to be fixed, changed or saved. It is important to foster a belief in the potential and opportunities ELs bring vs. the obstacles and challenges. In addition, educators can provide students with access and practice in using academic knowledge and skills to increase their own success and that of their communities.
Programmatic Considerations	• Believe in, emphasize and monitor students' academic success. • Promote the maintenance of linguistic and cultural identities. • Integrate community norms of language and literacy. • Use home-school connections to enhance student engagement, motivation and participation. • Foster an affirming attitude toward ELs and their families with colleagues, parents and students.
Instructional Strategies	1. Create opportunities for positive academic and social interactions between students of diverse language backgrounds. 2. Encourage students to demonstrate effective problem-solving strategies from their home culture(s). 3. Build on home literacy practices including storytelling, letter writing, written and oral translation, and strategic code-switching. 4. Provide opportunities for students to bring artifacts from home and write about the significance of their artifacts. 5. Attend community events and interact in students' home environment; then make explicit links in classroom content and instruction. 6. Create assignments that promote family literacy. 7. Interview parents about how and what students learn from them. 8. Identify parents' strengths and use them as resources to integrate the home culture into classroom activities and into the classroom community. 9. Ask members of the community to teach a lesson or give a demonstration to the students. 10. Invite parents to the classroom to show students alternative ways to approach problems (e.g. math: various ways of dividing numbers, naming decimals, etc.). 11. Incorporate community inquiry projects. 12. Encourage students to interview members of their community who have knowledge of the topic they are studying.
Research-based Evidence	*Barrera & Quiroa (2003); Bongalan & Moir (2005); Flores & Benmayor (1997); Franquiz & Brochin-Ceballos (2006); Franquiz & Salazar (2004); Kreeft Peyton, Ranard & McGinnis (2001); Ochoa & Cadiero-Kaplan (2004); Ong (1996); Salazar et. al. (2008); Salazar (2008); Tinajero (2006); Valenzuela (1999); Villegas & Lucas (2002)*

Promising practice #9: Enact high academic standards to prepare ELs for postsecondary options	
Challenges and Opportunities	ELs are often perceived as having deficient language and academic skills. This creates a significant barrier to pursuing postsecondary options. ELs are often highly motivated to pursue postsecondary options and economic opportunities. They need extended opportunities to master language and content to be successful beyond high school. All students including ELs should have the opportunity to earn a college-ready diploma.
Programmatic Considerations	• Create a college-going culture vs. assumptions of limitations. • Build programs based on the research which show that ELs' chances of meeting college preparatory requirements increase with early access to college preparatory coursework in high school. • Provide opportunities for ELs to produce college-ready work and demonstrate high level cognitive skills. • Provide and scaffold high-level coursework that prepares ELs for postsecondary options. • Create a school-wide focus on postsecondary readiness that promotes vertical and interdisciplinary teaming.
Instructional Strategies	1. Begin advisory groups and personal learning teams specific to college readiness. 2. Include instruction in preparation for college entrance exams and placement tests, including the TOEFL exam. 3. Emphasize higher-level academic vocabulary to develop strong academic language proficiency. 4. Implement opportunities for novel application, reasoning, problem-solving, critical thinking and analysis. 5. Provide targeted support in advanced placement and honors coursework. 6. Provide students and parents with accessible information on college entrance, admissions and cost. 7. Provide access to role models who have successfully navigated and completed postsecondary options. 8. Create rubrics for effective writing that include mastery of content, organization, conventions, sentence fluency and word choice. 9. Scaffold ELs' writing practice by focusing on targeted writing skills and providing multiple opportunities for practice and mastery. 10. Work with teachers across content areas to strategically focus on reading, writing, critical thinking and problem solving and analysis.
Research-based Evidence	*Center for Public Education (2007); CLASS Middle/Secondary (2007); Conley (2007); Finkelstein, Huang, Fong (2009); Genesee (2006); Hayasaki (2005); Lippman, Atienza, Rivers, & Keith (2008); Stewart (2008); What Works Clearinghouse (2006)*

Promising practice #10: Advocate for holistic approaches to the academic success of ELs	
Challenges and Opportunities	Standardized approaches to education are often geared toward mainstream students and do not always consider the different needs of ELs. Moreover, educators often focus on academic development alone and do not recognize that academic success is grounded in ELs socio-cultural and socio-emotional needs.
Programmatic Considerations	• Consider the big picture of motivation and engagement. • Set clear student expectations. • Create holistic, interactive and additive approaches to language development. • Focus on relationship building and high academic standards. • Promote home/school connections to enhance student engagement, motivation and participation.
Instructional Strategies	1. Individualize instruction to meet the unique needs of ELs. 2. Create instructional opportunities for students to make personal connections to learning. 3. Include students' lives in the content of school. 4. Build a safe and inclusive classroom culture. 5. Communicate with students and parents about academic, social and personal issues. 6. Employ motivational strategies. 7. Attend to affective and physical needs particular to adolescents and immigrant youth. 8. Include parents in their students' education. 9. Provide consistent encouragement and affirmation. 10. Learn about and integrate brain and cognitive development of bilingual/multilingual learners.
Research-based Evidence	*Ancess (2004); August & Shanahan (2006); Cummins (1991); Delpit (1988); Heath (1986); Johnson & Morrow (1981); Mercado (1993); Moje (2006); Oaks & Rogers (2006); Short (2005); Tatum 2007; Tinajero (2006)*

Excerpted from: Maxwell-Jolly, J., Gándara, P., and Méndez Benavídez, L. (2007). *Promoting academic literacy among secondary English Learners: A synthesis of research and practice*. Davis, CA: University of California, Linguistic Minority Research Institute

Myth #1:

ELs bring nothing to the table except need.

ELs come to schools with many assets on which we can build, including prior education, skills in non-English languages, life experiences, and family and cultural heritage.

Myth #2:

ELD is all they need.

ELs need diagnosis of their language and academic skills—and instruction to meet diagnosed education needs. Current curriculum rarely differentiates among varying student needs, largely because assessment is inadequate and teachers do not know what these students know or do not know. ELs need ongoing relationships with adults at the school who are aware of and understand key elements of their lives, integration with other students, and teachers with appropriate knowledge and skills to promote their academic success.

Myth #3:

The more quickly we can get students through school the better.

There is reasonable concern about students taking too long to complete school. Many studies show that the older students are the greater likelihood they will drop out. However, such research has never been conducted on ELs. One major reason that attrition is high in this group is that relevant, credit-bearing courses are often not provided for them, making

dropping out a reasonable response to a dead-end curriculum. A longer time allowed for high school with intense initial diagnostic assessment, individual counseling and monitoring, and opportunities for internships and career and community engagement, may be exactly what many long-term ELs need. Further, there is no statutory basis for removing a student (up to age 21) from high school, as long as she/he is making progress toward graduation.

Myth #4:

Small schools are always better for all students.

Small school reform has many positive aspects such as personalization and more careful monitoring of students than could be achieved within larger schools. An example is the academy or school-within-a-school model. On the other hand, larger schools have the advantages of a wider array of resources and the potential for students to move from one type of instructional setting to another as appropriate.

Myth #5:

All students must be college bound or they are failures.

As outlined in the Colorado Department of Education's strategic plan, we need to prepare students to thrive in their education and in a globally competitive workforce. Greater opportunity for college should be made available to all. However, school should afford learning experiences and coursework that lead to competence in the fields needed for productive roles as citizen, worker and life-long learner, and provide multiple pathways and options for students who choose non-college options as well as for those bound for higher degrees. Schools also must acknowledge that many students feel pressured to work and help their families. Schools that offer opportunities to enhance job options (may be part of a longer term plan for postsecondary education) are more likely to hold students.

Myth #6:

High school must take place within a building called high school.

In fact, high schools could take advantage of distance learning and other technologies, relationships with the community colleges, and other learning environments such as student internships or apprenticeships in business and in the public sector.

(See Appendix B)

Appendix B
Lessons Learned: Practices of Successful Model Schools Serving English Learners

from Berman, P., Minicucci, C., McLaughlin, B., Nelson, B., Woodworth, K. (1995).
School Reform and Student Diversity: Case Studies of Exemplary Practices for LEP Students.

Lesson 1—A comprehensive school-wide vision provides an essential foundation for developing outstanding education for English learners.

- Model schools develop, by means of an extended process, a comprehensive design that integrates purpose and vision based on quantitative outcomes.
- Schools with successful language instructional educational programs collaborate with external partners to work through the complex issues of organizational change.
- School personnel expect ELs to learn the language arts, math, and science curriculum to the high standards necessary for successful adult lives. Individual strengths and needs are respected, and efforts are made to help every student realize his or her potential.
- The attainment of fluency in written and oral English is assumed to be fundamental and universally achievable, as evidenced by the placement of students in heterogeneous groups.
- Model schools embrace the culture and language of students, welcoming parents and community members into the school in innovative ways. This practice supports the breakdown of alienation and helps the schools create a safe educational climate.
- Schools develop a community of learners in which teachers are treated as professionals, allowed to learn from each other, and are given the time to develop programs. It is well understood that teachers of ELs should be fluent in the native language and/or trained in first and second language acquisition, and that continuing professional development was essential to improving the educational program. The community of learners extended beyond teachers and students often-involving parents and the community.
- Successful schools see the need to change entirely in a comprehensive way, with implications for the entire structure. The system of schooling needs to be re-examined in order to realize the goals.
- The structure and content of the curriculum, instruction and learning environments, language development strategies, organization of schooling and use of time, and school decision-making are understood to be interconnected. Though all elements are not necessarily addressed at once, the staff as a whole needs to believe systemic change is necessary.
- Shared vision, high expectations, cultural validation, community of learners, openness to external partners and research, and comprehensiveness give the model schools an air of caring, optimism, and confidence, despite the great challenges they face.

Lesson 2—Effective language development strategies are adapted to different local conditions in order to ensure English learners have access to the core curriculum.

All the model schools minimally adopt these basic goals:

1. That ELs achieve English language fluency and;
2. Master the content of the core curriculum provided to mainstream students.
3. Some schools add the third goal of developing and maintaining fluency in the students' native language. Whether or not they seek maintenance in the native language, the model schools varied in their approach to English language acquisition. The demographics of the ELs at their school, desires of the community, vision for the school, availability of qualified staff, and district and state policies influenced the particulars of their approach. However, some important similarities emerge.

- Schools use students' primary language either as a foundation for developing literacy skills, as a tool for delivering content, or both. In many cases, teachers also relied on high quality sheltered English. Sheltered English and primary language-based programs typically complemented direct ESL instruction.
- Language instruction educational programs are flexibly constructed to accommodate students with varying levels of fluency and language backgrounds. Teachers adjust curriculum, instruction, and the use of primary language to meet the varying language proficiency needs of students.
- Flexibility is necessary because of the diversity of students. The key to flexibility is having qualified and trained staff trained in language acquisition. Instruction occurs, when determined, in the students' primary language. In many cases where instruction was delivered using sheltered English, teachers were fluent in the home language of their students. To promote interaction between ELs and non-ELs, teacher teams teach and employ a wide range of grouping and instructional strategies.
- Transition from classes where instruction is delivered in students' primary language or sheltered English to mainstream classes is gradual, carefully planned, and supported with activities such as after-school tutoring to ensure students' success at mastering complex content in English.
- Model schools assured ELs access to the core curriculum while simultaneously developing their English language skills.

Lesson 3—High quality learning environments for English learners involve curricular strategies that engage students in meaningful, in-depth learning across content areas led by trained and qualified staff.

- Model schools create and deliver a high quality curriculum to their ELs that parallel the curriculum delivered to other students at the same grade level.
- The curriculum is presented in a way that is meaningful to ELs by making connections across content areas. Model schools link science and mathematics curricula, as well as social studies and language arts, allowing students to explore more complex relationships between the traditional disciplines.
- Model schools create opportunities for students to use their language arts skills across the curriculum. Language arts curriculum is often integrated and literature-based and students read and write about topics that are relevant to their culture and experience.
- In science, schools create curriculum that draw on the students' environment to maximize possibilities for hands-on exploration.

- Mathematics is often taught using frameworks such as thematic units or project-based activities to build students' conceptual understanding and computational skills in an applied context that relates to real-life situations.
- Focusing on concepts over an extended period of time, teachers emphasize depth of understanding over breadth of knowledge.

Lesson 4—Innovative instructional strategies which emphasize collaboration and hands-on activities engage English learners in the learning process.

- Model sites develop their own mix of instructional strategies for meeting the challenge of language diversity. However, across the model sites, the strategies tend to be based on similar pedagogic principles and approaches to creating highly effective learning environments. These innovative principles are aimed to engage students actively in their own learning.
- Teachers create nurturing learning environments that facilitate students working independently and in heterogeneous, cooperative groups. Instruction often consists of students engaged in self-directed, hands-on experiential learning, including inquiry and active discovery methods. These features, as implemented in exemplary sites, are examples of the new reform approaches to teaching language arts, science, and mathematics.
- Sheltered English strategies, combined with the curriculum approaches suggested in Lesson 3, are effective for ELs at different levels of English oral, reading, and writing competency.
- Assessment is a key element of reform. It is integrated into everyday learning tasks establishing long-term learning goals benchmarked to authentic assessments, and gathering into student portfolios.

Lesson 5—A school-wide approach to restructuring units of teaching, use of time, decision making and external relations enhances the teaching/learning environment and foster the academic achievement of English learners.

- Each model school restructures its school organization to implement its vision of effective schooling, to facilitate the language development strategies and innovative learning environments described above, and, more generally, to increase the effectiveness of their human, educational, community, and financial resources.
- Innovative use of time is explored and implemented so that the academic schedule respects the flow of learning units within classes. Such flexibility provides students with protected time to learn and allows them to engage in self-directed learning activities within cooperative groups.
- Blocks of time are allocated appropriately for the pedagogic needs of different subject matter or themes (science projects, for example, could occupy a double period in middle schools).
- The school day and year are structured or extended to accommodate teacher planning, collaboration, and professional development, and to provide extra support for ELs' transition to English and the incorporation of newcomers into the ESL program. Elementary and middle school levels also restructure their schools into smaller school organizations such as "families" or reading groups which heightened the connections among students, between teacher and students, and among teachers. One model has small groups of students staying with the same teacher over four or five years (looping). Such continuity enables the students to become skilled at cooperative learning, be highly responsible in their learning tasks, and build self-esteem; it also enables teachers to build their understanding of each student as well as to develop their capacity to apply new instructional approaches in practice.

- Model schools redesign their governance structures through a process of democratic decision making to involve teachers, parents, and community members. This ensures that restructuring is supported by broad consensus.
- The exemplary schools deliver a range of integrated health and social services which reflected their vision of the school as an integral part of the community.

Lesson 6—Districts play a critical role in supporting quality education for English learners.

- District leadership supports the development and implementation of high quality programs for ELs.
- Personnel in such districts believe that ELs can learn to high standards and employed specific strategies in support of ESL programs.
- Districts recruit and offer stipends to bilingual/ESL teachers, provide staff development in ESL, bilingual teaching, second language acquisition, and make provisions to allow for reduced class sizes for ELs.
- Districts support the implementation of more powerful curriculum and instruction by providing staff development in response to the needs and interests of the teachers.
- Districts support school restructuring by shifting some decision making responsibilities to the site level.

Restructuring Schools for Linguistic Diversity: Linking Decision Making to Effective Programs (Miramontes et al 1997) provides a framework for such school-wide planning. It is designed to take school personnel through a comprehensive process to create a school profile and weigh the options for the optimum program given the student population, local mandates, and resources available.

Notes

COLORADO
Department of Education

Office of Culturally and Linguistically Diverse Education

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Designing, Delivering, and Evaluating Services for English Learners

2020 Guidebook

COLORADO
Department of Education

In order to create an effective District ELD Plan the following components should be considered:

1) District EL student demographic information (include growth patterns and trends if possible)
2) Assessment matrix for ELs
3) Instructional program and educational approaches for ELs
4) Scheduling guide for service (service delivery plan)
5) Special populations: Migrant, Native American, GT, or SPED
6) Research based instructional strategies/programs
7) Redesignation, monitoring and exiting criteria and procedures
8) Interventions
9) Professional development
10) Parent involvement
11) Language performance data and goals
12) Program evaluation

Recruiting, developing, and retaining excellent educators is essential in order to ensure that EL program models successfully achieve their educational objectives. Local Educational Agencies (LEAs) must hire an adequate number of teachers who are qualified to provide EL services, and core-content teachers who are highly qualified in their field as well as trained to support EL students. These teachers must meet state and LEA program requirements and have mastered the skills necessary to effectively teach in the school/district's EL program.

For tools and resources for Staffing and Supporting an English Learner Program Chapter 3, visit www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

For information on the Colorado state model educator evaluation system—Practical Ideas for Evaluating Culturally and Linguistically Diverse Education Specialists visit www.cde.state.co.us/cde_english/practicalideasforevaluatingclde-specialists.

For information on the Colorado state model educator evaluation system—Practical Ideas for Evaluating General Education Teachers of Bilingual Learners visit www.cde.state.co.us/educatoreffectiveness/practicalideaguidebilingual.

See Appendix B found in Chapter 4 for information on what schools can do to meet the needs of a linguistically diverse population. Briefly they include: a schoolwide vision and collaborative approach to all aspects of program design and implementation, language development strategies, high level engagement, collaboration and cooperative learning in curricular activities in the context of a supportive district leadership. In addition, the Office of English Language Acquisition (OELA), has developed an English learner Tool Kit intended to help State and Local Education Agencies (SEAs and LEAs) in meeting their obligations to English learners. The OELA Tool Kit can be found at www2.ed.gov/about/offices/list/ oela/english-learner-toolkit/index.html. The tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' and the U.S. Department of Justice's Dear Colleague Letter (DCL) "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements found at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

5.2 Standards and Instruction

Regardless of the model selected, a well-designed program and effective classroom practices for ELs need to be evident in every early childhood, elementary, middle, and secondary education classroom. A broad range of instructional practices and strategies should be employed in assisting ELs to learn content area concepts as they learn the English language.

The mastery of content requires that teachers of ELs use appropriate LIEPs, such as bilingual education or ESL that incorporates strategies to make content comprehensible. It requires instruction to be organized to promote second language acquisition while teaching cognitively demanding, grade level appropriate material (Peregoy & Boyle, 1997).

Appropriate instruction for ELs addresses the core curriculum while providing interactive means to access that curriculum. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., modeling, demonstrations, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency (TESOL, 1997). This is commonly referred to as "sheltering" the instruction.

Key Components of a Standards-Based Classroom

Grade Level Content Standards *that describe essential knowledge and skills are fully and clearly expressed and understood by both teacher and students. Content area learning is supported by instruction in the English language proficiency standards.*

English Language Proficiency Standards *that address the language of the content areas at the word/phrase, sentence, and discourse levels of academic language.*

Instruction—*Curriculum, instructional techniques and materials used by the teacher support student access to the standards.*

Assessment—*Classroom assessments are valid and reliable measures of the relevant standards.*

Student Learning—*Learning methods used by students connect logically to the relevant content standards, English language proficiency standards, and assessments.*

To maximize opportunities for language use and content mastery, ELs' social and emotional needs must be met in an environment where they feel safe and comfortable with themselves and their peers. Teachers need to create an environment of predictability and acceptance. Zehler (1994) suggests that providing structured classroom rules and activity patterns and setting clear expectations fosters an environment of regularity and acceptance. Specific ideas to accomplish this include:

- Incorporate activities that maximize opportunities for language use to challenge students' ability to communicate ideas, formulate questions, and use language for higher order thinking.
- Realize that some ELs may come from a culture with different customs or views about asking questions, challenging opinions, or volunteering to speak in class. Allow each student to listen and produce language at his/her own speed.
- Incorporate multiple languages in signs around the school and display pictures, flags, and maps from students' country of origin in the classroom.
- Incorporate diversity into the classroom by inviting students to share information about their backgrounds. However, do not expect them automatically to be comfortable acting as a spokesperson for their culture.

Teachers should understand that students might come from backgrounds with different academic and family expectations (e.g., students may need to perform family obligations such as babysitting that keep them from doing their homework until late at night) and different levels of awareness about the expectations for parent involvement in their education. A clear understanding of these differences can help teachers be more accepting and students become more comfortable in their classrooms.

Classroom Focus—Classrooms should focus on both language acquisition and helping students attain the knowledge outlined in the content area standards. Improvement of language and literacy are at the heart of instruction. Such classrooms can be comprised of ELs and English proficient students; the common goal is to promote language acquisition regardless of native language. Characteristics of classrooms that foster language acquisition include:

- Language development and content as a dual curriculum
- Integration of listening/comprehension, speaking, reading, and writing skills
- Comprehension of meaning as the goal of all language activities
- Reading and writing by students every day
- Curriculum organized around themes

Newcomers

New ELs can be any age and grade level, and schools should not overlook the distinct needs of older students. Another way to address the needs of second language learners is through newcomer programming. ELs who are recent immigrants often require information that is not considered grade level or curriculum based. By providing a welcoming environment to newcomers and their families, basic information about the academic system, academic skills, and social opportunities to help ease the transition into a new culture, schools are providing a supportive environment and a greater opportunity to learn. Teachers and counselors can work with ELs in a Newcomer Center to conduct comprehensive assessments, provide an initial orientation to the school and the U.S. school system and prepare ELs for success in the established LIEPs already in place (CREDE, 2001). Districts should have compensatory and supplemental academic services available to students who participate in newcomer programs in order to ensure that students are prepared to participate in the grade level curriculum within a reasonable time period (Per DOJ/OCR Letter, 2015).

Additionally, ELs can be a mobile population and may move from school to school, disrupting the continuity of their instruction. Schools must accommodate these students as they enter and exit programs by ensuring that newcomer and appropriate EL services are available at all grade levels. They also can provide students with materials and records to take to their next school to ease their transition.

Colorado English Language Proficiency Standards

English Language Proficiency (ELP) standards are required by Colorado state and federal law. On December 10, 2009 the Colorado State Board of Education voted unanimously to adopt the English Language Development (ELD) standards developed by WIDA as the Colorado English Language Proficiency (CELP) Standards. Grounded in scientific research on best educational practices in general, ESL and bilingual education, WIDA created and adopted its comprehensive ELP standards which address the need for students to become fully proficient in both social and academic English. The CELP Standards are an essential guide for all educators to help ELs access grade level academic content while learning English. An important feature in the WIDA standards framework is an explicit connection to state content standards.

Colorado English Language Proficiency (CELP) Standards for K–12

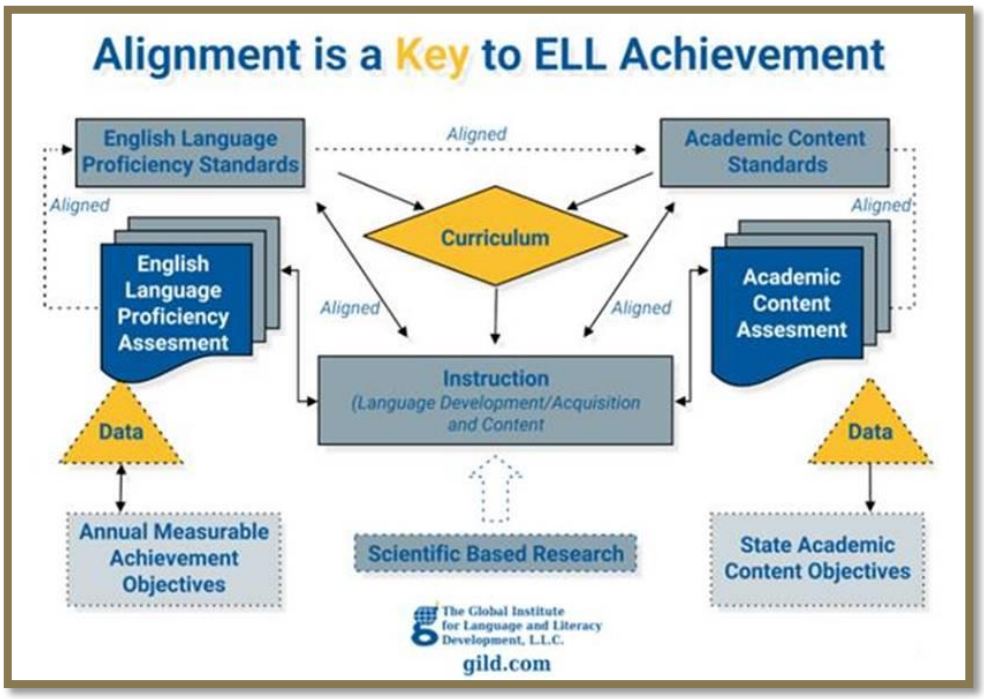
Standard		Abbreviation
English Language Development Standard 1	English learners **communicate** for **Social** and **Instructional** purposes within the school setting.	Social and Instructional Language
English Language Development Standard 2	English learners **communicate** information, ideas and concepts necessary for academic success in the content of **Language Arts**.	The Language of Language Arts
English Language Development Standard 3	English learners **communicate** information, ideas and concepts necessary for academic success in the content of **Mathematics**.	The Language of Mathematics
English Language Development Standard 4	English learners **communicate** information, ideas and concepts necessary for academic success in the content of **Science**.	The Language of Science
English Language Development Standard 5	English learners **communicate** information, ideas and concepts necessary for academic success in the content of **Social Studies**.	The Language of Social Studies

 For more information on WIDA English Language Development Standards, visit www.cde.state.co.us/cde_english/celpstandards. For recommended instructional resources that address the CELP Standards, visit www.cde.state.co.us/cde_english/celp-resourcelibrary.

Colorado Academic Standards

Colorado Academic Standards (CAS) are expectations of what students need to know and be able to do at the end of each grade. They include individual grade-level standards within an integrated set of learning progressions that build toward college and career readiness. They are the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be more successful. CAS incorporates the Common Core State Standards for mathematics and reading, writing, and communication. To learn more about the Colorado Academic Standards, visit the Office of Standards and Instructional Support at www.cde.state.co.us/standardsandinstruction.

The adoption of the CELP and CAS standards places a demand on *all* teachers to align the language domain and English proficiency level of a student with the content objective. Alignment of these standards provides a focus on the English language knowledge and skill level at which the EL can access instruction and therefore, have the opportunity to learn and master the content objectives, resulting in the expected academic achievement of the standards.



5.3 English Language Development Continua

The English Language Development (ELD) Continua are the result of a multi-year effort launched in Colorado under the auspices of The Associated Directors of Bilingual Education (ADOBE) in response to the dramatic growth in the number of ELs attending public schools. Nearly all teachers have ELs in their classrooms or can expect to have them in the near future. One of the greatest challenges in meeting the academic needs of these students is the great variation in their stages of language acquisition. These continua are intended to assist teachers in improving outcomes for second language learners by helping them to document their students' developing language proficiency, thus allowing them to tailor instruction to students' levels of performance.

The continua provide both regular classroom and ESL teachers with a set of indicators reflective of students' developing English abilities in four areas: listening, speaking, reading and writing. They allow teachers to follow ELs' pathways of development and facilitate their movement to fluent English proficiency. They were developed based on profiles that were already in use in several districts, other oral language, reading and writing continua in use in the field, as well as national standards for English Language Development.

Participants in the development process included highly qualified second language educators from 14 Denver metropolitan and neighboring mountain school districts along with support from several institutions of higher education. We have tried to make the documents teacher friendly and flexible enough to be used across districts. Recognizing the challenges posed by the great variation in students' stages of language acquisition and academic background, we deliberately created a single set of indicators applicable K-12 for all kinds of programs. They are not intended to label students who demonstrate particular indicators, nor do they set or pretend to measure yearly growth targets.

Purpose

These continua are useful for a variety of purposes. Above all, they provide guidance to teachers in planning for instruction appropriate to the needs and behaviors typical of second language learners. By documenting student behaviors, the continua can also give teachers a clear sense of the range of proficiencies in their instructional groups, information that can be used as a basis for the differentiation of instruction.

These continua can be especially helpful for teachers who have not been formally trained to work with the second language learners in their classroom. The indicators in each of the four areas can alert you to the kinds of instructional opportunities from which students can benefit. For example, if students are exhibiting particular behaviors, you can then design instruction to assure that students have opportunities to demonstrate the next behaviors beyond where they are. If a particular behavior is not apparent, you should ask whether it is that students have not acquired the skill or that they have not been provided with opportunities to practice and learn that behavior.

The ELD Continua At A Glance

Who Are They For?

All Educators Who Work with English Learners	Any Student Whose First Language is Other Than English
• Grade level classroom teachers • Mainstream content teachers • ESL/ELA/ESOL teachers • Bilingual teachers • Resource teachers, special education teachers, GT teachers • Instructional support personnel: instructional coaches, TOSAs, specialists, coordinators • Administrators	• Students receiving ELD program services • ELs who have waived services but need support • ELs in mainstream and content area classes • Students who have been redesignated as "Fluent in English" but are still developing academic English as indicated by the behaviors in the continua • Students who have never been identified for second language support services but are still developing academic English as indicated by the behaviors in the continua

What the Continua Are:	What the Continua Are NOT:
• Instructional planning tools containing indicators of typical English language development behaviors in listening, speaking, reading, and writing • Observation tools that can provide snapshots of current English proficiency • Content dependent (i.e. student may be in one place in math and another in social studies) • Tools for teachers to examine their own instruction • A basis for communication and collaboration among colleagues • A starting point for discussing English language development with parents • A source of data to guide decision–making about redesignation or reclassification as fully English Proficient • Tools to inform instructional grouping—a basis for differentiation.	• Checklists • Methods to categorize or label students • Formal language proficiency tests • Tools for test preparation • Lists of standards • A basis for grading • Aligned with LAU or ELPA categories • Replacement for or specifically aligned with English language proficiency assessments (IPT, LAS, WM, ACCESS for ELLs) • Replacement for district adopted profiles or continua.

Information provided by analyzing student behaviors can support ELD teachers and content area teachers as they work together, to meet the rigorous accountability requirements under ESSA. They provide an ideal tool for communication and collaboration among the different professionals who work with English language learners and their families. This allows students better access to the core curriculum and more opportunities to develop English language proficiency.

The outline of indicators may also help you make the case that a student is, or is not ready to transition to and function well in a mainstream classroom. In addition, they provide a concrete means by which to communicate to parents' their children's progress in acquiring English.

How To Use: An Example

Below is a sample of just a few of the writing indicators. The first step is to identify behaviors students are currently exhibiting. You could collect a formal writing sample or simply review in-class work. You might note that a student is comfortable copying information. If you look farther long the continuum you will find indicators of what students are likely to do next. You can then create instructional opportunities to practice them. In this case, you could provide the student with opportunities to use familiar words and phrases to create their own text about a familiar topic.

Column A New to English	Column B	Column C	Column D	Column E Ready to Transition
Uses familiar vocabulary related to personal needs/ interests Copies vocabulary from environment and resources available in the room	Generates writing which reflects own oral language production Labels own drawings with assistance or other support Relies on familiar sentence patterns to write about personal or classroom experiences	Writes simple sentences about personal experience and content areas with grammatical accuracy Experiments with sentence variety using conjunctions, simple prep and or descriptive words Writes narratives with beginning, middle & end with support	Uses a variety of simple, compound and complex sentences appropriate to topic Uses words or sentence structures to reflect a personal style Writes well-developed storyline with specific details when writing independently	Uses variety of grade-appropriate sentence structures in all independent writing Conveys complex and abstract ideas including emotions and opinions Writes cohesive, detailed: Narrative Creative Expository Persuasive

If a student is currently using simple sentences, you could provide them with opportunities to see how their own writing could be changed and expanded with modeled sentences that are more complex but maintain the student's original meaning.

Once students' current behaviors are noted, it will be important to determine whether they exhibit these behaviors consistently or if there are major gaps in the indicators across columns. If you do not see a behavior you feel you should be seeing, consider whether students have had sufficient opportunity to practice and how you might adjust instruction to provide additional opportunities.

Remember As You Use the Continua:

These continua were developed to document behaviors, not to label students. The columns have purposely not been aligned with stages of language development. Some students will likely exhibit behaviors in several columns within any of the areas and certainly across the four domains of listening, speaking, reading and writing.

And finally, always keep in mind that it takes a long time for students to demonstrate full academic proficiency. If you look closely at the indicators in column E of each continuum you will see that to perform academically, expectations are high. It would be difficult to defend moving a student who did not have those skills into a mainstream classroom without providing continuing support for their language development.

5.4 Colorado READ Act

Achieving reading competency by the end of third grade is a critical milestone for every student and is a predictor of ongoing educational success. Early literacy development is not only critical to a child's success, but it is also one of Colorado's top education priorities. The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado Legislature in 2012, places a focus on early literacy development for all students and especially for students at risk of not achieving 3rd grade reading proficiency. The READ Act focuses on kindergarten through third grade literacy development, literacy assessment, and individual READ plans for students reading significantly below grade level.

Recognizing the unique language and literacy needs of English learners to become proficient readers in English, the Colorado Department of Education has created this guidance for implementation of the READ Act with English learners. This guidance is designed to provide parameters for districts to use when developing local policies and practices to support the literacy development of English learners and serves as an update to the document that was created in September of 2015. Specifically, this guidance incorporates changes to the READ Act from HB 17-1160. As of October 2017, the State Board of Education amended rules which authorizes districts to determine the language in which a student who is an English learner takes reading assessments in kindergarten through third grade. All other sections of the READ Act remain the same. With this in mind, Colorado school districts have the authority to approach implementation of the READ Act with English learners in ways that are appropriate for their local context and individual needs of students and are responsible for doing so in alignment with the requirements and intent of the READ Act and in compliance with other relevant state and federal guidelines.

Context for Implementing the READ Act with English Learners

The intent of the READ Act is to prevent reading gaps from developing by providing best, first literacy instruction and to act quickly when children fall behind. Because of this, the rules for the READ Act define the attributes of effective universal classroom instruction. At the school level, effective instruction requires a multi-tiered system of supports that provides students with differentiated instruction based on students' needs. Also, school leaders should assure that students receive 90 minutes of daily reading instruction and that there is a scope and sequence so that reading instruction follows a developmentally appropriate progression.

At the classroom level, instruction should be:

- **based on the Colorado Academic Standards and Colorado English Language Proficiency (CELP) Standards**
- **guided by assessment**
- **follow a reading development continuum**
- **address oral language and the five components of reading (which include phonemic awareness, phonics, fluency, vocabulary, and reading comprehension)**

Supporting the language and literacy development of ELs requires instruction and programming that reflect their unique learning needs. Goldenberg (2013) identified three research-based principles of effective instructional practice for English learners: generally effective instructional practices are likely to be effective with English learners; English learners require additional instructional supports, and an English learner's home language can be used to promote academic development.

To effectively meet the academic needs of ELs, an instructional program must be designed to provide for English language development including academic supports. The program must ensure high expectations for all students, provide access to grade level standards, increase interactions among English learners, teachers, and peers, be instructionally sound, and have appropriate resources and materials. While there are a variety of options for the delivery of language supports for English learners, districts should consider which research-based program(s) are the best fit given the district's resources and which program(s) best meet the needs of the district's student population.

Determining a Significant Reading Deficiency for English Learners

The READ Act specifies that educators make data-informed decisions in order to target early support so that all children are reading at grade level by third grade. Specifically, the READ Act requires that all children in kindergarten through third grade be assessed using a State Board approved interim reading assessment to determine whether a student has a Significant Reading Deficiency (SRD). If an SRD is indicated, the READ Act requires use of a diagnostic assessment to determine the area(s) of the reading deficiency to inform READ plans and interventions. For English learners, the process for determining an SRD should involve multiple data points from a variety of assessments to ensure accurate identification of students in need of additional literacy support. Accurate literacy assessment of English learners requires a combination of assessments designed to document language and literacy development in order to determine whether students are making progress toward achieving English reading proficiency.

The READ Act rules require that all students be assessed within the first 30 days of enrollment using a State Board approved interim reading assessment. HB 15-1323 allows districts to extend assessment for kindergarten students up to 90 days. If districts complete the assessment within 60 days, they may use the READ Act assessment to complete the literacy component of the school readiness assessment. Additional information on the implementation of HB 15-1323 is found on the READ Act webpage.

Once the student is determined to have an SRD, a READ plan must be developed. For English learners, the assessment and SRD determination process may be adjusted according to the language proficiency level of the child and additional data from English language proficiency assessments and native language reading assessments.

This document provides guidance to support districts with identification of SRD for English learners in three instances:

- Non-English proficient students in their first year in a US school.
- English learners who are beyond their first year of school and who are not native Spanish speakers.
- English learners who are beyond their first year of school and who are native Spanish speakers.

The following sections include both a narrative and flow chart to support understanding.

Non-English Proficient Students in Their First Year in a U. S. School

English learners who are classified as Non-English proficient (NEP) and in their first year in a U. S. school are eligible for SRD determination if this determination is based on a student's reading ability and not their English language proficiency. However, these students can be exempt from an SRD identification based on local determination of need.

English Learners Beyond Their First Year in a U. S. School

All students in kindergarten through third grade are subject to the READ Act. The recommended process for determining a significant reading deficiency and appropriate interventions differs according to the language of literacy assessment.

SRD determination for English learners assessed in English

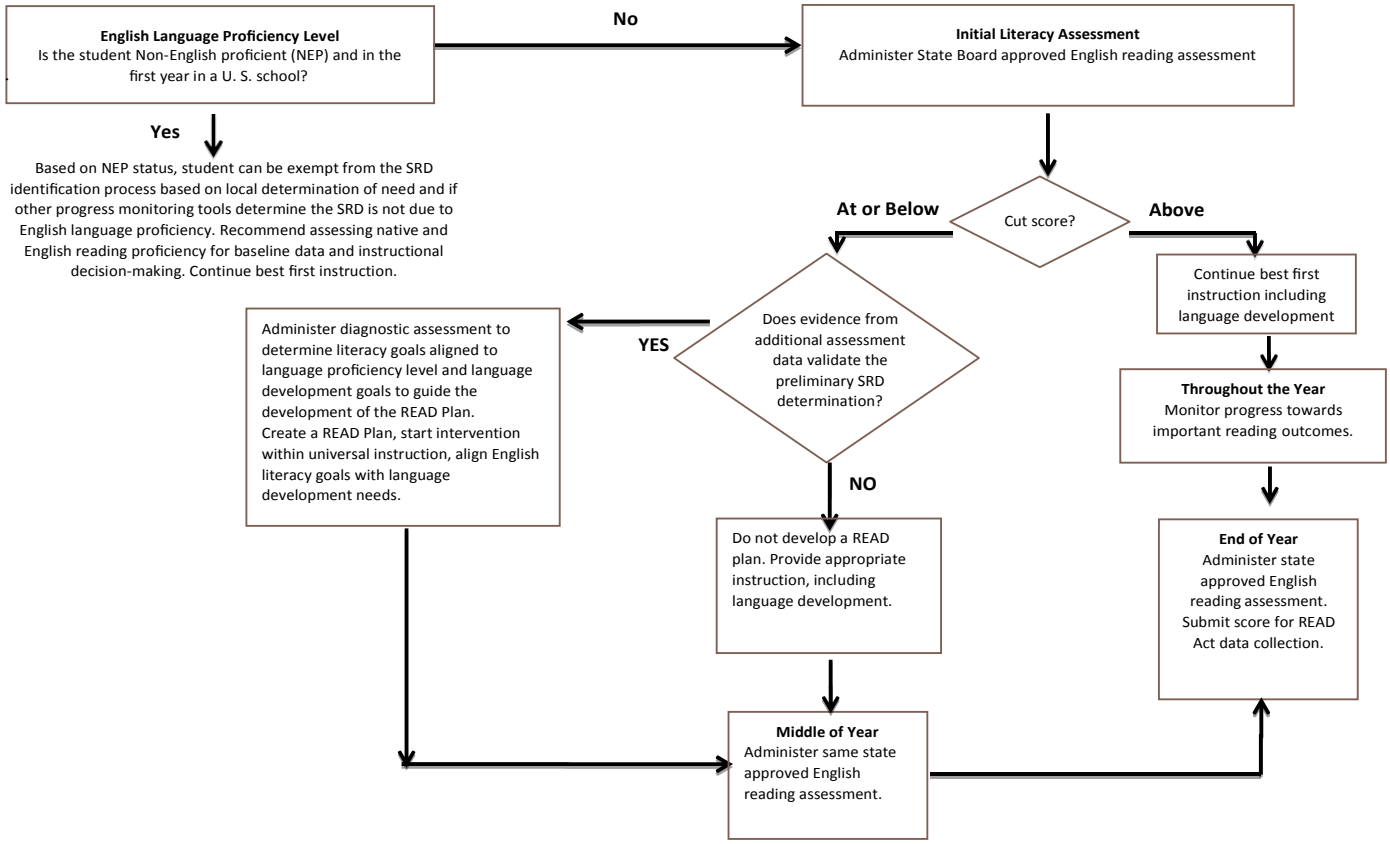
All K – 3 students who are English learners should be administered a State Board approved interim reading assessment within the first 30 days of instruction. Per HB 15-1323, districts may choose to extend assessment for kindergarten students (see reference above). Districts, however, may exercise flexibility in the use of assessment data to either confirm or refute the existence of a SRD for English learners who are assessed in English. Should an English learner test at or below the cut scores for an SRD designation, additional evidence may be used to invalidate the SRD determination. Acceptable evidence includes ACCESS for ELLs, native language interim reading assessment data, or other locally-determined valid and reliable ELD data. Should the evidence from additional ELD assessments

suggest that an English learner's literacy growth trajectory is not on-track compared to his/her EL peers, the teacher may choose to continue through the SRD determination process by administering the appropriate reading probes to confirm SRD designation. Evidence from these reading assessments should then be used to determine whether an SRD designation is appropriate for the child. If an SRD determination is confirmed, a State Board approved diagnostic assessment should be used to identify the child's specific areas of need and a READ plan should be developed to determine (1) literacy goals aligned to the child's language proficiency level, and (2) appropriate language development goals that are aligned to literacy goals. If an SRD determination is not validated, the assessment information should be used to identify the appropriate instruction and English language development for the student.

If an EL scores at or below the cut point for an SRD determination on the end-of-year reading assessment, teachers may use additional evidence to refute the SRD end-of-year determination. Acceptable evidence includes the most current ACCESS for ELLs, native language interim reading assessment data, or other locally-determined valid and reliable ELD data. Information gleaned from language and literacy assessments should be used to inform appropriate instruction for English learners whether or not an SRD determination is made. This will ensure continued support for both language and literacy development. English learners assessed with an English interim assessment whose status is refuted based on additional evidence related to language skills are exempt from retention considerations as an intervention strategy in compliance with the READ Act.

Figure 1 illustrates a decision tree for determining a significant reading deficiency for English Learners who are assessed in English.

Figure 1. SRD Determination Process for English Learners Who Are Assessed in English



SRD determination for English Learners who are native Spanish speakers assessed in Spanish

Districts who have K-3 students who are English learners and whose native language is Spanish shall determine, using English language proficiency ranges, whether the student takes the State Board approved interim reading assessment in English or Spanish. The State Board Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (1 CCR 301-92 section 3.05 (A) and (B)) require that the Local Education Provider determine and communicate to parents the level of English proficiency at which the student must take the approved reading assessment in English. If the student scores within the range that the Local Education Provider determines demonstrates partial proficiency in English or higher, then the Local Education Provider shall ensure that the student annually takes at least one board approved reading assessment in English.

In determining whether a student continues taking the reading assessments in Spanish, each district shall review the student's score on the most recent ACCESS for ELLs. If the student is not yet partially proficient, the district may choose to assess in Spanish. If a student takes a reading assessment in Spanish, the school district may also administer a State Board approved interim reading assessment in English to the student, at the request of the student's parent. However, if the district chooses not to adopt a Spanish language assessment and to assess students only in English, then the aforementioned guidance regarding SRD determination for English learners who are assessed in English applies.

If an English learner is administered a Spanish interim reading assessment and scores at or below the cut point for an SRD determination on the end-of-year assessment administration, teachers may not use additional evidence to refute the SRD determination as the Spanish interim assessment is confirmation of an SRD. Information gleaned from language and literacy assessments should be used to inform appropriate instruction for English learners whether or not an SRD determination is made. This will ensure continued support for both language and literacy development. English learners assessed with a Spanish interim assessment are subject to retention considerations.

Figure 2. SRD Determination Process for English Learners who are Native Spanish Speakers assessed in Spanish

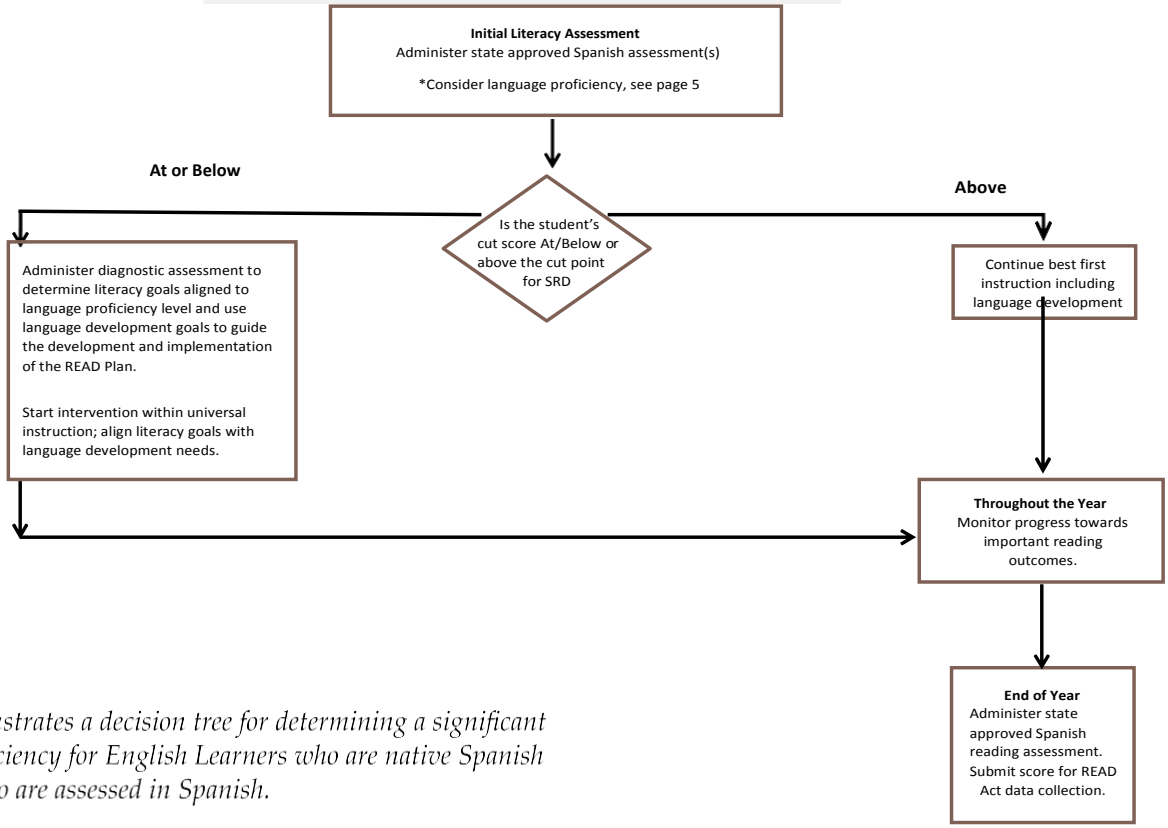


Figure 2 illustrates a decision tree for determining a significant reading deficiency for English Learners who are native Spanish speakers who are assessed in Spanish.

Note on the appropriate use of ACCESS for ELLs ®

ACCESS for ELLs is administered annually and measures students' English language proficiency. ACCESS is used for accountability purposes related to English language proficiency. Because ACCESS weights English language proficiency in literacy (combined English language proficiency in reading and writing) as 70% of the overall composite proficiency level score, it can be used to assist teachers in setting appropriate English language development goals for English learners. It is important to note that ACCESS is not a measure of a child's achievement or mastery of standards in reading and writing within the Colorado Academic Standards.

ACCESS data can inform READ plans for English learners and could be useful in the end of year designation and reporting of a significant reading deficiency. Given the testing window for ACCESS, it would be less reliable in the fall in providing current information about a student's English language proficiency. Data from the W-APT™ can be used to provide information on whether a student is an English learner for kindergarten and students new to a district.

Developing READ Plans for English Learners

If an EL is determined to have a significant reading deficiency as determined by a State Board approved interim assessment, a READ plan must be developed. Given the unique language and literacy needs of English learners, the department has created an example plan specific to English learners. The sample READ plan for English learners contains the required components of a READ plan which includes components for an individual English Language Development (ELD) Plan. The sample READ plan for English learners is an example, not a required template. Districts can determine the format and the name of their plans. The intent of the sample is to illustrate the areas of English language and literacy development a teacher should consider when planning instruction and intervention for English learners.
The following principles should be observed in the creation of READ plans for English learners:

- The READ plan for English learners should include reading goals aligned to English language development level as described in the WIDA Can Do Descriptors. The READ plan should include appropriate literacy goals for the language(s) of instruction.
- Interventions included within a READ plan for English learners must be appropriate based on a student's English language proficiency (ELP) level.
- ACCESS data should also be reviewed and included to guide prioritizing goals for the plan.
- As appropriate, state approved Spanish assessments should be used if needed to guide instructional goal planning.

Where can I learn more?

- Sample English Learner READ Plan **at www.cde.state.co.us/coloradoliteracy/readandel**
- READ Act Home Page **at www.cde.state.co.us/coloradoliteracy**
- Colorado READ Act Rules **at www.cde.state.co.us/coloradoliteracy/readactstatuteandstateboardrules**
- CELP and WIDA ELD Standards **at www.cde.state.co.us/cde_english/celpstandards**

5.5 Assessing Student Growth and Progress to Inform Instruction

Assessment is a critical aspect in implementing any successful LIEP. Each kind of assessment plays a particular role in the English learner's academic trajectory.

There are significant differences between language proficiency tests and achievement tests.

Language proficiency tests measure speaking and listening acquisition in addition to reading and writing skills. Scores from each proficiency area are placed into categories or levels of language acquisition. The cut-offs for these categories have been derived with input from professionals with expertise in first and second language acquisition. The categories describe the level of English a student appears to possess in each measured area and provides valuable placement and instructional information to school personnel.

It is often difficult to obtain a true measure of an EL's academic achievement in English, particularly for students in the beginning or intermediate stages of English acquisition. The challenge in accurately determining EL student achievement is distinguishing content area knowledge from competency in the English language. For example, on a math test that employs story problems, it is difficult to determine whether language proficiency or math computational skills are being assessed. Instructors should be aware that performance on most assessments will actually be a result of both the students' knowledge of the content area concepts as well as their English proficiency.

If a student achieves a grade level score, or "proficient" on an academic assessment, the examiner can be reassured that the student possesses a level of English that should allow that student to be successful in a mainstream classroom. However, if the student obtains scores below grade level on achievement tests, the performance may be due to the lack of English acquisition, the conceptual or skill knowledge, motivation or a combination of these issues. There is no empirical rationale for a given cut-off score on an achievement test as a criterion for placement in an LIEP.

Strategies for Assessment

Procedures and timeframes must be instituted to assess ELs. As discussed above, at a minimum, initial assessment should determine whether ELs possess sufficient English skills to participate meaningfully in the regular educational environment. The district must determine whether ELs can understand, speak, read and write English and perform academically at grade level.

After ELs have been identified and placed in appropriate LIEPs, continue to monitor their need for accommodations by assessing their academic progress. To assess their academic achievement, assure that the testing is as unbiased as possible and provides an accurate assessment of their learning and language development. The key to assessing ELs' academic achievement is to look beyond communication in social settings (i.e. interaction on the playground or in the hallways or lunchroom) and consider their performance toward meeting local or state standards. By examining educational history, adapting testing conditions when appropriate, being aware of what instruments are actually measuring and conducting and documenting observed behaviors, it is possible to obtain more accurate assessment of academic achievement.

As suggested, it is necessary to consider students' progress towards the attainment of academic standards in light of their past educational experiences, literacy levels in their first language and English, as well as the strategies they are using to process information. It is also useful to keep in mind the emotional state of the student, given that learning through a second language is challenging and stressful.

Assessment results should be used to inform instruction and design LIEPs. Assessment results should be kept in student cumulative records or another accessible location. Student data sheets should be designed to help ensure that each identified EL continues to be monitored in case of transfers to other services, classrooms or schools.

By following the steps described below, districts can increase the likelihood that the assessments will accurately measure students' ability and achievement.

Develop Procedures—Assessments designed to measure academic achievement should be consistent with the language of instruction and students' individual linguistic abilities. Whenever possible, assess learning in the native language to establish appropriate instructional plans even when instruction will be in English. Utilize bilingual/ESL program staff to provide detailed information about students' language proficiencies in identifying/developing language-appropriate assessments and programs.

Most nationally standardized tests (e.g., Iowa Test of Basic Skills) do not allow alternatives or accommodations. Students should be allowed to respond orally using their native language only if the assessment allows for alteration of administration procedures. You may be able to give instructions orally using the EL's native language or simplified English. Refer to the publisher's guide on whether it is allowable to alter the administration procedures.

Consider the Type of Assessment—Utilize language appropriate alternative forms of assessments to provide students opportunities to demonstrate both prior knowledge and progress toward the attainment of content standards. Alternative forms of assessment might include portfolios with scoring rubrics, individual and group projects, nonverbal assessments including visuals, drawings, demonstrations and manipulatives, self-evaluation, performance tasks and computer-assisted assessments.

Consider Timing—Consult the test administration manual, and if testing procedures are not standardized, allow time for flexibility in the administration of the assessment to accommodate students' linguistic competencies.

Determine Whether or Not Assessment Procedures are Fair—Observation and informal/formal assessments may be used to determine student placement in gifted education, special education, Title I, and other special programs. Care must be taken to ensure that ELs are fairly and accurately assessed. When conducting assessments for special services, the following issues must be taken into consideration:

- Whether the student's proficiency in English and the native language was determined prior to any assessments being administered,
- Length of time the student has been exposed to English,
- Student's previous educational history,
- Whether qualified translators, diagnosticians/trained personnel conducted the assessment,
- Whether bilingual evaluation instruments were administered by trained bilingual examiners, and
- Whether, in the absence of reliable native language assessment instruments, appropriate performance evaluations were used.

Body of Evidence

A Body of Evidence (BOE) is a collection of information about student progress toward achieving academic goals. By definition, a BOE contains more than one kind of assessment.

No single assessment can reasonably provide sufficient evidence to evaluate an English learners progress.

When creating a BOE, consider:

- **Searching student records**
- **Interviewing parents with an interpreter**
- **Looking for patterns**
- **Gathering test data**
- **Organizing and storing data**
- **Planning for eligibility**

The following tables present an assessment continuum that reflects the different types of assessments necessary for a comprehensive picture of ELs' progress. Notice that assessments include both language proficiency and academic content achievement. The initial proficiency test is part of the BOE because it establishes a baseline. The student moves beyond a beginning level of English proficiency to participate in the next step of the continuum labeled BOE and eventually participate meaningfully in outcome or performance assessments.

Standardized Assessments

*These two tests are State Standardized Assessments and should be used as "triggers" for further review with a BOE in order to meet or exceed these thresholds.

Language Proficiency	Academic Content/Achievement
***ACCESS for ELLs 2.0** Composite Score 4.0 AND Literacy Score 4.0 (FEP)	*CMAS: English Language Arts and Mathematics (PARCC) Reading—Proficient or Advanced Writing—Proficient of Advanced on English version (FEP)

Body of Evidence (BOE)**

LANGUAGE PROFICIENCY	GRADE LEVEL ACADEMIC CONTENT PROFICIENCY
• District Review Committee Evaluation • ≥ 4.0 proficiency in each language domain of ACCESS for ELLs 2.0 • Language Samples (reading, writing, listening, and speaking) • Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.) • District Language Proficiency Assessments (ex. IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.) • Interim Benchmark Assessments • Student Journals • English Language Development Checklists • Student Performance Portfolios • WIDA Speaking and Writing Rubrics	• District Review Committee Evaluation • Evaluation of Common Grade Level Assessments (formal or informal) • Demonstration of Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs) • Observation Protocols • District Content-specific Proficiency Assessments • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District Assessments • Student Performance Portfolios • READ Act Assessments • CMAS: English Language Arts (ELA), Social Studies, Science, Mathematics ** ELA includes two reporting categories, Reading and Writing, which may be considered two individual pieces of evidence.*

**The Body of Evidence should be aligned to the Colorado English Language Proficiency and Colorado Academic Standards.

For more information on assessments, visit the Assessment Office at www.cde.state.co.us/assessment.

5.6 ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 is a uniform English language assessment test that generates growth rates for English learners. ACCESS for ELLs 2.0 is aligned with the Colorado English Language Proficiency Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. The assessment is available in both paper-based and online formats for grades 1-12, while Kindergarten and Alternate ACCESS for ELLs are paper-based tests.

The ACCESS for ELLs 2.0 assessments are designed to allow English learners the opportunity to show what they can do with academic English language within the 5 English language development standards: Social and Instructional Language and language of Language Arts, Mathematics, Science and Social Studies. Language and cognitions develop quickly in younger children, broadening in depth and breadth as they mature. In order to better target and measure younger students' language development, ACCESS for ELLs 2.0 suite of assessments is divided into grade-level clusters. For each grade-level cluster, there is a test in each of the four language domains.

For more information on ACCESS for ELLs 2.0, visit wida.wisc.edu/assess/access

Schools, districts, and the state are the reporting units. Results for individual students will be provided back to the school for the school's records and reporting to parents. The performance levels will be reported as part of the ESSA Title III Consolidated Report to the Office of Culturally and Linguistically Diverse Education in the Colorado Department of Education. For more information on ACCESS Proficiency Cut Score Guidance, visit www.cde.state.co.us/cde_english/identification-placement.

The ACCESS for ELLs 2.0 scores are used in the following manner:

- Individual school and district programmatic and instructional feedback
- State accountability targets

For more information on ACCESS Assessment FAQ, visit www.cde.state.co.us/assessment/ela-transition_faq

5.7 Coordination and Collaboration

Schools should strive to include ELs fully through meaningful LIEPs that do not totally separate them from the rest of the class/school. Even if they are in short-term self-contained Newcomer Centers, ELs should be included for special activities and receive some instruction in regular classroom to maintain coordination and ease the transition that will occur when they are redesignated.

There should be a school-wide effort to establish agreed upon structures that will allow EL instructors to tap into the resources of their fellow educators provide to share curriculum ideas, discuss challenges and compare notes about the progress of the students they share. Teachers should be encouraged to collaborate on approaches, ideas, and issues with school building administrators to ensure that EL programs are understood and incorporated into restructuring plans, other programs (i.e., Title I), and given the resources they need to succeed.

Administrators must also orchestrate processes that assist teachers who work with ELs to seek support from parents and community groups, and locate resources that serve ELs and the general population. Teachers can serve as resources to ELs' families and by understanding the resources available outside of school, they are better able to serve the needs of these families.

Communication and coordination among the adults who will work with ELs is essential to good classroom management. Teachers should not be isolated; rather, they need to interact with other EL instructors as well as ELs' general classroom teachers and others who can provide resources and support to their students. Team teaching, pairing of classes and regrouping to integrate ELs with English proficient students are all viable methods for coordination/collaboration that will result in more integrated services. Districts, school administrators and principals must play a critical role in facilitating such collaborations.

Intense pressure to improve test scores has increased focus on utilizing instructional activities to accelerate academic achievement. To provide comprehensive academic preparation it will be necessary to coordinate programs school wide and promote collaboration among all the adults in the building. Coordination and collaboration often involve restructuring time and resources to maximize planning for EL success. Recognizing the needs of ELs and establishing a common vision for providing services is often simpler than finding time to work collaboratively. Educators are being asked to do more with less, which requires a comprehensive, school-wide approach to allocating resources, PD and instructional design.

Beginning a partnership requires communication among potential participants about EL success. The specific roles and responsibilities of all partners and the focus of partnership activities develop as leadership and commitment emerge. Strategic planning and dedicated time to plan are needed to ensure that coordination activities address local needs and conditions. Consideration of the following will ensure well-coordinated programs.

- ***Resources***—Identification and allocation of resources is critical to maximizing services to ELs. Programs often fail because educators try to do too much with too few resources. When schools and programs compete for scarce resources, student opportunity to learn is compromised.
- ***Policies***—Laws, regulations, standards, guidelines, licensing, certification and interagency agreements guide policies. Clear policies have profound impact on the ability of schools to serve ELs and for individuals to work cooperatively to meet mutual goals. ELs must be included when reporting the indicators of school achievement, including disaggregated student data from appropriate and valid assessments. These policies should be clearly communicated to all personnel.
- ***Personnel***—Providing the best possible education for all students is largely dependent on the people involved; people–their skills, attitudes, degree of involvement and experience—make the difference. Provide all teachers PD opportunities to develop the expertise to work with ELs. Provide language support to communicate effectively with parents and guardians who do not speak English. Use appropriate, relevant and culturally sensitive ways to include parents and communities as partners in their children's education.
- ***Processes***—Actions to establish meaningful and workable processes can promote cooperation and communication. When processes are in place, planning is facilitated. Processes are critical to carrying out policies and can profoundly affect the entire effort. Use program review and student assessment results to monitor and evaluate the ways they provide services to ELs. Modify programs and assessments for ELs as student populations and school structures change.

Research has established the benefits of outside collaborations. Working alone, schools and families may not be able to provide every student with the support needed for academic success. ELs, in particular, face obstacles resulting from a mismatch between their language and culture and the language and culture of school, and from the school system's difficulty in addressing their academic needs appropriately.

Collaborative partnerships with Community-Based Organizations (CBOs) and other agencies and organizations help broaden the support base. Supporting school success may require tutoring in the student's first language or services that traditionally have been viewed as secondary to academic achievement (i.e., healthcare and parent education programs). Collectively, community involvement can be an effective catalyst for improving the physical conditions and resources available, the attitudes and expectations within the school and the community, and the formal and informal learning opportunities for both children and adults.

Community collaboration with schools may center around three basic processes:

- ***Conversion***—Guiding students using powerful messages and role models
- ***Mobilization***—Conducting complex activities, such as legal action, citizen participation, and neighborhood organizing that target change in systems
- ***Allocation***—Acting to increase students' access to resources, alter the incentive structure, and provide social support for students' efforts

Some schools use CBOs to form partnerships for tutoring, presentations, classroom volunteers and resources. Volunteer organizations, businesses, and faith-based organizations are excellent resources for schools attempting to maximize human and other resources to benefit ELs.

The Critical Role of Libraries

Important resources in every community are school and the local or regional library systems. Libraries play a vital role in ensuring that all children have opportunities to succeed, especially since students with access to books are among the best readers in school. By providing all children access to libraries—public, school and classroom—we increase their opportunities to achieve literacy.

Teachers have a strong and dominant role in determining library use. It is essential that librarians and educators play actively encourage and mediate library use by ELs. The classroom teacher plays a pivotal role in introducing and promoting libraries. This can be facilitated by establishing a formal collaboration among the media specialist and classroom and content teachers so they can plan jointly to provide the resources students need for content area work. Ideally EL instruction in library and information skills is done by someone fluent in the students' home language. Optimally, this instruction is a joint effort by teachers, ESL/bilingual specialists, parents and librarians. Even in all-English settings, collaboration among media specialists and language acquisition specialists can yield libraries that are very accessible to ELs and their families.

Library policies and collections, whether in the classroom, serving an entire school or in an adjacent public facility determine the amount of use by ELs. For example, students allowed to take school library books home enjoy reading more and want to visit the library more. Successful library programs targeting ELs are extremely user- friendly.

Bilingual information, written instructions, library card applications, etc. convey that all students are welcome. Books written in the native languages of the students should be available. Schools in which teachers work closely with media specialists provide plenty of opportunities for students to visit libraries, during class and non-school times. LIEP instructors have an especially strong position as advocates for adequate school and public library collections and services for their students. However, resources are often limited, particularly in languages other than English.

5.8 Professional Development to Support High Quality Staff

Title III, Part A, Section 3102(4) and 3115(c)(2) of the Every Student Succeeds Act (ESSA) addresses the need for professional development to assist schools and districts to develop and enhance their capacity to provide high quality instructional programs designed to prepare ELs to enter all-English instructional settings. The goal is professional development designed to establish, implement, and sustain programs of English language development. This can best be accomplished by creating strong professional learning communities.

The ESSA requires that high quality PD based on scientific research and demonstrating the program effectiveness in increasing English proficiency and student academic achievement in the core academic subjects be directed toward:

- Classroom teachers (including preschool teachers and non-LIEP settings)
- Principals, administrators and other school leaders
- Other school- or community-based organizational personnel

PD needs to be of sufficient intensity and duration. It should be based on an assessment of teachers' needs to have the greatest positive and lasting impact on teachers' performance in the classroom. Without a strong PD component and appropriate instructional materials, high standards for all students will not be attainable. The 2015 reauthorization of the Elementary and Secondary Education Act identifies successful PD as encompassing activities that:

- Are an integral part of school and local education agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a will-rounded education and to meet challenging state standards,
- Are sustained, not stand-alone, one-day or short-term workshops, intensive, collaborative, job-embedded, data-driven, and classroom-focused,
- Improve and increase teachers' knowledge of the academic subjects being taught,
- Improve and increase teachers' understanding of how students learn and the teachers' ability to analyze student work and achievement,
- Are an integral part of broad schoolwide and districtwide educational improvement plans,
- Allow personalized plans for each educator to address their specific needs, as identified in observations or other feedback, and
- Improve classroom management skills

Characteristics of Professional Learning Communities (PLCs)

1) **Shared mission, vision, and value**
Learning communities have a collective commitment to guiding principles that articulate what the people in the school believe and what they seek to create.

2) **Collective inquiry**
Positive learning communities are relentless in questioning the status quo, seeking and testing new methods, and then reflecting on results.

3) **Collaborative teams**
People who engage in collaborative team learning are able to learn from one another.

4) **Action orientation and experimentation**
Learning occurs in the context of taking action. Trying something new, risk-taking, or experimentation is an opportunity to broaden the learning process.

5) **Continuous improvement**
What is our fundamental purpose?
What do we hope to achieve?
What are our strategies for becoming better?
What criteria will we use to assess our improvement efforts?

6) **Results oriented**
The effectiveness of the learning community must be assessed on results not intentions.

Adapted from *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement (1998)*

Colorado English Learner Professional Development Requirement

High standards for EL education cannot exist without high standards for professional development. Colorado educators must demonstrate completion of training or professional development activities equivalent to 45 clock/contact hours or three semester hours in Culturally and Linguistically Diverse (CLD) Education. To better support students in Colorado who are English learners, the State Board of Education adopted new rules in June 2018 requiring current educators with elementary, math, science, social studies and English language arts endorsements to complete CLD Education training or professional development. Visit www.cde.state.co.us/educatortalent/elpdeducators for more information about the process to renew a professional teaching license and how to document professional development.

Professional Development Plan

When designing a Professional Development (PD) plan, educators and trainers must examine their students, the curriculum and the assessments to be utilized in the classroom. Do teachers have experience teaching students of diverse linguistic and cultural backgrounds? Are they prepared to teach to the curriculum? Can they integrate EL language needs into their lessons? Do they need additional training to administer the assessments required? How can their skills be enhanced? Questions should also seek to uncover teachers' understanding of their roles in ensuring that students not only master the curriculum but also acquire English proficiency.

The National Staff Development Council (2001) developed guidelines for best practices in planning and implementing relevant and successful staff development activities. The guidelines address context, process and content standards that are crucial to successful PD. Each of the three areas is aimed at improving the learning of all students.

Context Standards for PD

- Organizes adults into learning communities with goals aligned with those of the school/district
- Requires skillful school/district leaders who guide continuous instructional improvement
- Requires resources to support adult learning and collaboration

Process Standards for PD

- **Data-driven:** Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement
- **Evaluation:** Uses multiple sources of information to guide improvement and demonstrate its impact
- **Research-based:** Prepares educators to apply research to decision making
- **Design:** Uses learning strategies appropriate to the intended goal
- **Learning:** Applies knowledge about human learning and change
- **Collaboration:** Provides educators with the knowledge and skills to collaborate

Content Standards for PD

- **Equity:** Prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement
- **Quality Teaching:** Deepens educators' content knowledge, provides them with research-based instructional strategies to assist diverse students in meeting rigorous academic standards and prepares them to use various types of classroom assessments appropriately
- **Family Involvement:** Provides educators with knowledge and skills to involve families and other stakeholders appropriately

Additional Principles that Apply to PD Standards for Instructors of English Learners

While EL instructors and other educators share many of the same needs for PD, additional regulatory requirements apply to EL instructors. In accordance with the *ESSA,* Title III, EL programs are required to provide high-quality PD to classroom teachers (including those in non-LIEP settings), principals, administrators and other school or community-based organization personnel. These programs should:

- **improve the instruction and assessment** of ELs;
- **enhance the ability** of teachers, principals, and other school leaders to understand and use curricula, assessment practices and measures, and instructional strategies for ELs;
- **be effective** in increasing the ELs' English proficiency and increasing the subject matter knowledge, teaching knowledge, or teaching skills of the instructor, and
- **provide coursework** (not to include one-day or short-term workshops or conferences) that will have a positive and lasting impact on the instructors' performance in the classroom, unless the activity is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on the assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.

While these basic principles and regulatory standards provide a fairly comprehensive set of PD guidelines for all instructors, educators of ELs will benefit from a few additional criteria.

Additional Guidelines for PD

The U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA, formerly OBEMLA) provided additional guidance specifically for teachers of ELs. These principles help educators align PD activities to prepare and enhance the instructors' abilities to appropriately serve ELs. Doing so will result in improved instruction for all students.

These OELA principles touch on an extremely important issue for instructors of ELs—the ultimate goal of creating a collegial and collaborative community of learners. Though instructors of ELs may have specialized needs, all educators should be aware of issues facing ELs and the importance of creating an inclusive environment for all students. It is important to remember that ELs are at the center of intense social, cultural and political issues. As they learn English they also must adapt to a new culture, while often facing economic hardship and, unfortunately, racism and discrimination.

Complex changes in today's educational arena require responses that will help build the profession. The kind of collaboration that is at the heart of mentoring relationships is an important avenue for moving teaching forward. Since the 1980s, mentoring has been a grassroots effort undertaken by teachers for teachers. A well-implemented mentoring program can provide the necessary framework for teachers to have conversations and develop tools for improving teaching and increasing student achievement.

Content for English Learner Professional Development

While PD efforts should be identified in response to specific staff needs, the commonly identified topics are recognized as helpful to enhancing services to English learners:

- Identification of students whose primary/home language is other than English.
- Cross-cultural issues in the identification and placement of ELs
- Issues in conducting a thorough language assessment
- Encouraging parent and family involvement in school
- Alternative content-based assessments
- Procedures for communicating with parents of ELs
- Building strong assessment and accountability committees
- Language development and second language acquisition
- Effective instructional practices for ELs
- Making content comprehensible for ELs (sheltering instruction)
- Identification, assessment and placement of ELs with learning difficulties
- Communication and coordination among teachers working with ELs
- Understanding how literacy and academic development through a second language is different than through the first language

PD Principles

Focus on teachers as central to student learning, and include all other members of the school community.

Focus on individual, collegial and organizational improvement.

Respect and nurture the intellectual and leadership capacity of teachers, principals and others in the school community.

Reflect the best available research and practice in teaching, learning and leadership.

Enable teachers to develop further expertise in subject content, language development and second language acquisition, teaching strategies, uses of technologies, and other essential elements for teaching to high standards.

Promote continuous inquiry and improvement embedded in the daily life of schools.

Plan collaboratively with those who will participate in, and facilitate, PD.

Allow substantial time and other resources.

Contain a coherent long-term plan.

Evaluate success on the basis of teacher effectiveness and student learning.

Adapted from *U.S. Department of Education, OELA Toolkit Chapter 3 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.*

Evaluating the Effectiveness of PD

A final essential component of any successful PD program is ongoing assessment that provides data to improve teacher performance. Trainers and participants should allocate time and resources to ensure that opportunity for evaluation and revisions exist for any staff development program. This increases the likelihood that PD activities will be current and accurate based on the needs of the participants. The following guidelines for the evaluation of PD efforts were created by the National Staff Development Council in 2001.

- Evaluation of PD should focus on results, or the actual impact of staff development.
- Evaluate the whole PD session/course as well as the components to determine if the objectives set forth were achieved.
- Design evaluations in conjunction with the planning of the program to ensure that the evaluations are succinct and capture the value of the comprehensive program.
- Use appropriate techniques and tools to collect relevant data.
- Invest in the evaluation of PD during the early phases, and use the early feedback to refine and improve the program.

PD should provide teachers of ELs the tools to help their students achieve academically. It should give instructors opportunity to increase their knowledge of research, theory and best practices, and improve their classroom strategies and teaching approaches. By encouraging educators to be reflective, PD supports their growth and participation in a community of professional instructors who can rely on their colleagues for collective expertise and mutual support.

(See Appendix C; Appendix D; Appendix E and Appendix F)

Appendix C
Knowing and Interpreting Scientifically Based Research

What is Scientifically Based Research?

The *Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA),* requires districts using federal education dollars to implement programs proven to be successful through scientifically based research. Section 3115(a) of Title III states that local education agencies shall use approaches and methodologies based on scientifically based research on teaching LEP children and immigrant children and youth for the following purposes:

- Developing and implementing new LIEPs and academic content instruction programs, including programs of early childhood education, elementary school, and secondary school programs;
- Carrying out highly focused, innovative locally-designed activities to expand or enhance existing LIEPs and academic content instruction programs; and
- Implementing school-wide and agency-wide (within the jurisdiction of an LEA) programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to LIEPs and academic content instruction.

Feuer and Towne, October 2001, suggest that there is "no algorithm for science, nor is there a checklist for how to evaluate its quality ...science is in part a creative enterprise ...an uncertain enterprise that evolves over time." How research is conducted will vary among educators. The National Research Council has defined it as:

> *A continual process of rigorous reasoning supported by a dynamic interplay among methods, theories, and findings. It builds understandings in the form of models or theories that can be tested. (Shavelson and Towne, Eds., 2002, p. 2)*

No one set of scientifically based research suits all local situations—one size does not fit all. The following six guiding principles described by the National Research Council underlie all scientific inquiry–including education research. Knowledge of these principles gives teachers, administrators, and school boards the tools to judge which programs and strategies are best for the ELs served by their school, district or Boards of Cooperative Educational Services (BOCES):

Principle 1: Pose significant questions that can be investigated empirically—A synonym for *empirical* is *observation.* Science only can address questions that can be answered through systematic investigation or observation. However, questions can be posed to seek new knowledge or fill in gaps in existing knowledge by forming a hypothesis. The Research Council concludes that "The testability and refutability of scientific claims or hypotheses is an important feature of scientific investigations that is not typical in other forms of inquiry." The questions—and the research designed to address the questions—must reflect a clear understanding of the associated theory, methods, and empirical investigations that are related to the questions.

Principle 2: Link research to relevant theory—Science is involved with developing and testing theories about the world around us. Feuer and Towne (2001) state that, "Data are used in the process of scientific inquiry to relate to a broader framework that drives the investigation." They go on to give an example from education research: Data about student achievement or school spending alone are not useful in a scientific investigation unless they are explicitly used to address a specific question with a specified theoretical model or to generate a theory or conjecture that can be tested later.

Principle 3: Use methods that permit direct investigation of the question—A research method or design does not make a study "scientific;" the *appropriateness* of the method/design as well as the *rigor* allow the research to be considered credible. Numerous methods available to researchers in education. Often, very different methods and approaches can be appropriate in various parts of a particular research study. Multiple methods can substantially strengthen the certainty of the conclusions that result from the investigation.

Principle 4: Provide a Coherent and Explicit Chain of Reasoning—While there is no single way to reason scientifically; coherent, explicit, persuasive reasoning should be logical and linear. This holds true regardless of whether the research is quantitative or qualitative. The Research Council states that the validity of inferences made through this process is strengthened by:

- identifying limitations and biases;
- estimating uncertainty and error; and
- systematically ruling out plausible counter-explanations in a rational, compelling way.

Specifically, the chain of scientific reasoning should state: a) the assumptions present in the analysis, b) how evidence was judged to be relevant, c) how data relate to theoretical conceptions, d) how much error or uncertainty is associated with conclusions, and e) how alternative explanations were treated for what was observed.

Principle 5: Replicate and Generalize Across Studies—Scientific inquiry features checking and validating findings and results in different settings and contexts. Successfully replicating findings in different contexts can strengthen a hypothesis. By integrating and synthesizing findings over time, scientific knowledge is advanced.

Principle 6: Disclose Research to Encourage Professional Scrutiny and Critique—Without wide dissemination, research studies do not contribute to a larger body of knowledge. Research that is disseminated allows for full scrutiny by peers. By publishing in journals and presenting at conferences and professional meetings, other researchers can ask critical questions that help to move the profession forward. Feuer and Towne (2001) stated that, "The community of researchers has to collectively make sense of new findings to integrate them into the existing corpus of work. Indeed, the objectivity of science derives from these self-enforced norms, not the attributes of a particular person or method."

The National Research Council's Committee on Scientific Principles in Education Research report can be found at www.nap.edu/read/10236/chapter/1 (Shavelson and Towne, Eds., 2002).

Regardless of the model used, instructional personnel need to be aware that knowledge of students' language and culture is critical to helping facilitate student learning. By incorporating these aspects into the curriculum, the context for learning is meaningful. Scientifically based research demonstrating the effectiveness of increasing students' English proficiency and knowledge of subject matter should guide decisions about the models for effective LIEPs. Several large scale reviews of the literature have demonstrated the efficacy of programs that incorporate students' first language in instruction (Greene, J.P. (1998). *A meta-analysis of the effectiveness of bilingual education.* Claremont, CA: Tomas Rivera Policy Institute) and (Rolstad, K., Mahoney, K., Glass, G. V. (2005). *The big picture: A meta-analysis of program effectiveness research on English learners.* Educational Policy, 19, 572–594). Another comprehensive review of the research on ELs was completed by the National Research Council Institute of Medicine (August and Hakuta, 1998). This meta-analysis examined hundreds of studies related to bilingualism and second language learning, cognitive and social aspects of student learning, student assessment, program evaluation, and school and classroom effectiveness.

The researchers concluded that instructional models that are grounded in basic knowledge about the linguistic, cognitive, and social development of ELs are the most effective. They found that instructional models containing this basic knowledge would be rich enough to suggest different programs for different types of students. Ideally, after reviewing the research, the model adopted should be designed collaboratively taking into consideration student needs, local resources, parent preferences, and school/community input.

Appendix D
English Learner Program Models

Program Models for English Learners

Bilingual Programs	Sheltered Programs
Dual Language Program: Serves both ELs who speak a common language and native English speakers. The goal for both groups is to develop first and second language proficiency and academics. Both languages are valued and developed.	**English as a Second Language (ESL):** ELs may receive content instruction from other sources while they participate in ESL or may be in self-contained classrooms. Students receive developmentally appropriate language instruction.
Developmental Bilingual: Primarily serves ELs and aims for proficiency in English and their native language, with strong academic development. Students receive instruction in both languages.	**Specially Designed Academic Instruction in English (SDAIE):** ELs receive grade-level, core content courses in English using instructional strategies that make content concepts accessible and promote development of academic English. Sheltered instruction can be used to describe pedagogy rather than program design.
Transitional Bilingual: Serves ELs with academic instruction in their native language while they are learning English. As English proficiency develops, students move to all-English classes.	
Newcomer: Specially designed for recent U.S. arrivals with no or low English proficiency and limited literacy in their native language. The goal is to accelerate acquisition of language and skills and orient them to the U.S. and its schools. Program can follow a bilingual or sheltered approach.	

Source: Hamayan, E. and Freeman, R. (2006). English learners at School: A Guide for Administrators. Philadelphia: Caslon.

For more program information visit the National Clearinghouse for English Language Acquisition (NCELA) Fact Sheet at ncela.ed.gov/files/uploads/5/LIEPs0406BR.pdf.

Dual Language Program	Sheltered Instruction	Newcomer Programs	Transitional Bilingual	Developmental Bilingual	Two-way Immersion
Language Goals	Academic English	English Proficiency	Transition to English	Bilingualism	Bilingualism
Cultural Goals	Understand and integrate into mainstream American culture	Integrate into mainstream American culture	Integrate into mainstream American culture	Integrate into mainstream American culture and maintain home/heritage culture	Maintain/ integrate into mainstream American culture and appreciate other cultures
Academic Goals	District/program goals and standards	Varied	District goals and standards	District goals and standards	District goals and standards
Student Characteristics	• NEP/LEP • Some programs mix native an non-native speakers	• NEP/LEP • Low level literacy • Recent arrival • Mixed L1 culture	• NEP/LEP • Same L1 • Mixed cultural backgrounds	• NEP/LEP • Same L1 • Mixed cultural backgrounds	• Both native English speakers and NEP/ LEP students; different cultural backgrounds
Grades Served	• Any grade • During Transition to English	• K–12; many at secondary levels	• Primary and elementary grades	• Elementary grades	• K–8; preferably K–12
Entry Grades	Any grade	K–12; many entering MS/HS	K, 1, 2	K, 1, 2	K, 1
Length of students participation	Varied: 1–3 years, or as needed	Usually 1–3 semesters	2–4 years	Usually 6 years (+K); preferably 12 (+K)	Usually 6 years (+K); preferably 12 (+K)
Role of mainstream teachers	Prefer mainstream teachers have SI training	Mainstream teachers must have SI training	Mainstream teachers must have SI training	Stand-alone program with its own specially trained teachers	Mainstream teachers with special training
Teacher qualifications	• Often certified ESL or bilingual teachers with SI training • Prefer bilingual	• Normal certification • Training on SI • Prefer bilingual	• Bilingual certificate	• Bilingual/ multicultural certificate • Bilingual proficiency	• Bilingual/ immersion certification • Bilingual proficiency • Multicultural training
Instructional materials, texts, visual aids, etc.	English with adaptations; visuals; realia; culturally appropriate	In L1 or English with adaptations	In L1 of students and English; English materials adapted to language levels	In L1 of students and English; English materials adapted to language levels	Minority language and English, as required by curriculum of study

Appendix E
District Self-Assessment Tool for English Language Development Plan and Evaluation

Colorado Department of Education
Office of Culturally and Linguistically Diverse Education

I. A. Introduction: School District Information: Does the district have or include information on:	NO	YES
1. Size of the school district (may include number of schools)?		
2. District total enrollment?		
3. District's ethnic diversity?		
4. Number of limited English proficient students (NEP or LEP enrolled in the school district)?		
5. Number and percent of EL students in Special Education?		
6. Number and percent of EL students in the Talented and Gifted program?		
English language proficiency assessment results including:		
7. Number and percent of students progressing to a higher proficiency level on ACCESS for ELLs		
8. Number and percent of NEP/LEP students attaining English Proficiency on ACCESS for ELLs		
9. Number and percent of students on FEP monitoring status year 1 & year 2		
10. Number and percent of students on FEP exiting status year 1 & year 2		
11. Number and percent of students who have been re-entered into the program from monitoring status		
12. Number and percent of students who have been exited from programming, FELL students		
13. Colorado Measures of Academic Success (CMAS) results for LEP students		

I. B. Introduction: School District Information on Program Goals and Philosophy (OCR Step 1)	NO	IN PROGRESS	YES
14. Does the ELD plan describe the district's educational approach (e.g.,ESL, transitional bilingual education, structured English immersion, dual language, etc.) for educating EL students?			
15. Is the educational approach chosen by the district recognized as a sound approach by experts in the field, or recognized as a legitimate educational strategy to ensure that ELs acquire English language proficiency and are provided meaningful access to the educational program? Is the language instruction educational program research based?			
16. Educational goals of the district's program of services for ELs are described.			
17. There is a measurable goal for English language proficiency.			
18. There is a measurable goal for mastery of subject matter content			

DISTRICT SELF ASSESSMENT NOTES

II. Identification of Potential English Learner Students. Does the district:	NO	YES
1. Have established procedures for identifying potential EL students?		
2. Administer a home language survey to all students?		
3. Identify potential EL students within 30 days at the beginning of the school year? Or, 2 weeks during the school year?		
4. Have procedures to identify Native American students who may need language development services?		
5. Have procedures in place to identify Migrant students who may need additional support in addition to language development services?		

DISTRICT SELF ASSESSMENT NOTES

III. A. Assessment of Need for EL Services. Does the district indicate (for initial identification):	NO	YES
1. Test (s) used to assess English language proficiency (W-APT/WIDA Screener)?		
2. Staff who administers test(s) and the process used to administer the proficiency test (s)?		
3. Timeline for administering the test(s) for EL identification?		
4. Procedures to collect and disseminate test data/results to teachers and parents?		
5. Where assessment test data will be located?		

III. B. Assessment of Need for EL Services. Does the district identify (for initial identification):	NO	YES
6. How to set standards and objectives for raising the level of English proficiency?		
7. Procedures to ensure that assessment data will be used to make decisions about instruction?		
8. Procedures to include appropriate parental notification and input?		

DISTRICT SELF ASSESSMENT NOTES

IV. Instructional Program and Educational Approaches for EL Students.	NO	IN PROGRESS	YES
1. Are the district's programs and services as described in this section consistent with the educational theory(ies) (e.g., ESL, structured immersions, transitional bilingual education, dual language, etc.) selected by the district?			
2. Does the description of the program of services for ELs reflect: The methods and the services the district will use to teach ELs English language skills?			
3. Does the description of the program of services for ELs reflect: The method and the services the district will use to ensure that ELs can meaningful access and participate in the academic and special programs (e.g., English language arts history, science, social studies, music, vocational education, etc.) offered by the district?			
4. Does the description of the delivery of services to ELs reflect: How, by whom and where the English language development services will be delivered? Does the plan identify the person(s) responsible for providing services to EL students?			
5. If ELs are in the regular classroom for academic subjects (English language arts, history, science, etc.) how will the ELs be able to participate in these academic subjects? (For example, will the district provide training for teachers so that the ELs can effectively participate in classroom activities and comprehend the academic material being presented?)			
6. Are guidelines and standards included for providing ELs each of the services in the district's EL program?			

IV. Instructional Program and Educational Approaches for EL Students.	NO	IN PROGRESS	YES
7. Does the plan include standards and criteria for the amount and type of services to be provided? Does it include a process to decide the appropriate amount and type of services to be provided?			
8. If there are any variations in the district's program of services between schools and grade levels, are the variations described by school and grade level?			
9. Are procedures included for notification to parents of newly enrolled students, in a language that the parents understand, of the availability and type of program of services and other options for EL students?			
10. Are provisions made for language appropriate notice to the parents of ELs regarding school activities that are communicated to other parents (e.g.. student progress reports, school schedules, information provided in student handbooks, extracurricular activities, special meetings and events such as PTA meetings and fund raising events, etc.)?			
11. Are the notification procedures sufficient so that the parents can make well-informed educational decisions about the participation of their children in the district's EL program and other service options that are provided to parents?			
12. Are supplemental services/programs available for identified Migrant, Immigrant, American Indian and Alaska Native students?			

DISTRICT SELF ASSESSMENT NOTES

V. Staffing and Professional Development. Does the district provide a description of the:	NO	IN PROGRESS	YES
1. Methods and criteria the district will utilize to ensure that staff is qualified to provide services to EL students?			
2. Steps that will be taken by the district to recruit and hire qualified staff for its EL program?			
3. Professional development for paraprofessionals who work with EL students?			
4. Process used to identify the professional development needs of the staff?			
5. Staff development program that is of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom?			
6. Process to evaluate (including a description of the tools to be used in the evaluation) the professional development program is having a lasting impact on the teacher's performance in the classroom?			

DISTRICT SELF ASSESSMENT NOTES

VI. Redesignation, Exiting, and Monitoring ELs. Does the district identify:	NO	IN PROGRESS	YES
1. Procedures for redesignation and exiting EL students from services?			
2. Procedures to notify classroom teachers of the redesignation and the exiting of students from the district's EL program?			
3. Procedures for monitoring students (FEP M1/FEPM2) from services?			
4. Procedures for re-admitting monitored students back into services?			
5. Staff responsible for monitoring redesignated and exited students?			
6. Procedures for monitoring students who have exited (FEP E1/FEP E2) from services?			
7. Procedures for monitoring students who have been identified as Migrant, Immigrant, American Indian and Alaska Native students?			

VII. Equal Access to Other School District Programs. Does the district provide:	NO	IN PROGRESS	YES
1. Description of the district's methods for identifying Special Education and Talented and Gifted students who are also English Learners?			
2. Description of the process and steps taken by the school district to ensure that ELs have an equal opportunity to participate in extracurricular and non-academic activities?			
3. Methods used by the district to notify parents and students of available programs and activities take into account language barriers?			
4. Does the plan describe methods to ensure that staff are aware of the district's policy regarding ensuring equal opportunities for ELL students to participate in the range of programs made available to students generally?			

DISTRICT SELF ASSESSMENT NOTES

VIII. Parent and Community Involvement. Does the district provide a description of the:	NO	IN PROGRESS	YES
1. Process that will be used to communicate ESSA related information to parents?			
2. Process and procedures that will be used to inform parents of their child's placement and progress in the district's EL program?			
3. Process used to ensure parents of ELs and community members play a role in program decisions?			

DISTRICT SELF ASSESSMENT NOTES

IX-A. Program Evaluation, Review and Improvement. Does the district provide:	NO	IN PROGRESS	YES
1. Evaluation focus on overall as well as specific program goals? Do the goals address expected progress in English language development and subject matter instruction?			
2. Evaluation include the identification factors that prevented the district from meeting set goals?			
3. Evaluation include the process the district will use to address the factors that prevented the district from meeting set goals?			
4. Comprehensive Scope; Does the evaluation cover all elements of an EL program, including; Program implementation practices (such as identification of potential ELs, assessment of English language proficiency, serving all eligible students, providing appropriate resources consistent with program design and student's needs, implementing transition criteria, number of years in the EL program, etc)/ Student performance (such as progress in English language development and academic progress consistent with the district's own goals)?			
5. Information Collection Method: Does information collection practices support a valid and objective appraisal of program success? Is the use of observational information as well as a review of records considered? Is appropriate data maintained so that the success of district programs can be measured in terms of student performance? Is the data organized and arrayed in a manner that enables the district to evaluate student performance outcomes over time and to follow the performance of students after they have transitioned from ESL or Bilingual programs?			
6. Review of Results: Does the evaluation process result in sufficient information to enable the district to determine whether the program is working, and to identify any program implementation or student outcome concerns that require improvement?			
7. Plan for modification/Improvement: Has a process been established for designing and implementing program modifications in response to concerns identified through the evaluation process? Does this process take into account information provided by stake-holders and persons responsible for implementing recommended changes?			
8. Implementing Program Changes: Are modifications scheduled to be promptly implemented?			
9. Ongoing Review: Is the program evaluation ongoing and sufficiently frequent to allow the district to promptly identify and address concerns with the district's ELD program?			
10. Alignment of evaluation with Goals and Objectives: Does the information collected permit an assessment of performance in comparison to any specific goals or measures of progress that have been established for the district's ELD program, and whether ELs are meeting those goals?			

DISTRICT SELF ASSESSMENT NOTES

IX-B. Program Evaluation, Review and Improvement. Does the district provide a list of the:	NO	YES
1. Activities or practices that have been dismissed because they were not effective?		
2. Reasons those activities were not effective?		
3. New activities or practices based on research that are expected to be effective?		
4. Research supporting the new activities or practices?		

DISTRICT SELF ASSESSMENT NOTES

For more information about resource materials for ELD planning and self-assessment tools, visit OCR: Developing Programs for English Learners at www2.ed.gov/about/offices/list/ocr/ell/toc.html.

Appendix F
Core ESL Instructional Practices: Teacher Self-Assessment Guide

Educator:_____ *School*:_____ *Grade Level*:_____ *Date*: _____

Overview: Core ESL Instructional Practices **(**CEIP) contains 47 research-based English as a Second Language (ESL) instructional practices grouped within seven essential thematic qualities for providing English learners (ELs) culturally and linguistically responsive instruction. **Purpose:** CEIP is a self-assessment tool for use when educating English learners (ELs), also referred to as Emerging Bilinguals (EBs), in reading, writing, mathematics, and the social sciences. Through self-examination, educators are empowered to improve instruction by using results to: 1) Confirm/adjust high quality Tier 1 and 2 instruction; 2) Inform coaching; and 3) Clarify professional development topics.

I. The CEIP is completed relative to delivery of an instructional unit of your choice (Check One):

_____ Disciplinary Unit (e.g., reading, writing, mathematics, science, social studies)
_____ Interdisciplinary Unit (e.g., literacy, mathematics/science)
_____ Transdisciplinary Unit (e.g., central topic/theme, unifying issue or topic of inquiry)

Title/Topic of Instructional Unit: _____
Number of Lessons in Unit:_____ Number of Weeks to Complete Unit: _____

***II.* Summary of CEIP Results:** *Upon completion, record theme scores and identify one or two Action Items:*

Theme 1 (Connections) Score _____ *Theme 2* (Relevance) Score _____
Theme 3 (Native Language Utilization) Score _____ *Theme 4* (English Language Dev.) Score _____
Theme 5 (Materials) Score _____ *Theme 6* (Differentiations) Score_____
Theme 7 (Using Assessment to Inform Instruction) Score: _____

Strengthening Unit Instruction: Check one or two themes to incorporate in unit delivery:
Theme Selected: 1_ 2____ 3____ 4____ 5____ 6____7_____

Generate an Action Item for each selected Theme to incorporate in unit instruction:
Theme Number:_____ Action Item: _____
Theme Number:_____ Action Item: _____

III. *Instructions:* Circle the level to indicate the extent to which each instructional practice is incorporated your Instructional Unit:
4=Extensive – Practice employed throughout all lessons in the entire Unit/Topic
3=Frequent – Practice employed throughout most lessons in Unit/Topic (i.e., more than half)
2=Partial – Practice employed in few lessons in Unit/Topic (i.e., more than 2, less than half)
1=Minimal – Practice never or infrequently employed in the Unit/Topic (i.e., only 1 or 2 lessons)

Allow approximately 25 minutes to complete—may complete at one time or in two short sessions

Theme 1: Connections

Rate the extent to which your Instructional Unit reinforces English Learners' connection of new content/skills to known skills by . . .

	M	P	F	E
a. facilitating verbal discussions/brainstorming	1	2	3	4
b. creating visual representation (e.g., Concept mapping, KWL, etc.)	1	2	3	4
c. creating opportunities for Paired Learning/Cooperative Sharing	1	2	3	4
d. connecting to shared school and community experiences(e.g., text-to-self, link learning from a task or activity completed previously to a new task to be completed, etc.)	1	2	3	4
e. facilitating access to previously acquired knowledge and skills	1	2	3	4

Theme Score:_____(Total divided by 5)

Theme 2: Relevance

Rate the extent to which your Instructional Unit draws upon and supports English learners' diverse cultural values, norms, and home/community teachings by . . .

	M	P	F	E
a. designing cooperative group/paired learning tasks	1	2	3	4
b. connecting home and community to school learning (e.g., inviting parents/ community members in to share, conducting home visits, communicating effectively with parents by providing interpreters at conferences, etc.)	1	2	3	4
c. delivering instruction that validates learners' backgrounds and experiences (e.g., funds of knowledge, diverse cultural environments, learning preferences, heritage, and customs)	1	2	3	4
d. structuring activity-based tasks and learning that broadens students' cultural perspectives	1	2	3	4
e. using students' own interests to build learning engagement and interactions (e.g., histories and experiences relevant to content being taught; study of personally relevant cultural events or figures)	1	2	3	4
f. respecting students' culturally-based preferred/taught ways of learning (e.g., uses of analogy, wait time, emphasis on oral tradition, time management, self-management, cross-cultural communication)	1	2	3	4
g. delivering general classroom research-based curricula validated to meet diverse strengths and abilities (e.g., Avenues, E.L. Achieve, etc.)	1	2	3	4
h. meeting diverse needs with culturally responsive classroom management (e.g., accommodating for acculturative stress, limited prior experiences in school, war trauma)	1	2	3	4

Theme Score:_____(Total divided by 8)

Theme 3: Native Language Utilization

Rate the extent to which your Instructional Unit incorporates use of native language with English learners to . . .

	M	P	F	E
a. examine similarities and differences between first language(s) (e.g., Spanish, Hmong) and the language being acquired (i.e., English) (e.g., sound system, grammar, cognates, etc.)	1	2	3	4
b. build background knowledge	1	2	3	4
c. acquire knowledge and skills while learning in English (e.g., restating an idea or concept in native language)	1	2	3	4
d. support vocabulary development though learning of word meanings (e.g., give an example of a synonym or antonym in native language to support understanding of concept, phonemic awareness, phonics, and math reasoning)	1	2	3	4

Theme Score:_____(Total divided by 4)

Theme 4: English Language Development

Rate the extent to which your Instructional Unit provides English learners with multiple opportunities for English language development by . . .

	M	P	F	E
a. posting a variety of language supports (e.g., sentences stems, language frames, word walls, etc.) in the classroom to scaffold oral and written participation	1	2	3	4
b. facilitating authentic and connected discourse (e.g., restating, probing student contributions to uncover meaning, building on what students say, etc.)	1	2	3	4

c. creating opportunities for learners to incorporate new oral written language into required classroom task (e.g., frontloading vocabulary, preview/review using native language, etc.) 1 2 3 4

d. allowing artistic, symbolic or graphic representation to be included in written and oral tasks and shared learning (e.g., reciprocal pairs, think-pair-share, think aloud, cooperative learning, etc.) 1 2 3 4

e. creating safe and positive classroom environment that encourages students to take risks in their learning (e.g., establish and model consistent norms for discussion) 1 2 3 4

f. incorporating sufficient wait time to formulate and articulate higher level thinking, ideas and sharing of learning 1 2 3 4

g. accepting varied levels of responses for students acquiring English as a second language (e.g., approximations to correct responses, multiple attempts to be successful, etc.) 1 2 3 4

h. emphasizing comprehension along with word accuracy when teaching concepts 1 2 3 4

Theme Score:_____(Total divided by 8)

Theme 5: Materials

Rate the extent to which your Instructional Unit includes use of physical and visual aids/materials to assist English learners to . . .

M P F E

a. classify or group information for common features/differences (e.g., different geometric shapes) 1 2 3 4

b. build students' shared understanding of concepts and skills (e.g., materials respect students' cultural teachings, teachers capture student conversation on chart paper) 1 2 3 4

c. examine abstract concepts in concrete ways (e.g., simulation, graphic aids, graphic organizers, meaning of manipulatives, etc.) 1 2 3 4

d. identify and acquire vocabulary of key concepts (e.g., build background knowledge) 1 2 3 4

e. identify similar patterns of vocabulary/content across different subjects (e.g., similar words and information are seen in reading passages and social studies material) 1 2 3 4

f. provide access to and guided practice in the use of a variety of multi-leveled source material (e.g., dictionaries, thesauri, internet, and informational posters) 1 2 3 4

Theme Score:_____(Total divided by 6)

Theme 6: Differentiations

Rate the extent to which your Instructional Unit provides English learners sufficient opportunities to learn by . . .

M P F E

a. using multiple forms of instruction (e.g., Scaffolded instruction, Sheltered Instruction, Direct instruction, Hands-on, modeling, read aloud, etc.) 1 2 3 4

b. using research-based curricula that facilitates higher-level thinking 1 2 3 4

c. using research-based instructional methods validated with English learners (e.g., Collaborative Strategic Reading, Language Experiences Approach, Modified Guided Reading, Guided Writing, etc.) 1 2 3 4

d. teaching toward both language and content objectives 1 2 3 4

e. providing additional supports to comprehend tasks and activities (e.g., time, repeated instruction, task analysis, rules, expectations, modeled/paired instruction, etc.) 1 2 3 4

f. implementing targeted differentiations to struggling learners, going beyond overall general differentiations implemented for all students in the classroom 1 2 3 4

g. providing multiple methods to access text meaning and comprehension (e.g., effective body language, altering voice tone, modeling and demonstrating expectations, hands-on activities, etc.) 1 2 3 4
h. using multiple classroom settings (paired-learning, centers, small groups) to provide enrichment, supplemental support, guided practice ensuring that activities are meaningful, challenging and linked to unit/lesson outcomes 1 2 3 4
i. taking advantage of on-the-spot instructional opportunities as they arise to strengthen learning 1 2 3 4
j. providing support/activities that vary by language proficiency level 1 2 3 4
k. making necessary classroom management changes to address behavior needs (e.g., teacher-student proximity; positive reinforcements; reviewing/restating class routines; restructuring process for transitioning to/from activities, etc.) 1 2 3 4

Theme Score:_____(Total divided by 11)

Theme 7: Using Assessment to Inform Instruction

Rate the extent to which your Instructional Unit incorporates use of English learners' assessment data and information to . . .

M P F E

a. adjust the teaching of content/skills based on student responses obtained during daily classroom activities (e.g., listening to student discussions in a small group; observing a student completing work during independent work time; paying specific attention to student facial or body language, asking probing questions to check for understanding, etc.) 1 2 3 4
b. adjust the teaching of language development based on student responses obtained during daily classroom activities (e.g., analyzing students' understanding and use of key vocabulary during discussions; paying attention to linguistic forms produced by students in oral discussions and written task, asking probing questions to check degree of student understanding of terms and concepts, etc.) 1 2 3 4
c. adjust the teaching of content/skills using results from planned assessment tasks completed by all students periodically throughout a lesson or unit (e.g., weekly reading passage comprehension test; periodic writing sample score using a rubric; completion of daily math reasoning problem; running record 1 2 3 4
d. adjust the teaching of language development using results from planned assessment tasks completed by all students periodically throughout a lesson or unit (e.g., analyzing periodic writing sample scored using a rubric that includes students' use of key vocabulary, language form, etc.; analyzing running record by identifying patterns of error that might inform future instruction, etc.) 1 2 3 4
e. provide students with timely, specific, and constructive feedback based on information gathered from daily classroom activities and/or planned assessment tasks including appropriate alternative tactics and procedures for learning 1 2 3 4

Theme Score:_____(Total divided by 5)

CEIP Development: The Core ESL Instructional Practices (CEIP) guide is a research-based tool grounded in literature describing best/effective practices in the teaching of English learners (ELs) in K-5 classrooms. CEIP was developed for use in an ESL instructional model, yet can also be applied to bilingual or dual language models. CEIP was developed through use of cognitive interviews, focus groups, field tests, and pilot testing with over 100 K-5 teachers from elementary schools in urban, suburban, and rural Colorado. CEIP has high internal consistency (i.e., greater than .90), and is validated for teacher self-assessment of ESL instructional practices within general education classes. CEIP results inform classroom instruction, professional development and instructional coaching in the education of English learners (ELs).

Notes

COLORADO
Department of Education

Office of Culturally and Linguistically Diverse Education

1560 Broadway, Suite 1100
Denver, Colorado 80202
www.cde.state.co.us/cde_english/contactus

Designing, Delivering, and Evaluating Services for English Learners

2020 Guidebook

COLORADO
Department of Education

6 Multi-Tiered System of Supports, Special Education Needs, and Gifted Education

6.1 Multi-Tiered System of Supports

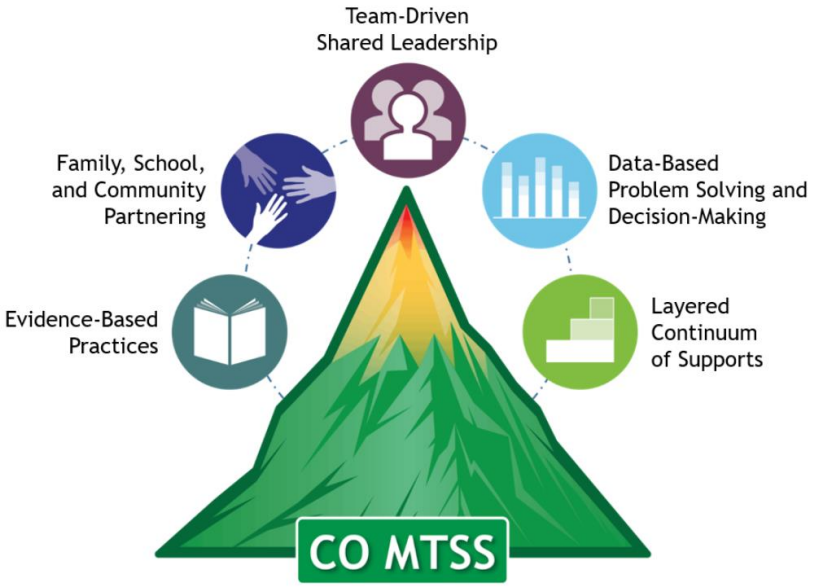
Developing a Culturally and Linguistically Responsive Approach to a Multi-Tiered System of Supports for English Learners

After the reauthorization of Individuals with Disabilities Education Act (IDEA, 2004), Colorado adopted a Response to Intervention (RtI) model, which is integrated into the Colorado Multi-Tiered System of Supports (CO-MTSS) framework. In Colorado, MTSS is a framework applied at the state, district, and school level that uses implementation science to create one integrated system. This system is designed to support the needs of all students. MTSS is defined as *a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.*

A Multi-Tiered System of Supports includes the following five essential components:

1. **Team-Driven Shared Leadership**
2. **Data-Based Problem Solving and Decision-Making**
3. **Family, School, and Community Partnering**
4. **Layered Continuum of Supports**
5. **Evidence-Based Practices**

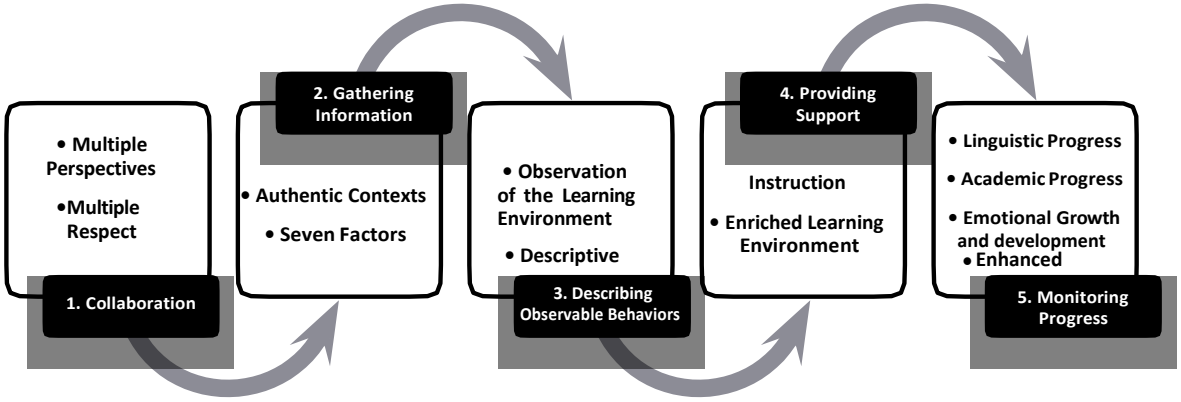
At the **district or regional level**, leadership teams build infrastructure that supports the implementation of the five components of MTSS. The building of this infrastructure includes (1) identifying and aligning key priorities, (2) securing funding, resources, and time to implement those priorities, (3) developing training and coaching structures to support personnel with implementation, and (4) gathering data to evaluate the implementation and impact of the key priorities.



At the **school level**, building teams implement their identified priorities and build a tiered system that fits their respective context. School teams identify the fidelity and student outcomes they wish to achieve and then identify the data needed to monitor progress toward those outcomes. They also outline the practices used at each tier, as well as the systems that enable staff to both implement the identified practices and to gather the required data.

Information about CO-MTSS can be found at www.cde.state.co.us/mtss

The attention given to improving and enriching the instruction delivered to all students and providing diverse learners greater access to the Colorado Academic Standards (CAS) and Colorado English Language Proficiency (CELP) Standards while meeting the needs of our English learners (ELs) is imperative. To meet the needs of ELs, schools should focus on a culturally and linguistically responsive instructional learning environments. Therefore, the MTSS framework aligns with elements from WIDA's approach to response to instruction and intervention for English learners. The following can be integrated into an MTSS framework.



Adapted from: Hamayan, Marler, Sanchez- Lopez& Damico (2013)

MTSS seeks to prevent academic and behavioral difficulty through quality, research- based instruction and early intervention for students who do not make expected progress while accelerating the learning of those students who exceed expected progress. Within this framework, if a student is not performing at expected levels, school personnel must first consider whether the student is receiving best first instruction at the universal tier before assuming there is a deficit within the child (Klingner & Edwards, 2006).

MTSS supports are layered according to three tiers:

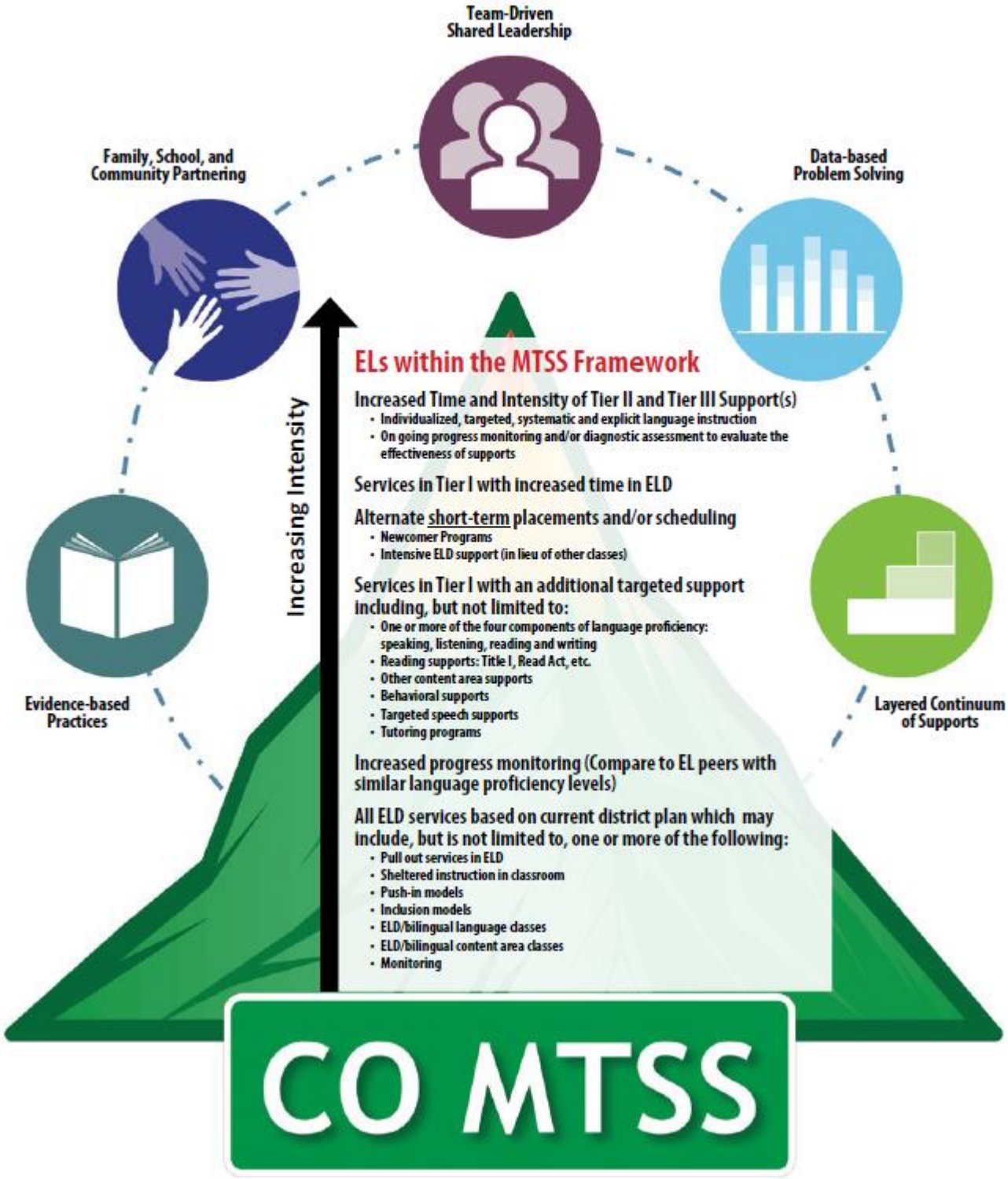
Tier 1- Universal Supports
Tier 2- Targeted Supports
Tier 3- Intensive Supports

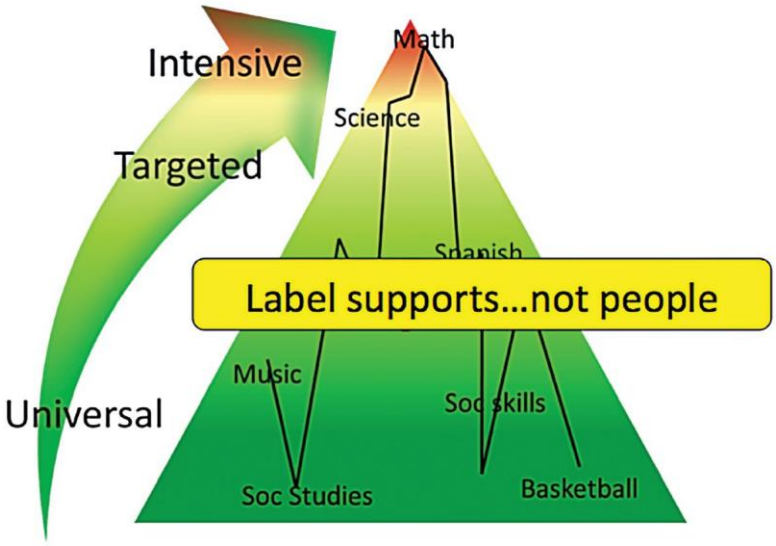
The Universal layer of supports, **Tier 1** represents the core instructional program that every student, including ELs, receives. Tier 1 instruction for ELs should be delivered in general education class- rooms by teachers knowledgeable in second or additional language acquisition (Hill & Flynn, 2006) and culturally relevant pedagogy.

The goal or purpose of MTSS is to enrich the learning environment for every student. The process of identifying student needs and supporting them should be a fluid process; we label the supports provided, not the students. A student or group of students may receive Targeted or **Tier 2** supports in one area while the rest of their needs are addressed effectively in the universal/Tier 1 core curricula.

The tiers describe the intensity of instruction/supports, not specific programs, students, or staff (i.e. Title 1, special education, etc.) **Tier 3** is the Intensive supports layer; it is not equal to special education. Instead, we know that students with disabilities are supported throughout the Layered Continuum of Supports. And students receiving advanced tier supports are receiving supports matched to their needs, not to a designated or specified "label".

MTSS and Essential Components: English Learners Within the MTSS Framework





Adapted from the OSEP TA Center for PBIS

Continuum of Supports

The tiers describe instruction and intensity of support, not steps in a process; therefore, students do not leave the Universal Tier (Tier 1) to receive targeted or intensive instruction in Tiers 2 and/or 3. Supports are layered on to supplement the universal learning experiences that every student receives. Access and opportunity are ensured for every learner. The intensity of instruction is determined by the data.

For more information on the Colorado Multi-Tiered System of Supports Resources, visit www.cde.state.co.us/mtss/resources.

Tier 1—Universal Supports

Tier 1 of a MTSS framework is referred to as universal because every student has access to academic and behavioral supports through a general education setting. It refers also to the entire school climate that is created for students and adults in a particular school or school community. Klingner and Edwards (2006, p. 113) explain that "the foundation of the first tier should be culturally responsive, quality instruction with ongoing progress monitoring within the general education classroom." For ELs, Tier 1 includes their English language development instruction (e.g., bilingual, ESL, sheltered or dual language instruction). English language instruction is not viewed as an intervention (Tiers 2 or 3) but rather as part of universal instruction (National Center on Response to Intervention, 2011).

A culturally and linguistically Tier 1 serves as a system check, a way to evaluate whether or not the school/district is moving toward the most effective service delivery model for their student population. All EL core instruction professionals need to understand that they must make the content they are teaching comprehensible to the students (Echevarria, Vogt & Short, 2012) as well as differentiate instruction according to their language proficiency levels. Instruction in this context consists of a high quality curriculum supported by differentiated instruction and flexible grouping. All students are assessed multiple times throughout the year to identify those in need of additional support. For ELs, Tier 1 or universal instruction must be enriched to address their particular linguistic, sociocultural, and academic needs in a sustained, coordinated, and cohesive way. As noted above, Tier 1 instruction for ELs is delivered in classrooms by teachers knowledgeable about the process of acquiring a new or additional language (Hill & Flynn, 2006) and how to deliver culturally relevant content, literacy, and language instruction. Monitor the adequacy of the learning environment created for the universal tier continually to avoid preventable challenges for all students.

Tier 2—Targeted Supports

Tier 2 of an MTSS framework, Targeted Supports, takes place in small groups (usually 3–5) who have not responded sufficiently to effective Tier 1 instruction and curricula. Approximately 10–15 percent of students require the daily, targeted supports provided in Tier 2. Tier 2 support is supplementary because it is delivered in addition to the core content instruction. Tier 2 supports are provided to students in specific areas (academic, behavioral, or both) that have been identified as areas of need through the problem solving process. By gathering a variety of assessment data from, such as: classroom observations, review of student work samples, performance on common assessments, student-teacher conferences, field notes, or any standardized measures that are used in schools, teams can target and support students in identified areas of need (Chappuis, Stiggins, Chappuis & Arter, 2012).

Students' progress continues to be assessed through ongoing data collection (summative and formative) to determine the length of time they would benefit from receiving Tier 2 assistance. Tiers are fluid, and the needs of students who demonstrate improved performance and skill development may require supports in any given tier that reflect individual needs and progress monitoring data reviewed through the problem solving process. Four key features of Tier 2 supports include: (1) supplementary resources to implement high-quality instructional strategies, (2) targeted supports at increased levels of intensity, (3) ongoing formative/classroom as well as standardized assessment to monitor students' responses to supports (progress monitoring), and (4) team decision-making and collaboration (WIDA, 2013, August 10). If a culturally and linguistically responsive Tier 1 learning environment has been created for all students, including ELs, only a small percentage of students need Tier 2 support in any given area.

Tier 3—Intensive Supports

Tier 3 of an MTSS framework, is the most intensive level of supports. Tier 3 supports do not represent referral to special education services, but represent strategic or intensive individualized supports designed to meet the specific needs of the smallest percentage of students who did not make adequate progress through previous interventions. Supports at this level are typically longer in duration and are provided by a highly qualified teacher with the skills necessary to support the needs of the student(s). Strategies may be the same as in Tier 2 but are more intensive and individualized. If a culturally and linguistically responsive Tier 2 has been created for students, including ELs, only a small percentage of students need Tier 3 supports.

Potential Advantages of a Culturally and Linguistically Responsive MTSS for English Learners

A Multi-Tiered System of Supports (MTSS) includes family, school, and community partnering as a crucial component. Including families on the decision-making team and partnering with families ensures that the problem solving process is facilitated with all relevant information so that students understand that all adults within their lives care about their learning out- comes and have a role in contributing to their success in school. There are various advantages for ELs in a comprehensive MTSS designed for their unique and particular needs; teams have permission to support students more proactively.

ELs will be more successful in the general education setting, including ELD instruction, and special education referrals and determinations will be more accurate. Other potential advantages arise from increased system-wide awareness of culturally responsive instruction. Teachers benefit as well because they are supported as part of a team and have structured opportunities to collaborate with colleagues across disciplines. Teams do not have to wait for students to fail before providing additional instructional supports. A culturally and linguistically responsive MTSS allows better monitoring of teaching practices in general and special education. The following table describes some of the conditions necessary for a culturally and linguistically responsive MTSS.

Necessary Conditions for ELs to Experience the Benefits of a Culturally and Linguistically Responsive MTSS
Use innovative practices and reforms in all tiers with a focus on enrichment, increased comprehensibility, and meaningfulness rather than remediation.
Customize MTSS systems according to a school or district's individual needs, and select multiple and different practices for the multiple tiers of support. Implement these practices in a cohesive, contextualized, and comprehensible way from a sociocultural perspective.
Make certain that all educators are aware of the research on what practices, strategies, approaches, and interventions work with whom, by whom and in what contexts (Klingner & Edwards, 2006).
Ensure that students receive culturally responsive, appropriate, quality content and language instruction that is evidence-based at all levels.
Provide linguistic supports when assessing students' content knowledge.
Provide time for team members to plan for students' instruction, resulting in instruction and intervention strategies that are cohesive, authentic and meaningful, and connected to the core curriculum.
Include approaches that focus on complex sociocultural phenomena and better address students' unique educational contexts.
Look not only at classrooms, but also at languages and outside social/educational settings for insights into students' performance.
Recognize the need for both appropriate EL literacy instruction as well as academic language instruction throughout the school day.
Differentiate at all tiers of support according to students' academic language proficiency levels.

Adapted from Damico (2009)

Assessment

Accurate and reliable assessment of ELs' language development, content knowledge, and behavior makes teaching more instructionally-responsive and action-oriented. An MTSS incorporates formative (e.g., observations, performance-based projects, conversations, writing samples) as well as standardized assessments in all three tiers for different purposes. First, MTSS uses data from various assessments to identify students whose educational needs may not be met by the existing instructional program and need additional Tier 2 or Tier 3 support. Whenever possible, assess learning in the native language to establish appropriate instructional plans even when instruction will be in English. Second, data can be used to improve the instructional methods as well as evaluate the appropriateness of the curriculum.

Universal Screening—Screenings in Tier 1 identify students who need additional support or acceleration. School-wide screenings can be administered throughout the year; at minimum, data should be gathered at the beginning, middle, and end of the year. Data provides information about the quality of the instructional program as well as students' academic performance and social-emotional wellbeing. Data provide feedback about groups of students, grade level patterns of performance, and the impact of the wider learning environment and school climate on student achievement and academic language development.

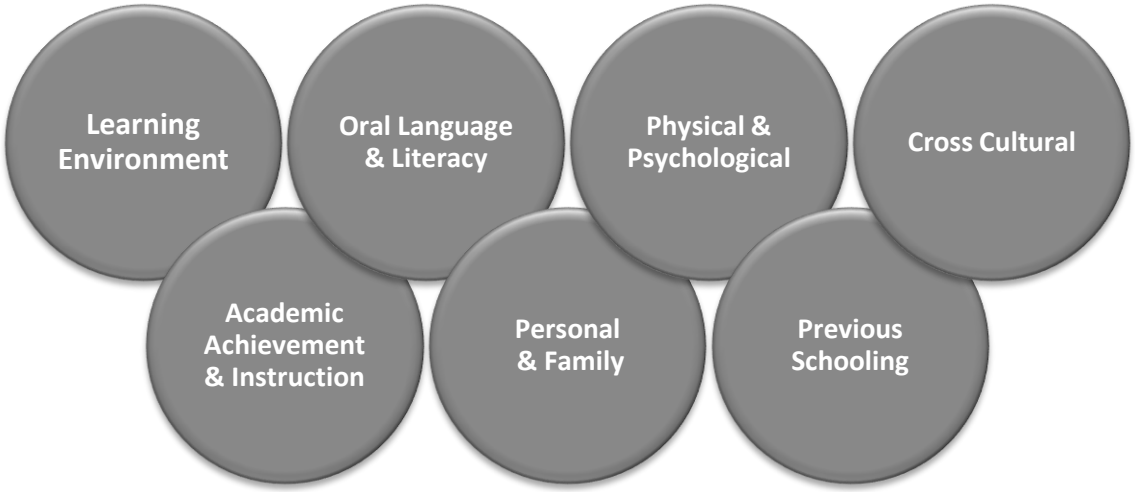
Monitoring Student Progress—Monitoring student progress is an essential component of MTSS. In a culturally and linguistically responsive multi-tiered system of supports, it is essential that assessment procedures are as responsive as the instructional approaches. Limited assessment tools have been researched specifically for use with ELs (National Center on Response to Intervention, 2011) and while Local Educational Agencies (LEAs) may already have uniform assessment practices in place, it is important that they review and evaluate their application to EL performance to ensure they are appropriate. School teams should gather information from a comprehensive set of procedures that assess learning (Chappuis et al., 2012) including: observations, student work (digital, written, recorded, performed), common language and academic achievement assessments, conferencing with students, teacher anecdotal and field notes, checklists, rubrics, rating scales, portfolios, performance tasks, paper-pencil tasks, student self-assessments and surveys/questionnaires, among others. All decisions about instructional services should be based on multiple measures that capture the complex nature of the learning process.

In Tier 1, monitoring student progress shows how well the general education instruction and curriculum is meeting students' needs. In Tiers 2 and 3, progress monitoring helps determine if students are responding adequately to general education supports, if targeted/intensive supports need to be modified, or if students should return to Tier 1-only instruction. This model ensures that content and language development are assessed regularly, in authentic ways, throughout the instruction cycle. A lack of adequate response to culturally and linguistically responsive, research-based supports in Tier 3 may indicate a need for a special education referral.

Factors that Impact English learners' Academic Progress, Linguistic Development, and Response to Instruction and Intervention

It is important to develop a proactive protocol to collect student information related to seven factors that may influence academic achievement and linguistic development (listening, speaking, reading, and writing). This will help develop instruction, interventions and assessments for those who are not responding adequately to universal instruction. The seven factors that follow apply to all students, but are focused on English learners and providing an authentic context within which to understand their performance.

Seven Factors that Impact Learning and Behavior



Adapted from Hamayan, Marler, Sanchez-Lopez & Damico (2013)

For more information about:

- **The Seven Factors that Impact Learning and Behavior, visit www.twin-cs.org/uploads/2/0/5/2/20520752/handout_seven_factors_hamayan.doc**
- **WIDA's Culturally and Linguistically Responsive to Intervention, visit morethanenglish.edublogs.org/files/2013/09/RtI2-Planning-Form-for-ELLs-WIDA-1y4ki5q.pdf**
- **WIDA English Development Standards, visit wida.wisc.edu/teach/standards/eld**
- **WIDA Can Do Descriptors, visit wida.wisc.edu/teach/can-do/descriptors**
- **Essential Actions for Academic Language Success, visit www.cde.state.co.us/cde_english/theoreticalframeworkpage**

6.2 Special Education Needs

As outlined in section 6.1, state education agencies, school districts, and schools can develop a culturally and linguistically responsive MTSS that will help close the achievement gap and reduce inappropriate referrals to special education. The enriched and cohesive support that a culturally and linguistically responsive MTSS can provide forms the basis for more valid evaluation and effective programming for English learners (ELs). A culturally and linguistically responsive MTSS will address many of the extrinsic factors that impact ELs' success in school so they can be ruled out as the main influences on ELs' performance. However, educators should consider these external factors before considering special education explanations.

School teams that work within a culturally and linguistically responsive MTSS to support ELs may find that particular students experience challenges across many contexts, both social and academic, and languages. Some of these students may have special education needs. If ELs experience challenges only in English academic settings, it is improbable that the difficulties are due to a disability. ELs who cannot remember directions given during English academic classes but can remember directions in their home language or social English settings, do not likely have underlying disabilities. You cannot have a disability in one language or context and not another; special education needs should manifest across languages and contexts.

For more information culturally responsive pedagogy, visit The National Center for Culturally Responsive Educational Systems (NCCRESt) at www.nccrest.org/the-key-aspects-of-culturally-responsive-pedagogy.html

Comparing Language Differences and Special Education Needs

It is difficult to determine when low performance of ELs in English settings is due to the process of acquiring English or a special education need. Reframing the traditional question: *Is what we observe part of the second language learning process, or is this student's performance due to a more intrinsic special education need?* The answer need not be one or the other. Diversity within EL populations in our schools is immense and no two ELs' experiences are identical. Begin with the assumption that the students are ELs; this way we can address the unique needs of EL students while we determine if they also may have special education needs. Some students will require both EL and special education support (Hamayan et. al., 2013).

For example the table below illustrates, if the student omits words in English, specialists may suggest that perhaps the student is in the early stages of acquiring English and using elements of his home language. If that home language has a different grammatical structure, without articles, the student might continue to omit articles when he speaks English. If a student has a disability, the same observable behavior would have a different explanation: the special education teacher or speech language clinician might suggest that omitting words was due to difficulties with word retrieval or expressive language. If the student had both types of needs, he would omit words in his home language as well as in English, and in social as well as academic settings. As a result, he would need support both as an EL acquiring a new language and related to difficulties with word retrieval and expressive language.

An Example of Interpreting Behavior: EL Explanations and Possible Special Education Explanations		
Observable Behavior	**Possible EL Explanations** (Observed in academic English contexts)	**Possible Special Education Explanations** (Observed across all the student's languages an contexts)
• Omits words in sentences	• Direct transfer from student's home language • Early stages of academic English development: uses briefutterances that are typical of that stage of acquisition	• Word retrieval difficulties • Expressive language difficulties

As teams provide explanations from both perspectives, they should intervene for the EL possible explanations first, supporting these students in all of their languages and across as many contexts as possible. Though some might need more support than others, this may lie within typical performance. Scaffolds may be all that these ELs need to support learning and address their challenges, and they may show progress once the appropriate scaffolds are in place. These are ELs who need more intensive support as language learners, but do not require support within special education.

If, on the other hand, the student receives more intensive EL support across all his languages, in both social and academic contexts, and makes insufficient or very slow progress, the team can now add additional academic or behavior support across contexts and in all of the student's languages in an intensified manner. If the team observes that a student requires scaffolds and supports for much longer than typical ELs in order to show progress, the student would continue to receive EL appropriate instruction and may be considered for a special education evaluation.

Learners with Exceptionalities

In many ways, children with disabilities are not different from their typically developing peers. They require instruction and support that: are embedded in meaningful contexts, actively engage them, are interesting and authentic, provide opportunities to compare and contrast and are recurrent, exposing them to concepts and skills in multiple contexts and settings (Bruner, 1990; Cambourne, 1988; Damico & Nelson, 2005; Perkins, 2005; Smith, 2004; Vygotsky, 1978; Wells, 1986, 2003).

Instruction for children with disabilities differs from that of typically developing students in other respects.

A central difference is the amount and duration of the scaffolding provided to them. They may not acquire skills or knowledge as efficiently, easily or quickly as typical students; they may need more focused support and mediation within their zone of proximal development (Vygotsky, 1978). Students with disabilities may need additional support to generate efficient learning strategies. Teachers may provide these strategies and be prepared to model their use in various contexts with multiple examples. Students with disabilities may experience difficulty extending learning across contexts or applying new skills in novel situations. Teachers need to give these students many opportunities to practice effective meaning-making strategies within authentic contexts (Cloud, 1994; Damico & Hamayan, 1992; Dundaway, 2004; Paradis et al., 2011; Westby & Vining, 2002).

Caution also must be taken not to delay a referral for special education evaluation beyond the point when the team suspects a disability. Neither an MTSS framework nor participation in a process based on the child's response to intervention replaces the right of a child with a disability to be identified as such and to receive special education services.

—adapted from *Colorado Guidelines for Identifying Students with SLD (2019), p. 45 found at www.cde.state.co.us/cdesped/guidelines_sld_draft_2019-02-25*

For information about WIDA's Focus on Differentiation in the classroom, visit wida.wisc.edu/resources/differentiation-part-1 and wida.wisc.edu/resources/differentiation-part-2

For information about tools and resources for addressing English Learners with Disabilities, visit www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf

6.2a Specific Learning Disabilities Determination

The process for determining a Specific Learning Disability (SLD) is slightly more prescriptive than for other disabilities. The team must include the child's parent, general education teacher and at least one person qualified to conduct diagnostic examinations, such as a special education director or designee, school psychologist, speech language pathologist or remedial reading teacher. Choosing the multidisciplinary team members from the individualized problem-solving team, who would be familiar with the child's data is suggested. An additional team member should have specific expertise working with ELs and knowledge and skills in the areas of linguistics, education implications, cultural issues and best practices. Teams need to consider the current instruction, the qualifications/training of the person delivering the instruction and the child's access to that instruction.

SLD designation requires documentation of a student's insufficient response to research-based supports, there should be evidence that appropriate instruction in the area(s) of concern has been provided. Of course, fidelity of instruction/ supports implementation must be ensured. The team will want to determine whether a student's access to core instruction, as well as to supports provided through MTSS, is impacted by poor attendance, frequent moves between schools, etc. If an SLD determination cannot be made due to concerns in this area, attempts to provide appropriate instruction and the student's response to that instruction must be documented.

When considering a referral or determining eligibility of an EL, information must be gathered in the following areas: cognition, communication, social emotional status, physical status, academic performance, transition/life skills and adaptive behaviors. The BOE for making an eligibility determination should include (but not be limited to) the HLS, W-APT/WIDA Screener, ACCESS for ELLs 2.0, English proficiency level, characteristics of the student's cultural background that might be impacting academic success and assimilation into an unfamiliar school environment, progress monitoring of supports implemented under the MTSS framework, and multiple data points from the progress monitoring and triangulation.

The issue should not be whether a student is EL, but whether the student has met eligibility requirements under the Individual with Disabilities Education Act (IDEA). The following comes from the IDEA section concerning LEP students:

> *(5) Special rule for eligibility determination.—In making a determination of eligibility under paragraph (4) (A), a child shall not be determined to be a child with a disability if the determinant factor for such determination is—[[Page 118 STAT. 2706]]*
>
> *A. lack of appropriate instruction in reading, including in the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965);*
> *B. lack of instruction in math; or*
> *C. limited English proficiency.*

To rule out limited English proficiency as the primary cause of learning difficulties, several questions must be answered affirmatively:

- **Has the student been given an English language proficiency test?** Colorado Identification Procedures require that potential EL students must be assessed with the W-APT/WIDA Screener within the first 30 days of school or within two weeks of enrollment during the remainder of the school year. All identified ELs are required by law to take ACCESS for ELLs 2.0 each spring to assess their English language proficiency.

- **Is the student receiving or has this student received ELD services in accordance with the district's LIEP?** The Every Student Succeeds Act (ESSA) requires each district to have a plan on file in the student's record.

- **Have targeted supports been implemented in addition to ELD services?** English language development services, although important, should not be considered supports.

- **Has progress been monitored and compared with the progress of a comparable group of ELs?** It is important to compare students to peers from the same culture, language, age and immigrant groups.
- **Has progress been markedly lower than that of English learner peers?** ELs demonstrate similar acquisition patterns. A student must demonstrate atypical growth for his/her peer group in all areas of language (speaking, listening, reading and writing) for language development to be ruled out as the cause of difficulties.
- **Have ELD and other services been provided for a sufficient length of time so that growth can be measured?** Newly arriving immigrants will move through a stage of culture shock and adjustment to the U.S. school system. They may appear to have signs and symptoms of a disability when, in reality, they have not yet adjusted to the school system. Although there is not a specific time frame for adequate adjustment, teams should carefully consider whether time has been sufficient to learn basic vocabulary, hear and discriminate English sounds and symbols, follow basic directions and practice learned skills. An appropriate referral to special education should happen only after all other avenues have been explored, and the student's needs cannot be met in the regular classroom, or with only ELD services.

Being an English learner in and of itself does not qualify a student for special education. Not having English as a first language is not a disability requiring special education instruction. However, an English learner who has a learning or emotional disability could be found eligible for special education for that reason. An appropriate referral to special education should happen only after all other avenues have been explored, and the student's needs cannot be met in the regular education classroom, or with only English Language Development services.

Eligibility Criteria

Special education eligibility in the category of a Specific Learning Disability is based upon evidence that the student does not perform or grow adequately for the student's age or to meet grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematical calculation, mathematics problem solving.

Specifically, the multidisciplinary team must determine if a student:

- Has one or more significant academic skill deficits as compared to age-level peers or grade-level benchmarks
- Makes insufficient progress in response to research/evidence-based interventions
- Has learning difficulties that are not primarily* the result of visual, hearing, or motor disabilities; significant limited intellectual capacity; significant identifiable emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency

In addition, as is stated in the Federal Rules and Regulations and pertaining to the identification of any disability, the findings cannot be the result of a lack of appropriate instruction, specifically in the essential components of reading and in math. Eligibility for special education is based on two final determinations:

1. Student has a Specific Learning Disability and
2. Student cannot receive reasonable educational benefit from general education alone

* Note that a specific learning disability may coexist with another disability that is found to be the primary disability by the multidisciplinary team and that all special education needs must be identified, whether or not commonly linked to the primary disability category in which the child has been classified.

For more information about SLD Eligibility Criteria, visit Section 4 at www.cde.state.co.us/cdesped/guidelines_sld_draft_2019-02-25

Documentation must show that parents/guardians whose primary language is not English have been informed of the referral, evaluation and eligibility process, as well as findings and recommendations, in their primary language unless it is not feasible to do so. Special education means specially designed instruction to meet the unique needs of a child with a disability. Services need to reflect the language needs of the student; the overall program must be coordinated, cohesive and consistent.

Additional SLD Resources:

- CLD Learners with Educational Disabilities at www/cdesped/cld
- Special Education Guidance at CDE at www/cdesped/guidance
- Critical Questions Regarding Special Education Process for CLD Learners at www.cde.state.co.us/cdesped/ta_criticalquestionscld
- Specific Learning Disability Evaluation and Eligibility at www.cde.state.co.us/cdesped/ta_sld_evaluation_eligibility
- CLDE and Specific Learning Disability at www.cde.state.co.us/cdesped/ta_sld_cld
- Office of Special Education at CDE at www.cde.state.co.us/cdesped/ta_sped
- SLD Resources for Eligibility and Guidance at www.cde.state.co.us/cdesped/sd-sld_resources_eligibility_guidance

6.3 Talent and Diversity: Limited English Proficient Students in Gifted Education

According to the US Department of Education, English learners (ELs) are typically underrepresented in Gifted Education (GE) as well as advanced courses. In order to assure equal access to these programs, we need to address possible barriers including but not limited to: language acquisition, perceptions of ELs and their capabilities, and systemic issues around identification and access to services.

The State of Colorado Office of Gifted Education (www.cde.state.co.us/gt/identification) outlines three general categories for giftedness:

- General Intellectual Ability
- Specific Academic Aptitudes (including reading, writing, math, science, social studies, and world language)
- Specific Talent Aptitudes (including creative or productive thinking, dance, leadership, music, performing arts, visual arts, and psychomotor)

One barrier to the inclusion of English learners in gifted or advanced programs is identification.

Gifted Education Screening

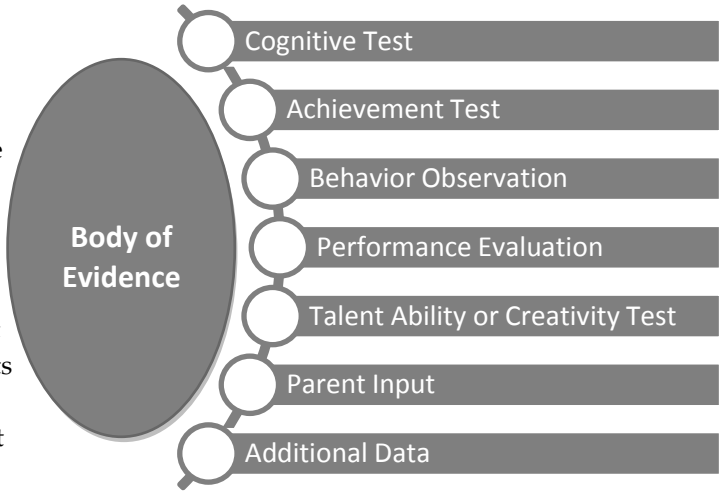
Universal screening ensures fair and equal access for **all** students to demonstrate ability and potential. It is an assessment method that uses a tool(s) to determine if the resulting data provide evidence of exceptional potential in an area of giftedness. Screening tools may be qualitative or quantitative in nature, standardized and/or normative. Screening data are part of a body of evidence for making identification and instructional decisions.

For English learners, screening and identification could use non-verbal tests, tests in their native language, or a collection of school and/or district assessments that show above average growth or achievement either in English or their native language.

Another area of consideration when identifying gifted students is the expression of giftedness and gifted characteristics across different cultures. For example, leadership or visual art may manifest differently across cultures and languages, and consultation with families or community members may help educators understand and identify gifted ELs.

Body of Evidence

Gifted identification relies on the collection of both qualitative and quantitative data. A body of evidence considers intellectual, academic, and talent areas through use of multiple sources and types of data. **Qualitative measures** are a representation of student skills and abilities and may include observations, portfolios, work samples, and performances. **Quantitative data** includes norm-referenced tests of both cognitive ability and achievement and criterion-referenced test (e.g. state assessment and curriculum based measures). Parents often provide valuable insight into their child's strengths, abilities, and interest. Primary points for parental involvement are referral and adding important information to the body of evidence.



Colorado Department of Education Gifted Education Guidebook, page 10 (2016)

Referrals

A student may enter into a screening through many different entry points. Administrative Units (AUs) should develop screening procedures that seek referrals from a variety of sources used for conducting identification assessment. Identification is not just a moment in time or the use of data from one assessment. Referrals for gifted screening may include but not limited to these sources: universal screening, MTSS/Rtl, test data, performance & observations, checklists, anecdotal records, questionnaires, and interviews.

ECEA Rules state an identification team has no more than 30 school days after a referral is received to communicate decisions to parent, student and other educators and to determine whether a student will be formally identified or if more time is needed to continue identification assessment.

Gifted Determination

The AU Team should use a body of evidence upon which to base the determination of giftedness, which evidence must include, at a minimum, the identification assessment results, parental input, and multiple types of measures and data sources. The assessment process used by the AU for identifying students who meet the definition is specified by the Exceptional Children's Educational Act (ECEA), section 12.01 (16) and for identifying the educational needs of gifted students.

The assessment process should recognize a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/performing arts student groups or talent pools, identification may require the collection of student information over time, or using additional data points from a response to intervention approach.

Portability is defined as: student's identification in one or more categories of giftedness transfers to any district in the state. Portability of identification is a part of the student's permanent record and Advanced Learning Plan (ALP). The rule for gifted portability means districts will develop identification processes that are aligned to identification procedures defined by the Exceptional Children's Educational Act (ECEA). The rule for portability does not apply to students moving into Colorado from another state.

Collaboration between Culturally and Linguistically Diverse (CLD) staff, Special Education staff and Gifted Education staff is highly encouraged at every point in decision making. Service for these special populations must be coordinated and one need or identification must not overshadow another. Rather, students must receive all necessary services.

For more information from the Gifted Identification Guidebook (2016), visit www.cde.state.co.us/gt/idguidebook

Identifying English learners for gifted programming begins with collaboration among classroom teachers, GE and ELD staff. Formal channels of communication between teachers and coordinators are vital to GE EL success. Educators should collaborate to maximize an English learner's ability to express knowledge of content while minimizing their need to rely on English to express it. It is important to remember that it is necessary to complete an English language proficiency assessment and evaluate results prior to any testing in English. Knowing a student's level of English proficiency helps educators decide when to give various cognitive assessments, as well as how to interpret scores. Appropriately administering and reviewing proficiency testing data about the student is equally essential. Understanding the student's ease in acquiring native language and academic abilities in their homeschool system is an indication of their potential.

Research studies published by the U.S. Department of Education and the National Center for Research on Gifted Education (NCRGE) offer some suggestions for identifying gifted English learners. They include:

- Implement a multi-pronged identification process that includes test scores, teacher recommendations, student portfolios and consideration of special variables such as language, socioeconomic background and culture
- Acceptance that students of high ability might also be LEP or come from poverty backgrounds
- Develop and implement intentional outreach to the school community, particularly parents/guardians/caretakers. This process should utilize multiple pathways in languages appropriate to the population.
- Commitment to the long-term benefit of redesigning gifted education to include and meet the needs of LEP students
- Emphasize collaboration within and across specializations/departments (e.g., general education, English as a second language [ESL], special education, gifted education) so people view themselves as talent scouts.
- Establishment of a clear and coherent vision of inclusive gifted education
- Adequate teacher training and in-service, including training in identification procedures for bilingual education teachers.

To access the full NCRGE study, visit ncrge.uconn.edu

For more information about English Learners and Gifted Programming, visit Chapter 4 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

For more information about Gifted Identification FAQs, visit www.cde.state.co.us/gt/faqforid-jan21016

Notes

COLORADO
Department of Education

Office of Culturally and Linguistically Diverse Education

1560 Broadway, Suite 1100
Denver, Colorado 80202
www.cde.state.co.us/cde_english/contactus

Designing, Delivering, and Evaluating Services for English Learners

2020 Guidebook

COLORADO
Department of Education

7 Evaluating and Managing Programs for English Learners

7.1 Program Evaluation

Evaluating English Language Development (ELD) programs, practices and procedures involves systematic planning and implementation, aggregating and synthesizing various types of data, to learn about program success. Both formative and summative evaluation should be applied to questions about programs, practices, services and procedures.

Evaluation should be ongoing so that data are constantly being gathered, examined and manipulated to influence decisions about what does or does not work and why (Scriven, 1967). Formative evaluation often is employed when new or developing procedures are implemented and where evaluation feedback can be used for improvement purposes.

Summative evaluation most often serves an accountability function at the end of the year/program; it describes the characteristics and successes of the program, practices, procedures, or activities and the areas needing improvement. It determines whether the stated goals and objectives have been met and supports recommendations about whether or not practices should be continued. Formative and summative evaluations together are powerful tools for making educational decisions and setting policies about programs and practices for English learners (ELs).

A sound system of evaluation can provide a rich source of information for teaching and guiding ELs' learning, assist in monitoring and gauging the effectiveness of programs for ELs, contribute to student achievement, and satisfy reporting requirements, especially those related to student success in meeting high standards.

Meaningful evaluation is best accomplished by planning ahead. Evaluation should not require any extraordinary procedures; rather, it should be integrated into the program activities and focused on the particular procedures, materials, programs, practices and processes that exist. The evaluation planning cycle involves the following steps:

- Assessing needs
- Establishing goals and objectives
- Implementing programs, practices, procedures, and activities to meet goals and objectives
- Assessing the extent to which the objectives have been achieved
- Communicating results of assessment to appropriate entities
- Applying the results to making improvements.

For procedures related to planning and implementing services for ELs to be valuable, four questions should be asked:

> *Was an adequate needs assessment conducted?*
>
> *Were goals and objectives adequately formulated and appropriate to student needs?*
>
> *Was design and delivery of services, procedures, practices, and programs adequately described and consistent with the goals and objectives?*
>
> *Were evaluation questions adequately defined and in keeping with the goals and objectives?*

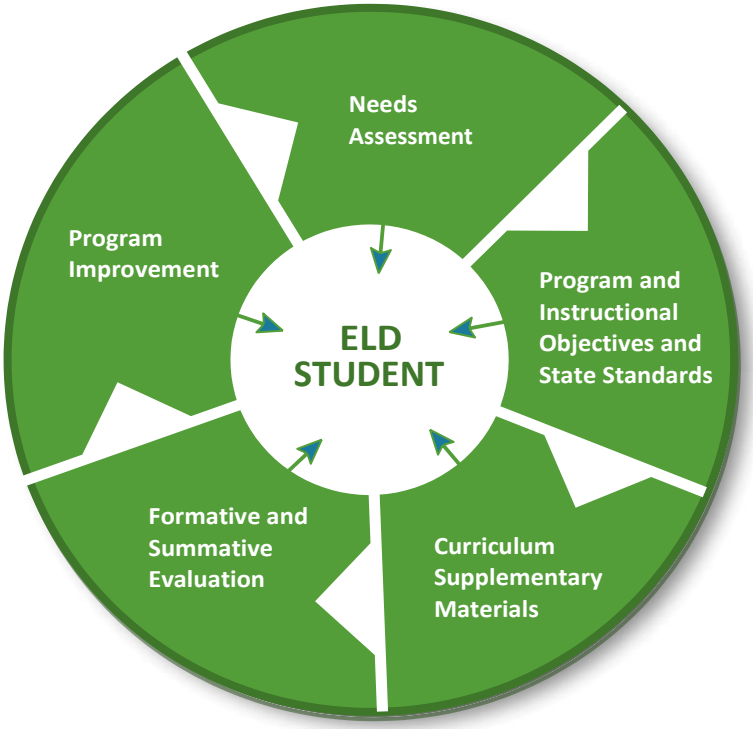
Wilde and Sockey (*The Evaluation Handbook,* 1995) provide examples of needs assessment instruments, goals and objectives, activity statements and procedural forms. They note that goals should be written after the needs assessment is conducted and should meet four conditions.

- The meaning of each goal should be clear to the people involved
- Agreed upon by educational planners and decision makers
- Clearly identifiable as dealing with an end product
- Realistic in terms of the time and money

An example of a goal for EL success might be *all students in the district will achieve high standards through participation in an inclusive, student-centered, multicultural curriculum.*

While goals are broad statements, objectives are specific measurable statements that focus on outcomes, performances, behaviors, expectations and timelines. An EL objective might be: *After at least six months of ELD instruction, 90% of ELs who speak little or no English will increase their language level by one category as measured by the ACCESS for ELLs 2.0 proficiency assessment.*

To ensure a sound evaluation, the relationship between needs assessment, program or services design, program implementation and evaluation should be clear. The following represents the evaluation decision cycle.



Through examination and disaggregation of data, relationships between learning and characteristics of programs, practices, services and procedures for ELs can be explored. The best way to begin is to establish an evaluation planning team that includes instructional staff, a school building administrator, a staff member trained in EL instruction techniques, and a parent/community representative.

The evaluation planning team should determine the activities, persons responsible and timelines for conducting the evaluation. An evaluation planning calendar should be created and distributed to each member of the team. The evaluation team leader should guide the team in determining the activities to be undertaken and documented in the evaluation planning calendar.

The evaluation process culminates in an evaluation report, a powerful tool for informing and influencing policy decisions and educational practices. A good report is written with the reader in mind; the projected audience for the report (i.e., the school board, teachers, parents, community) should dictate the report format and content: some are brief summaries with bulleted statements highlighting key features; others are more formal.

For more tools and resources for Evaluating the Effectiveness of a Districts EL Program, visit Chapter 9 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

7.2 Inclusion of English Learners in the Statewide System of Accountability

The Colorado Measures of Academic Success (CMAS) is the primary assessment tool used to ensure that Colorado is in compliance with the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA), the Every Student Succeeds Act (ESSA). States are required to adopt challenging academic and content performance standards, and standards-based assessments that accurately measure student performance. It calls for inclusion of English learners in the state assessment program to ensure that schools are providing an appropriate English language acquisition program that meets the linguistic and academic needs of ELs. ESEA requires:

> *"...provide for assessments (using tests written in English) of reading or language arts of any student who has attended school in the United States (not including Commonwealth Puerto Rico) for three or more consecutive school years, except that if the local educational agency determines, on a case-by-case individual basis, that academic assessments in another language or form would likely yield more accurate and reliable information on what such student knows and can do, the local educational agency may make a determination to assess such student in the appropriate language other than English for a period that does not exceed two additional consecutive years, provided that such student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such student knows and can do on tests (written in English) of reading and language arts;"* Every Student Succeeds Act 1111(b)(2)(B)(ix).

What are Accommodations?

Changes to content format or conditions for specific students that do not reduce learning expectations or change the construct but do provide access for students with a documented need. Accommodations are designed to support access to instructional or assessment content. The accommodations provided to a student may be the same for classroom instruction, classroom assessments, district assessments and state assessments. Accommodations for ELs are intended to:

- **reduce the linguistic load necessary to access the content of the curriculum or assessment;**
- **provide scaffolding that helps students overcome social-cultural barriers that prevent them from accessing the content of the test; and**
- **allows ELs to more efficiently use linguistic resources to access curriculum or the content of the assessment.**

What are Modifications?

Change to reduce learning or assessment expectations. Some examples of modifications include:

- **requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);**
- **reducing assignments and assessments so a student only needs to complete the easiest problems or items;**
- **revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or**
- **giving a student hints or clues to correct responses on assignments and tests.**

Accurate assessment of ELs always will be difficult because of the dual dimensions of language development and academic knowledge. Experts in second language acquisition and testing differ. One perspective is that accurate assessment results can only be derived from tests developed specifically for ELs to measure progress toward standards. Another is that ELs should take standards-based assessments designed for native English speakers, but with accommodations/modifications. In reality, a combination of assessments designed to build a body of evidence are needed to document language development and whether students are making progress toward meeting grade level content standards.

By Colorado law, every student is expected to take the CMAS, so ELs present a unique challenge for schools that are held accountable for their performance while they are in the process of learning English.

The only exceptions are newly arrived non-English proficient (NEP) or limited English proficient (LEP) students who have been enrolled in a United States school for less than one year. The sub-set of these students who are unable to access the language arts section of CMAS due to language barriers, and are coded *test deferred due to language*, may count as reading/writing assessment participants if they have valid overall ACCESS for ELLs 2.0 scores.

For students who are receiving instruction in Spanish, refer to the Assessment Office at the Colorado Department of Education at www.cde.state.co.us/assessment for alternative options and current linguistic accommodations. While testing in English is required, in accordance with these guidelines, districts are not prohibited from assessing students who receive instruction in another language, in that language, in order to document progress and achievement more accurately.

Providing accommodations to established testing conditions for some students with limited English proficiency may be appropriate when their use would yield the most valid scores on the intended academic achievement constructs. Deciding which accommodations to use for which students usually involves an understanding of which construct irrelevant background factors would substantially influence the measurement of intended knowledge and skills for individual students, and if the accommodations would enhance the validity of the test score interpretations for these students.

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers U.S. Department of Education, Office for Civil Rights December 2000

7.3 Accountability for English Learners

7.3.1 ESSA Accountability

On December 10, 2015, the Elementary and Secondary Education Act (ESEA) was reauthorized as the Every Student Succeeds Act (ESSA), and added new federal accountability requirements beginning with the 2017-18 school year. Under ESSA, each SEA is required to have a system for differentiating schools based on the performance of all students, as well as the performance of student groups, including English learners, students with disabilities, economically disadvantaged students, and students from major racial and ethnic groups. Therefore, ESSA expands accountability to include emphasis on the performance of student groups. The legislation requires holding districts accountable for the performance of their schools and transfers the accountability for English learners from Title III, Part A to Title I, Part A.

This chapter provides information related to Colorado's implementation of ESSA, including how schools are held accountable for the performance of their English learners (and other student groups), and how schools are identified for support and improvement.

For more information about ESEA & ESSA Guidance for English Learners, visit www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidenglishlearners92016.pdf

7.3.2 Title IA Accountability

Under ESSA, state accountability systems must incorporate the following five indicators, calculated for all students and separately for ELs, Students with Disabilities (SWDs), economically disadvantaged students (in Colorado, qualifying for free or reduced meals, FRM), and major racial and ethnic groups:

- **Academic achievement:** based on CMAS and CoAlt mean scale scores for English language arts (and Spanish language arts for eligible 3rd and 4th graders) and math, and math and evidence-based reading and writing PSAT/SAT performance. Non-participants (including parent excusals) in excess of 5% are counted as non-proficient, and assigned the lowest possible scale score.
- **Academic progress:** based on median growth percentiles for CMAS English language arts and math, and PSAT/SAT math and evidence-based reading and writing.
- **Graduation rates:** based on the 4-year and 7-year adjusted cohort rates.

- **Progress in achieving English language proficiency:** based on ACCESS for ELLs 2.0 median growth percentiles and the percent of students on-track to fluency within the state-determined timeline.
- **Indicators of school quality or student success (SQSS):** based on CMAS/CoAlt science mean scale scores and reduction in chronic absenteeism (elementary and middle schools) and dropout rates (high schools).

ESSA School Identification Process

States must establish long-term goals, measure interim progress, and have a method for identifying schools for comprehensive (CS) and targeted (TS) support and improvement based on these indicators. Stakeholders that participated in the Colorado Department of Education's (CDE) Hub and Spoke process to develop Colorado's ESSA plan favored methodology that aligned with Colorado state accountability system (school performance frameworks or SPFs). Where feasible to do so, data from the SPFs are used for ESSA identification. However, components of ESSA's statutory requirements for identification have resulted in some schools being identified for support and improvement under ESSA that are not identified under state accountability and vice versa. For example, the performance frameworks do not identify high schools based on graduation rates alone, whereas ESSA requires high schools with low graduation being identified for support and improvement. As a result, schools may be identified for support and improvement based on Colorado's school performance frameworks, ESSA, or both.

For more information about ESSA Methods and Criteria for Identification of Schools for Support and Improvement, visit www.cde.state.co.us/fedprograms/essa_csi_tsi

Comprehensive Support and Improvement Identification

Three CS school categories will be identified annually based on the following criteria:

- **Lowest Performing 5% of Title I Schools.** All Title I schools will be ranked on a summative index score (total percentage points earned) based on all five ESSA indicators, using data from the three preceding years. Title I schools performing in the lowest 5% based on the total percentage points earned on the school performance framework will be identified for improvement. One Alternative Education Campus (AEC) will be identified in this category, reflecting the relative percent (5%) of Title I schools that are AECs. If the total percentage points earned on the school performance frameworks does not adequately differentiate the lowest-performing AEC, attendance and truancy data will be included for ESSA identification purposes.

- **Low Graduation Rates.** Colorado will identify all public high schools with both 4-year and 7-year graduation rates below 67% (based on three years of data) for improvement. If a school does not yet have 7-year graduation rate, three years of 4-year graduation rates will be used for ESSA identification.

- **Additional Targeted.** Title I schools identified for Additional TS (A-TS, see below) will be moved to CS if any disaggregated group(s) earns Does Not Meet Expectations on all accountability indicators for that disaggregated group(s) for four consecutive years (i.e., is chronically underperforming).

Schools identified as CS will remain in that category for three years, regardless of higher performance, to ensure adequate time to implement improvement strategies and sustain performance before supports are reduced or terminated. Schools that no longer meet identification criteria from the year they were identified will exit CS after the third year. However, a school will not exit CS if it is re-identified as CS while implementing improvement strategies (in years 2 and 3 after original identification). For example, if a school falls in the lowest 5% in either year its 2nd or 3rd year, it would not exit.

[1] *ESEA includes Title IA (Improving the Academic Achievement of the Disadvantaged), Title IIA (Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders), Title IIIA (Language Instruction for English Learners and Immigrant Students), Title IV (21st Century Schools), and Title VI (Indian, Native Hawaiian, and Alaska Native Education).*

Targeted Support and Improvement Identification

TS schools will be identified annually using one of these two criteria:

- **Targeted (TS)**. Any school with at least one consistently underperforming student group: FRM, students from major racial and ethnic groups, SWDs, and ELs. Colorado will use all ESSA indicators (progress toward English proficiency for ELs only) to evaluate the performance of these student groups. Schools with a student group(s) earning the lowest rating (does not meet expectations) on three or more indicators, based on 3-year performance (assuming minimum n is met) will be identified TS for that student group.

Districts are responsible for determining how long a school will remain TS and what criteria will be required to exit TS status.

- **Additional Targeted (A-TS)**. Colorado identifies any TS schools with at least one student group that, on its own, meets the criteria for the lowest 5% of Title I schools for A-TS. Using the CS methodology for identifying the lowest performing 5% of Title I schools, a summative score will be calculated for each disaggregated group using all ESSA indicators based on three years of data (i.e., calculating an SPF percentage points earned based on the performance of each disaggregated group separately). Schools will be ranked based on the performance of each student group and identified A-TS if they are not already identified CS but have at least one student group that performed within the lowest 5% for that group.

Consistent with the methodology for exiting CS, schools that score above the criteria of their identification year and do not fall into the lowest 5% category in any of the three years the school is A-TS will exit improvement status after the 3rd year. Title I schools identified A-TS that fail to meet state-defined exit criteria for three consecutive years for the same student group will move to CS the 4th year.

ESSA School Improvement Plan Requirements

ESSA requires that schools identified for improvement develop and implement improvement plans in collaboration with stakeholders including, but not limited to, principals, other school leaders, teachers, and parents. Starting with the 2019 UIP cycle, CS school plans will be approved by the school, Local Educational Agency (LEA), and CDE; upon approval and implementation, CDE is responsible for monitoring and periodically reviewing CS plans. LEAs will be responsible for reviewing, approving, and monitoring TS plans.

CS plans should be documented within the UIP and must:

- Be developed by the LEA in partnership with stakeholders, including the principal, other school leaders, teacher and parents of the school.
- Be informed by student performance on accountability indicators. In Colorado, this currently refers to performance indicators on the School Performance Frameworks (i.e., English language arts and math achievement and growth, science achievement, and postsecondary workforce readiness).
- Include Evidence-Based Interventions (EBIs).
- Be based on a school-level needs assessment.
- Address resource inequities.
- Be approved by the school, LEA, and CDE.

TS Plans may use the UIP for documentation and must:

- Be developed by schools in partnership with stakeholders, including the principal, other school leaders, teachers and parents.
- Be informed by student performance for identified disaggregated student group(s) on each accountability indicator that resulted in the school's identification as TS.
- Include Evidence-Based Interventions (EBIs) to address areas of need.
- For Additional TS schools only, address resource inequities.

Summary of CS and TS Improvement Plan Requirements and their Relationship to the UIP

ESSA Planning Requirements	UIP Connection	CS	TS	A-TS
LEA ensures plan is developed with stakeholders (including school leaders, teachers and parents).	Data Narrative – Brief Description	◆	◆	◆
Plan is informed by student performance against state-determined long-term goals (i.e., School Performance Framework).	Data Narrative – Current Performance	◆	◆	◆
Plan includes EBIs.	Major Improvement Strategy or Action Step	◆	◆	◆
Plan includes a school-level needs assessment.	Data Narrative – Trend Analysis, Priority Performance Challenge, Root Cause Analysis	◆		
Plan addresses resource inequities.	Data Narrative – Root Cause Analysis and Action Plan	◆		◆
School, LEA, and SEA must approve plan.	ESSA requirements are documented within the UIP template	◆		
Only LEA approves plan prior to implementation.	LEA may choose the format, including the UIP, to document ESSA requirements.		◆	◆
Upon approval and implementation, SEA monitors and periodically reviews plan.	CS schools on accountability clock submit Jan. 15. CS schools not on accountability clock submit April 15 for CDE review.	◆		
LEA monitors and reviews plan upon submission and implementation.	LEA sets timeline		◆	◆

District Accountability Handbook (2018), page 25

Grants and Technical Assistance

CDE will engage districts that have CS or TS schools to improve the effectiveness of programs supported with federal funds. CDE staff will continue to work with districts to identify the needs of schools identified for improvement and how federal funds can be more effectively leveraged in support of student achievement.

For more information about ESSA Planning Requirements and Evidence-Based Interventions, visit www.cde.state.co.us/fedprograms/essaplanningrequirements

Title IIIA Accountability

NCLB required states to establish Annual Measurable Achievement Objectives (AMAOs), performance and progress targets that Title III grantees had to meet each year. Colorado's provisions remained the same under the ESEA flexibility waiver. While ESSA calls for equitable supports and opportunities for ELs, it has shifted state- and district-level accountability requirements from Title III to Title I. State ESSA plans require indicators and targets for ELs developing English and attaining proficiency, in addition to meeting academic growth and proficiency targets.

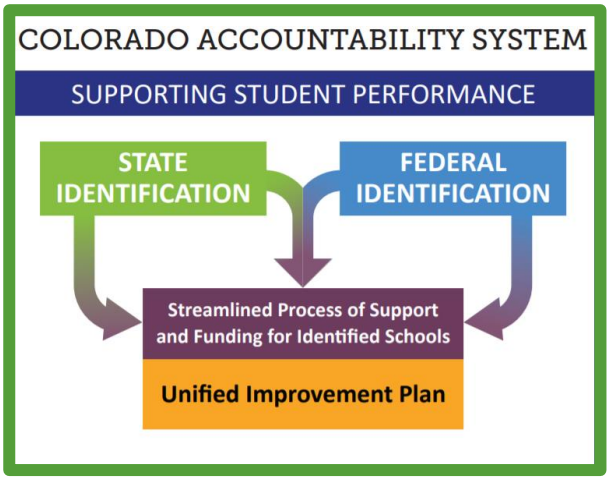
Districts must report the numbers and percentages of ELs served by Title III programs and activities, as well as how many attain English proficiency, are on-track to attaining English proficiency within the state-determined timeline, exit EL services based on attaining English proficiency, and meet academic standards for four years after exiting Title III services (Monitored Years 1 and 2, Exited Years 1 and 2). CDE is required to determine and report the LEA-level number and percentage of ELs who attain English proficiency within five years of initial classification, as well as the number and percentage who do not. Districts must report the Language Instruction Educational Programs (LIEPs) offered.

For more information about Title III Program Requirements and Eligibility, visit http://www.cde.state.co.us/fedprograms/tiii/index

7.4 Statewide System of Accountability and Support

Colorado's education accountability system is based on the belief that every student should receive an excellent education and graduate ready to succeed. Success is determined by goals outlined in the Colorado Achievement Plan for Kids Act of 2008 (CAP4K) (www.cde.state.co.us/cdedepcom/cap4klegislativeannualreport), which aligned the public education system from preschool through postsecondary and workforce readiness. The intent is to ensure that all students graduate high school ready for postsecondary and workforce success.

The accountability system is designed to describe performance of schools and districts and direct attention to areas of promise and areas of need. Colorado's system is informed by both state and federal legislation and highlights overall student performance, graduation rates, and performance of historically underserved students. The Education Accountability Act of 2009 repositioned the state's education accountability system to focus on the goals of CAP4K by holding the state, districts and schools accountable through consistent, objective measures and reporting performance in a manner that is highly transparent and builds public understanding.



Through Colorado's accountability system – integrating both state and federal expectations -- successful schools and districts are recognized and serve as models, while those that are struggling receive additional support and increased monitoring. Colorado identifies those schools and districts for support and monitoring based on their overall performance, their graduation rates, and/or the performance of historically underserved students. More recently, the state has begun to build infrastructure to unify its system of supports. For example, the state offers a single application for school improvement funds (known as the Empowering Action for School Improvement or EASI Grant at ww.cde.state.co.us/fedprograms/easiapplication) and a common improvement planning process (known as the Unified Improvement Plan or UIP at www.cde.state.co.us/uip).

This chapter provides information related to Colorado's implementation of state Education Accountability law, including how schools and districts are held accountable for the performance of their English Language learners (and other student groups), and how schools are determined for improvement and support.

Colorado Educational Accountability

In conducting its annual review of performance, the Colorado Department of Education will consider the results on the District and School Performance Framework at www.cde.state.co.us/accountability/performanceframeworks. In a typical year, the Performance Framework measures attainment on the key Performance Indicators identified in the Education Accountability Act of 2009 (article 11 of title 22):

- **Academic Achievement:** The Academic Achievement Indicator reflects how students are doing at meeting the state's proficiency goal, based on mean scale scores and percentile ranks of schools on Colorado's standardized assessments. This Indicator includes results from CMAS English language arts and mathematics; Colorado Spanish language arts (CSLA); CMAS science; PSAT 9 & 10 evidence-based reading and writing and mathematics; and the alternate CoAlt DLM assessments. Performance is determined overall by content area, as well as by disaggregated student groups. Disaggregated groups include English learners, free/ reduced price lunch eligible, minority students, and students with disabilities.

- **Academic Growth:** The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects normative (median) growth: how the academic progress of the students in the school compared to that of other students statewide with a similar content proficiency score history or similar English language proficiency (ACCESS) score history. As is the case with the achievement indicator, results are calculated at both the overall level and for disaggregated student groups. Note that a measure indicating the proportion of English learners on track to reach English Language Proficiency (ELP) within a designated timeframe was included for informational purposes on the 2018 performance frameworks and will be included for points in 2019. For additional information on WIDA ACCESS On-Track Growth to Standard Fact Sheet, visit www.cde.state.co.us/accountability/access-growth-to-standard-fact-sheet_final_july-2018.

- **Postsecondary Readiness:** The Postsecondary Readiness Indicator reflects student preparedness for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates for historically disadvantaged students (free/reduced price lunch eligible, minority students, students with disabilities, English learners), dropout rates, Colorado SAT mean scale scores for evidence-based reading and writing and mathematics, and matriculation rates that represent the percent of high school graduates that go on to CTE programs, community colleges, or 4-year institutions. Additionally, for 2018, industry credentials, as recognized by the Colorado Workforce Development Council, were included in CTE and overall matriculation rates calculations.

Based on state-identified measures and metrics, schools/districts receive a rating on each of these Performance Indicators that reflects if they exceeded, met, approached, or did not meet the state's expectations. These performance indicators are then combined to arrive at an overall evaluation of performance. Additionally, schools and districts are accountable for meeting minimum participation rates on the state assessments. If the school or district does not make the 95% accountability participation rate requirement in two or more content areas (English language arts, math, and science) the plan type/ rating will be lowered one level. Parents who chose to excuse their students from state assessments are not factored into accountability participation calculations, per state board motion.

Additionally, districts and schools with low overall participation rates (regardless of the reason) of less than 95% will be noted– as "Low Participation." Similarly, those that have participation rates above 95% in two or more content areas will receive a descriptor of "Meets Participation" along with their accreditation rating.

Points assigned in each of the above Performance Indicators results in schools and districts receiving one of the ratings listed below. In the case of an insufficient data rating, the number of participants was inadequate to assign a rating.

For more information about Colorado Accountability - Fact Sheet, visit www.cde.state.co.us/communications/accountabilityfactsheet2019

District Accreditation Contracts

The Department must annually accredit all districts and does so through an accreditation contract between the state and the district. A district that is "Accredited with Improvement," "Accredited with Priority Improvement" or "Accredited with Turnaround" will have its contract annually reviewed and agreed upon. For districts "Accredited with Distinction" or "Accredited," accreditation contracts have a term of one year and are renewed automatically each July so long as the district remains in one of these accreditation categories.

Refer to the District Accountability Handbook (2018) at www.cde.state.co.us/accountability/district_accountability_handbook_2018_19.

Consequence of Poor Performance

Entering the Accountability Clock

Pursuant to the Education Act of 2009, Article 11 of Title 22, C.R.S., a district or the Charter School Institute (Institute) may not remain Accredited with Priority Improvement Plan or Accredited with Turnaround Plan for five consecutive years before the State Board removes the district's/Institute's accreditation. In State Board of Education rules, 1 CCR 301-1, section 5.07, the calculation of the five consecutive years begins July 1 of the summer immediately following the fall in which the district/Institute is notified that it is Accredited with Priority Improvement Plan or Accredited with Turnaround Plan. With the passage of House Bill 18-1355, this timeline will be adjusted for the 2019-20 school year and beyond.

The Education Act of 2009, Article 11 of Title 22, C.R.S., outlines similar consequences for schools. Schools may not implement a Priority Improvement or Turnaround Plan for longer than five consecutive years before the district or Institute is required to restructure or close the school. According to State Board of Education rules, 1 CCR 301-1, section 10.05, the calculation of the five consecutive years begins July 1 of the summer immediately following the fall in which the school is notified that it must implement a Priority Improvement or Turnaround Plan. With the passage of House Bill 18-1355, this timeline will be adjusted for the 2019-20 school year and beyond.

These statutory timelines are referred to as the "Accountability Clock." The processes associated with each year of the clock, including the process required at end of the Accountability Clock, are detailed in the timeline that begins on page 7 found in the District Accountability Handbook (2018) at www.cde.state.co.us/accountability/district_accountability_handbook_2018_19.

Exiting the Accountability Clock

The Accountability Clock is in effect for a district or school as long as it is assigned a Priority Improvement or Turnaround Plan. Previously and through the 2018 performance frameworks, the Accountability Clock stops for a district or school once the State Board adopts an SPF/DPF with a rating of Improvement or higher. At that point, the district or school would be considered to have exited Priority Improvement or Turnaround status. If a district or school is on Turnaround and moves to Priority Improvement the Accountability Clock is not reset.

Currently, if a district or school improves to a Performance or Improvement Plan assignment one year, then drops back down to a Priority Improvement or Turnaround Plan the next year, the clock would restart at Year 1. The Accountability Clock and associated year-by-year actions and consequences would begin again. With the passage of House Bill 18-1355, however, the exit criteria will change beginning in the 2019-20 school year.

Consequences of Poor Performance: Performance Watch

House Bill 18-1355 made several modifications to Colorado's accountability law, in particular to the Accountability Clock. For a full summary of changes, please see the House Bill 18-1355 Fact Sheet at www.cde.state.co.us/accountability/housebill1355-factsheet.

Changes pertaining to the re-naming and re-defining of the Accountability Clock as described on the fact sheet found at www.cde.state.co.us/communications/accountabilityfactsheetaccountabilityclock2019 will go into effect with the 2019 performance frameworks.

- **Performance Watch:** "Performance Watch" replaces what was previously referred to as the "Accountability Clock." A school, district or the Institute in Priority Improvement or Turnaround (PI/T) is on performance watch. After receiving two consecutive PI/T ratings, a school, district or Institute must receive an Improvement rating or higher for two consecutive years to exit performance watch. If a school, for example, is on Year 2 of performance watch and then receives an Improvement rating, the school will be on a "hold year" and will still be considered to be on performance watch in Year 2. If the school receives another Improvement rating or higher the following year, the school will be off of performance watch. If the school, however, receives another PI/T rating then the count of years continues where it left off and the school advances to Year 3 of performance watch. After five years of consecutive or nonconsecutive PI/T ratings while on performance watch, the State Board must direct the school, district or Institute to take one of the actions, or pathways, outlined in statute.
- **Timing:** Beginning with the 2019 performance frameworks, school and district ratings will go into effect immediately upon State Board approval of the final ratings. This means that the state board will direct an action in the fifth year of a PI/T rating for schools and districts on performance watch. This will shorten the current process (under which schools and districts receive six years of PI/T ratings before the state board directs an action) by a year.
- **Early Action:** Schools, districts or the Institute can request that the state board direct an action prior to the completion of the five years on performance watch, after consulting with the district accountability committee.
- **Beyond 5 Years:** One of the critical changes of HB 18-1355 is to specify that if student academic performance continues to put a school or district in Priority Improvement or Turnaround beyond Year 5 of performance watch, then the state board may in any year—and must every two years—require the district to continue the previously directed action or undertake additional or different actions. The state board will consider the State Review Panel's recommendation and the length of time a district has had to implement the previously directed action, whether that was enough time and whether the action was implemented with fidelity. Beginning with the 2019 frameworks, schools and districts beyond Year 5 of performance watch are also still required to earn two consecutive years of Improvement ratings or higher before being considered off of performance watch. This provision applies to all schools or districts who have already had a state board directed action and remain in Priority Improvement or Turnaround on the 2018 performance frameworks.

Support for Low-Performing Systems

CDE offers a differentiated approach to support and intervention based on performance and need. This is being carried out in two main ways: (1) Empowering Action for School Improvement (EASI) grant application and (2) Support Coordinators.

EASI Grant Application

With the passage of the Every Student Succeeds Act (ESSA) and with revisions to the state's Educational Accountability Act (HB 17-1355), Colorado is taking the opportunity to change the way school improvement (1003a through ESSA and the Transformation grant through HB 17-1355) funds are awarded to LEAs.

Various supports and school improvement grant opportunities offered through CDE are now streamlined into a single application. The Department is focusing on a "needs- based approach" to award services and funding. This new approach has been designed to: maximize impact on student learning; incentivize innovative ideas; create fair and transparent processes; increase efficacy and efficiency; provide fairness and predictability to school districts; and prioritize school districts with high numbers or high percentages of low-performing schools. Ultimately, the intent is to implement a robust process of matching schools' needs with rigorous, evidence-based strategies and adequate resources.

Colorado is committed to aligning federal and state accountability to the degree possible. These grant funds are aimed at districts with schools that are designated as (1) Comprehensive Support and Improvement (CS) and Targeted Support and Improvement (TS), Additional Targeted Support and Improvement (A-TS) under ESSA, and (2) Priority Improvement Turnaround or Watch through the state accountability system. Specific eligibility and prioritization requirements for each support is detailed in the Menu of Supports and the application.

Support Coordinator. Each district with a school on the accountability clock (i.e., priority improvement, turnaround) is assigned a support coordinator to act as a single point of contact and broker to other services. The support coordinator is available to assist with the EASI application, connect districts with other resources and support the accountability clock process. Support coordinator assignments will be shared with districts in September.

For more details about the EASI Grant Application and supports available for school improvement, visit www.cde.state.co.us/fedprograms/easiapplication.

Notes

COLORADO
Department of Education

Office of Culturally and Linguistically Diverse Education

1560 Broadway, Suite 1100
Denver, Colorado 80202
www.cde.state.co.us/cde_english/contactus

Designing, Delivering, and Evaluating Services for English Learners

2020 Guidebook

COLORADO
Department of Education

8 Family and Community Engagement

8.1 Family-School-Community Partnerships

Over fifty years of research indicate the importance of Families, Schools, and Communities Partnering (FSCP) for student learning. National data indicate that students gain academically, as well as behaviorally, when families and school staff work together to support student success. Current and notable research findings include that:

- Parent-Community Ties is one of five "essential elements" of school improvement.
- Students have better attendance and higher reading comprehension scores when schools conduct home visits.
- School-initiated, specific family participation programs - such as shared reading, homework checking, and teamed two-way communication -are significantly and positively related to academic achievement for students at all levels.

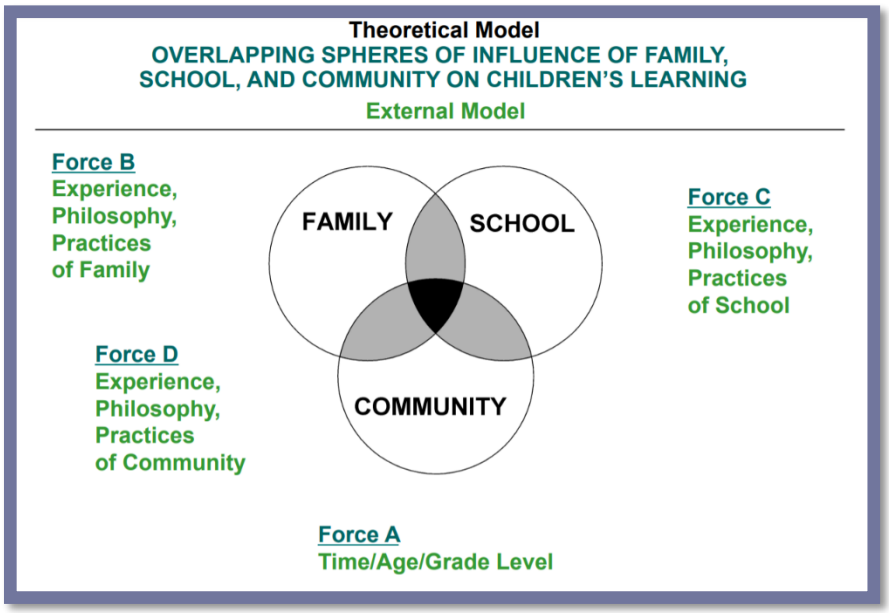
Initiated through HB08-1384, the Teaching and Learning Conditions in Colorado (TLCC) (www.cde.state.co.us/tlcc), formerly known as TELL (Teaching, Empowering, Leading, and Learning) Colorado, is a statewide, confidential survey intended to support school, district, and state improvement planning, as well as research and policy. Every year that teachers and administrators have completed the survey, participants indicate that one of the teaching conditions with the strongest connection to high student achievement and growth is *Community Support and Involvement*.

These data findings show that perhaps the greatest challenge surrounding FSCP is not *whether* they impact student achievement. Rather, the greater challenge is *what* is needed for high quality partnership structures and *how* to sustain and embed through structures in established organization. This chapter includes information about the components of a comprehensive partnership structure that can support student learning, as well as promising partnership practices for schools to reach out and involve *every* family to support *every* student.

Getting Started—A Research Base

Dr. Joyce Epstein, a leading researcher and advocate for family-school-community partnerships, developed the Overlapping Spheres of Influence found at iapr.unl.edu/videos/ppts/1_Epstein.pdf as a theoretical model to better explain partnership structures in schools.

This model suggests that the experiences, philosophies, and practices of families, schools, and communities determine the extent to which the three groups collaborate to improve student outcomes.



As such, school staff may choose to honestly and openly discuss the following four core beliefs to determine whether they are "ready for partnerships:"

- All parents have dreams for their children and want the best for them.
- All parents have the capacity to support their children's learning.
- Parents and school staff should be equal partners.
- The responsibility for building partnerships between school and home rests primarily with school staff, especially school leaders.

These four core beliefs allow school staff, as well and families, to identify starting points for partnerships. For some schools, a starting point may be to gain principal buy-in. For another school, a starting point may be to create a more welcoming climate of partnerships. Regardless of the identified starting points, FSCP structures are most effective when they are genuine, meaningful, and relevant for all stakeholders involved.

The Dual Capacity-Building Framework

The U.S. Department of Education recently worked with researchers and practitioners to identify what is needed to move from "ineffective" to "effective" partnerships. After years of study, the Department developed the Dual Capacity-Building Framework. This framework outlines the opportunity conditions, as well as program and policy goals to help build the capacity of both school staff and families to have productive partnerships.

A more detailed explanation of the framework and examples of how schools are putting it in practice can be found at Southwest Educational Development Laboratory (SEDL) at www.sedl.org/pubs/framework/.

Components of a Comprehensive Partnership Structure

As more research and examples of promising practices emerge, schools are beginning to move away from "random acts of partnership" to instead have a comprehensive, sustainable partnership structure that aligns with school improvement goals and student outcomes. The Colorado Department of Education (CDE) recommends that schools implement the following four components of comprehensive FSCP, adapted from Dr. Joyce Epstein's research:

1. Framework of the National Standards for Family-School Partnerships
2. Shared Leadership
3. Action Planning
4. Evaluation

Each of the four components are outlines below.

Framework of the National Standards for Family-School Partnerships

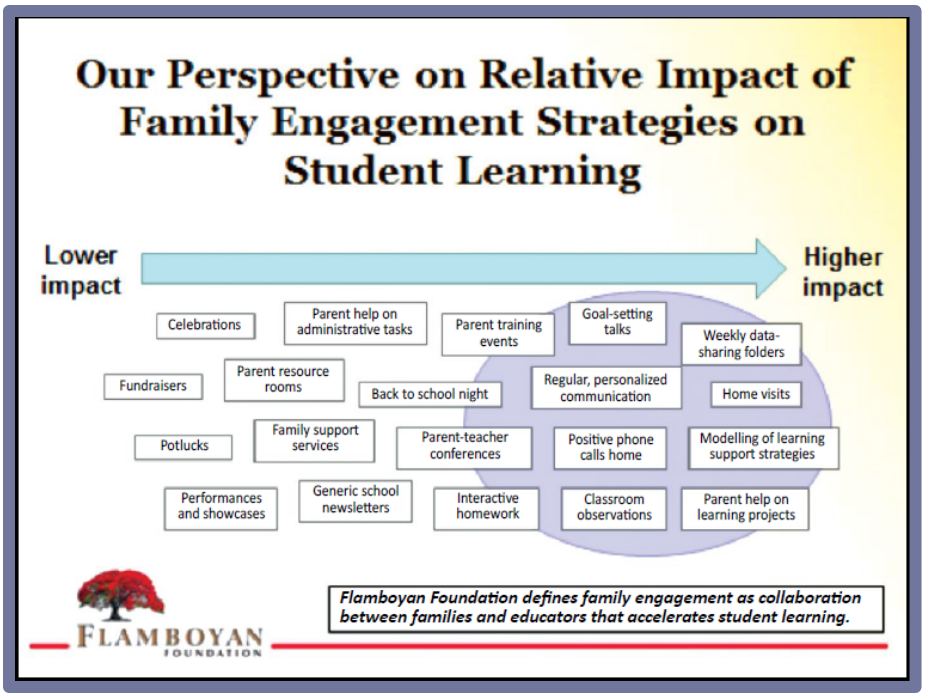
In 2009, state legislation mandated that Colorado align its FSCP work with the National Standards (www.cde.state.co.us/sacpie/nationalstandardsgoalsandindicators2l). These Standards help schools to organize FSCP outreach to partner with every family to support their children's learning both inside and outside of school. The National Standards are:

The CDE has several resources available to guide and support schools in implementing and customizing the National Standards to best meet the needs of their local populations. The National Standards goals and indicators are outlined at the State Advisory Council for Parent Involvement in Education (SACPIE) at www.cde.state.co.us/sacpie/about.

There is also a Starting Points Inventory at www.cde.state.co.us/sacpie/startingpointsinventory3l for school staff to complete, ideally with advice from families, to determine whether the site is emerging, progressing, or excelling in each of the National Standards.

Finally, CDE annually collects Promising Partnership Practices (www.cde.state.co.us/uip/promising) from schools and districts across the state, aligned with the National Standards.

The Flamboyan Foundation, located in Washington, D.C. conducted a summary of current FSCP research to determine which partnership initiatives have the highest impact on student achievement. This graphic shows the summary of their findings. When viewing this graphic, it is important to note that while the initiatives on the right side have a higher, direct impact on student achievement, the lower impact strategies are still good things to do. Celebrations, potlucks, and fundraisers may not directly lead to better student grades and test scores. However, many of the lower impact strategies indirectly impact achievement by creating a welcoming climate of partnerships.



Shared Leadership

School staff, particularly principals, have many opportunities to share leadership with families, community members, classroom teachers, and support staff. These teams include the School Accountability Committee (SAC), PTAs or PTOs, culture clubs, etc. Effective FSCP teams include families that mirror "significantly represented populations of students" in the school. Teams are most likely to be sustainable when the leaders:

- Help members communicate with each other.
- Plan goal-oriented partnerships.
- Conduct useful meetings with a good agenda.
- Make decisions collegially and share leadership for planned activities.
- Continue to write and implement plans to improve partnerships.

Action Planning

Schools in Colorado write a Unified Improvement Plan (UIP) to identify and prioritize major improvement strategies. Schools should reach out to families on the SAC and beyond to gather input on include FSCP initiatives in the plan. Additionally, schools identify as Priority Improvement or Turnaround must include on their UIP how they work with families to improve student outcomes. A sample action plan template to help FSCP teams plan and evaluate their work can be found at www.cde.state.co.us/uip/trainingmaterials.

Evaluating

Evaluating FSCP work is no easy task; many initiatives indirectly, rather than directly, impact achievement. FSCP teams should think through how to measure impact of both individual initiatives and the partnership structure as a whole. Counting heads in a room is only one, rather superficial, way to measure the success of a school's FSCP. Other methods of evaluation include:

- Surveys
- Focus groups
- Anecdotal observations

The Colorado Department of Education developed a survey for both school staff and families to complete in order to measure *outreach*. The survey is intended as a resource for schools to use to compare differences in staff and family perceptions of outreach, as well as where a school may prioritize its FSCP efforts. The Staff-Family-Community Partnership Survey can be found at www.cde.state.co.us/uip/school_family_community_partnership_survey.

In addition to requirements to notify parents of placement decisions, Title III districts must implement effective outreach to parents of LEP children. This outreach must inform parents how they can become involved in their children's education and be active participants in helping them learn English and achieve academically. Outreach shall include holding, and sending notices of opportunities for, regularly scheduled meetings with parents of ELs to formulate and respond to their recommendations.

8.2 Title I and Title III Requirements for English Learners

Notification and communication of placement in language program

- Information required to be provided to parents shall be in an understandable and uniform format and, to the extent practicable, in a language the parent can understand.
- Districts/schools must notify parents no later than 30 days after the beginning of school.
- If a student enrolls after the first 30 days of school, parents must be notified within two weeks.
- Notification **must** include the following information:
    - Reason for identification and need for the program
    - Level of English proficiency, and how it was determined, and academic achievement
    - Method of instruction in language program and how program will meet student's needs
    - Exit requirements and mainstreaming timeline
    - How program meets requirements of Individualized Education Program (IEP) (if applicable)
    - Information about parental rights and right to decline services
    - Option to remove child from program at any time
    - Assistance to parents in choosing among various programs

Parent and Family Engagement

Districts/schools must implement an effective means of outreach to parents of ELs to inform them how to:

- Become involved in the education of their children, and
- Actively participate in helping their children learn English, achieve at high academic levels, and meet the same challenging State academic and achievement standards all children are expected to meet.

8.3 A Parent's Right to Decline ELD Services

When parents/guardians respond *NO* to all HLS questions and educators notice evidence of a primary or home language other than English, the student should still be tested using W-APT/WIDA Screener. A parent may decline ELD services but cannot decline the English learner designation if the district has made that decision based on state guidelines. If a student is not identified as an English learner, they are not eligible for ELD services.

Families of identified EL students have the right to decline ELD services for their child with a full understanding of the EL child's rights, the range of services available to the child, and the benefits of such services. Districts/Schools must document all parent refusals and access to grade level content and standards must still be provided.

Parent refusal of ELD services does not dismiss the district/school from providing a meaningful and equitable education to identified EL students.

A meaningful and equitable education may include, but is not limited to, further assessing the student's English Language Proficiency (ELP); notifying the student's parent about his or her child's lack of progress, and encouraging him or her to opt the child into EL programs and services; and providing supports for the student's language acquisition, such as offering professional development in second language acquisition to the student's core curriculum teachers. The ELP assessment, ACCESS for ELLs 2.0, must be administered to all identified Non-English Proficient (NEP) and Limited English Proficient (LEP), including those students whose family has declined ELD services.

For more tools and resources for Serving ELs Who Opt Out of EL programs visit the OELA Toolkit, Chapter 7 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

8.4 Putting it All Together

Family-school-community partnerships are an essential component of school improvement and, more important, student success. Moving from ineffective to effective partnerships is a team effort. As the old Chinese proverb states, "If you want to go fast, go alone. If you want to go far, go together." Change does not happen overnight, yet the impact of FSCP is strong indisputable when implemented intentionally.

In sum, remember the following ingredients are helpful for school based FSCP:

- **Create an action team**. Similar to a school leadership team or accountability committee, an action team assists in developing and implementing family and community partnerships. The action team may assess current practices, organize new options, implement activities, engage in a continuous improvement process and maintain ongoing communication with the staff.
- **Establish firm foundations for actions.** Parent involvement practices should be based on widely accepted good practices or recommendations/requirements in Colorado State law and the No Child Left Behind Act of 2001.
- **Provide PD for district and school staff**. Several regulations require PD for staff working with parents concerning communication with families, working effectively with families, planning and implementing a volunteer program, increasing family support for leaning, and strategies for increasing family involvement. In addition, the action team members may need training in the areas of collaborative teaming and decision-making.
- **Develop a framework that includes the six types of parent involvement and look for models that exemplify these types.** There should be activities that represent all types of parent involvement, in a comprehensive program of involvement inclusive of the six types rather than an isolated series of events and activities.
- **Examine current practices.** Conduct a needs assessment to determine where practices are strong, where improvement is needed, and where additional practices should be incorporated.
- **Develop a three-year action outline for partnership development.** This allows a school/district to focus on the big picture. Many activities may require multiple years for full actualization. The three-year outline has the benefit of indicating how all family and community connections are integrated into a coherent program.
- **Write a one-year plan.** Focus on the first year of work; delineate specific activities that will be started, improved or maintained and indicate who is responsible, timelines, costs and evaluation measures.

- **Obtain funds and other support.** Consider using federal, state or local funds support parent involvement activities, such as Title I, Title III, ELPA funding. In addition, consider the use of time as a resource for teams to meet and for teachers to communicate or conference with parents.

- **Enlist staff, parents, students and communities to help program implementation.** Do not overburden existing personnel with the demands of parent involvement; one person cannot effectively mount a comprehensive program. Consider the untapped resources that may be available in the community or outside agencies.
- **Evaluate implementation and results.** Find appropriate ways to evaluate parent involvement effectiveness may be challenging, but it is necessary.
- **Conduct annual celebrations and report progress to participants.** Acknowledge the work of all of those involved in the parent involvement program. Year-end celebrations are helpful, but more frequent ones maintain enthusiasm and encourage people to continue the work. Regardless of their frequency, celebrations provide opportunities to communicate progress, solve problems and do additional planning.
- **Continue working toward comprehensive and positive partnerships.** Partnerships mature over time, so consider their development a process. Despite the proverbial challenges inherent in sustaining any relationship long term, the benefits are well worth it!

Additional References and Resources can be found at:

Title I Parent and Family Engagement Purpose and Policy
(www.cde.state.co.us/fedprograms/ti/parents)

Title III Purpose and Program Requirements
(www.cde.state.co.us/fedprograms/tiii/index)

Family and Community Engagement
(www.ed.gov/parent-and-family-engagement)

OELA English Learner Toolkit
(www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf)

(See Appendix G)

Appendix G
Social and Academic Language

	SOCIAL LANGUANGE (SL)	ACADEMIC LANGUAGE (AL)	
		SCHOOL NAVIGATIONAL LANGUAGE (SNL)	CURRICULUM CONTENT LANGUAGE (CCL)
PURPOSE	To communicate with family, friends and others in everyday, social situations.	To communicate to teachers and peers in a broad school setting (incl. classroom management).	To communicate to teachers and peers about the content of instruction (incl. lesson materials, textbooks, test, etc.).
FORMALITY	Informal. Hallmarks: incomplete sentences, contractions, restricted vocabulary, contextualized language, restricted variety of genre (mainly narrative).	Informal and formal. Hall-marks: combination of contextualized and decontextualized language.	Formal. Hallmarks: precise use of language/terminology, complete and complex sentences, lexical diversity, decontextualized referents, variety of genres (narrative and expository).
CONTECT OF USE (SETTING)	Home. Peer group. Out-of-school activities.	School non-instructional time (homeroom, lunchroom and playground). School instruction time (focused on classroom management; personal relationships).	School instructional time (focused on concept learning). Note: some out-of-school activities at home or with peers may focus on concept learning and thus may include hallmarks of CCL (incl. pre-school level).
EXAMPLES	I took it [= the trash] out before [= before dinner]; Where's the shop?	I need you all to be facing this way before we begin; Where is your 3rd period English class located?	First, the stamen forms at the center of the flower; Describe the traits of the main characters.
CONTECT OF ACQUISITION	Acquired without explicit instruction.	Largely acquired without explicit instruction, unless student is EL.	Acquired with and without explicit instruction. EL students especially, may need explicit instruction.
MODALITY	Predominantly oral language.	Predominantly oral language.	Both oral and written language.

	SOCIAL LANGUANGE (SL)	ACADEMIC LANGUAGE (AL)	
		SCHOOL NAVIGATIONAL LANGUAGE (SNL)	CURRICULUM CONTENT LANGUAGE (CCL)
TEACHER EXPECTATIONS	Students will come to school already proficient unless the student is EL.	Students will readily learn these language skills unless the student is an EL student.	All students will need to acquire linguistic and pragmatic skills for both general use (cutting across disciplines) and specialized within a discipline. Some teachers will hold students accountable for use of "precise" CCL, others and even the same teachers at other times will allow informal/ imprecise uses.
GRADE LEVEL EXPECTATIONS	More sophisticated uses of language to solve disputes and participate as good citizens. For EL students ELD level should be considered (e.g., new to the U.S. and at the beginning level will differ from a student who is younger but at a higher ELD level).	More sophisticated uses of language. Teachers assume prior grades have prepared student to acquire the language (incl. reading and writing) necessary to take notes, read directions, etc. Redesignated EL students are expected to be able to cope with language demands of the classroom interaction.	More sophisticated uses of language. Higher grades rely on students having learned CCL of prior grades and rely on their reading ability to access and engage with the curriculum and on their writing ability to display or assess their learning. Redesignated EL students are expected to be able to cope with language demands of instruction.

Source: Academic English: Interactions Between Student and Language.
Alison L. Bailey (CRESST/UCLA)
Presented at the 2007 CREATE conference.
Used with permission from the author.

Notes

COLORADO
Department of Education

Office of Culturally and Linguistically Diverse Education

1560 Broadway, Suite 1100
Denver, Colorado 80202
www.cde.state.co.us/cde_english/contactus

Designing, Delivering, and Evaluating Services for English Learners

2020 Guidebook

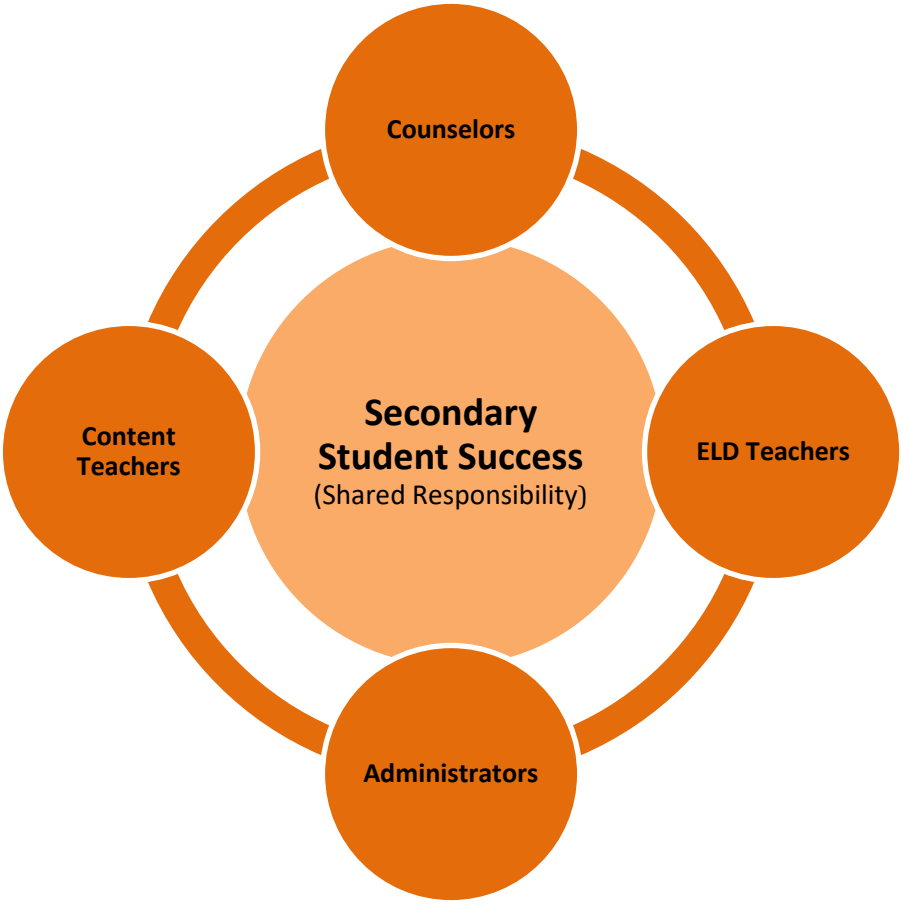
COLORADO
Department of Education

9 Understanding Secondary English Learners

Secondary schools in Colorado strive to raise graduation rates, reduce dropout rates, and provide a rigorous curriculum that prepares students to be college and career ready. In order to reach these critical goals and include English learners (ELs), it is often tempting to immediately jump to structural changes. Although schools must change the way they offer courses and schedule ELs, Salazar (2009) suggests there is a more critical component that must come first: "the relentless belief in the potential of culturally and linguistically diverse youth" to achieve academically.

There are no simple solutions or one-size-fits all formulas for fostering success for secondary ELs. Every school must consider the particular needs of its own community. Even if a given EL population appears on the surface to be relatively homogenous, assessments will reveal that those students have all sorts of differing educational backgrounds and unique needs.

This chapter supports those who play a major part in the academic success of secondary ELs: administrators, counselors, content area teachers, parents and English Language Development (ELD) teachers. Sharing responsibilities will be a continuous theme to highlight the system's changes around factors that influence student needs, programmatic options and promising practices that are needed so that secondary students are successful.



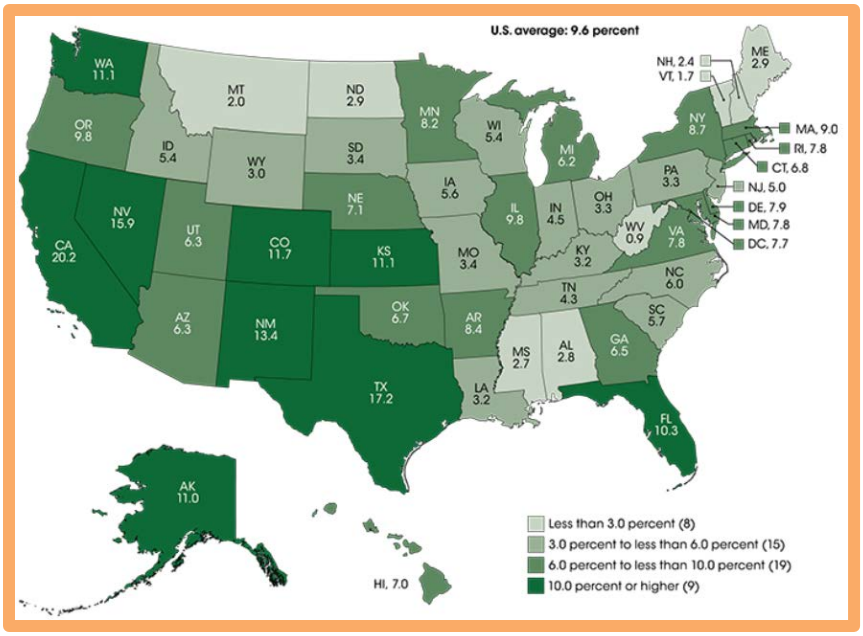
9.1 Challenges and Opportunities

Demographics

English learners represent one of the fastest growing student population group in U.S. schools. In fall 2016, the percentage of public school students who were ELs was nearly 5 million representing 9.5 percent or an increase from 8.1 percent (3.8 million) since 2000. Colorado is one of nine states that has an EL population that is over 10 percent of the public school students. In general, a higher percentage of public school students in lower grades than of those in upper grades were EL students in fall 2016. For example, 16.2 percent of kindergarteners were EL students, compared with 8.5 percent of 6th-graders and 6.9 percent of 8th-graders. Among 12th-graders, only 4.1 percent of students were EL students.

About 1 out of every 10 public school students in the United States right now is learning to speak English. The Census Bureau reports at least 350 languages are spoken in U.S. homes. In 2018, over 12 million or 23 percent of all students in the U.S. were reported as speaking a language other than English at home. 62 percent of middle and high school English learners are native born.

Between 1990 and 2013, the LEP population grew 80 percent from nearly 14 million to 25.1 million. In 2013, approximately 61.6 million individuals, foreign and U.S. born, spoke a language other than English at home. While the majority of these individuals also spoke English with native fluency or very well, about 41 percent or 25.1 million were considered Limited English Proficient (LEP).



Source: NCES (https://nces.ed.gov/programs/coe/indicator_cgf.asp)

English Learner Graduation Rates

As the nation begins to narrow its focus on graduation and dropout rates, ELs are forced to the forefront. 63% of ELs graduate from high school, compared with the overall national rate of 82%. With achievement gaps widening for this population, districts need to take a closer look at their programs and policies to identify where they may be limiting opportunities for ELs.

National Perspective

In 2017, there were 2.1 million status dropouts between the ages of 16 and 24 and the overall status dropout rate was 5.4 percent which is a decrease from 9.7 percent in 2006. The dropout rate varied by race/ethnicity in 2017: American Indian/Alaska Native youth had the highest status dropout rate (10.1 percent) of all racial/ethnic groups, including youth who were Hispanic (8.2 percent), Black (6.5 percent), of Two or more races (4.5 percent), White (4.3 percent), Pacific Islander (3.9 percent), and Asian (2.1 percent). In addition, Hispanic and Black youth had higher status dropout rates than youth of Two or more races and White, Pacific Islander, and Asian youth. In contrast, Asian youth had the lowest status dropout rate of all racial/ethnic groups except for Pacific Islander youth, whose status dropout rate was not measurably different from the rate for Asian youth.

For more information about National Dropout Rates, visit nces.ed.gov/fastfacts/display.asp?id=16

Colorado Perspective

Colorado has experienced a demographic shift in the K-12 population over the last decade. With more than 125,000 ELs, including immigrants, migrants and refugees, Colorado is among 12 states with the highest EL population. Unfortunately, Colorado's graduation and completion rates are far below that of their non-EL peers.

ESSA requires states to present the four-year adjusted cohort graduation rates, but also gives states the discretion to include extended-year adjusted cohort graduation rates as well. Extended-year rates account for students who may require additional time to complete high school, such as those in five-year programs (e.g., ASCENT: Accelerating Students through Concurrent Enrollment, a state program that allows a limited number of students to attend a post-secondary education after completion of 12th grade, while still in the K-12 system), those who started below grade-level, and students whose coursework is interrupted for a semester or more.

What was the 4-year graduation rate?

The 4-year adjusted cohort graduation rate for the class of 2017, showing that 79.0% of all students in the 2016-17 cohort graduated within four years, compared to 64.6% for English learners.

Student Group	Number (N) of Students in Graduation Base	Number (N) of Graduates	Graduation Rate (%)
All Students	64,140	50,700	79.0%
English Learners (NEP/LEP)	7,685	4,961	64.6%

Four-Year Adjusted Cohort Graduation Rates, by Student Group

What was the 5-year graduation rate?

The 5-year adjusted cohort graduation rate for the class of 2015, showing that 83.3% of all students in the 2014-15 cohort graduated within five years. Five-year graduation rates were 72.2% for English learners.

Student Group	Number (N) of Students in Graduation Base	Number (N) of Graduates	Graduation Rate (%)
All Students	61,163	50,955	83.3%
English Learners (NEP/LEP)	6,930	5,000	72.2%

Five-Year Adjusted Cohort Graduation Rates, by Student Group

What was the 6-year graduation rate?

The 6-year adjusted cohort graduation rate for the class of 2014, showing that 84.3% of all students in the 2013-14 cohort graduated within six years, compared to 72.3% for English learners.

Student	Number (N) of Students in Graduation Base	Number (N) of Graduates	Graduation Rate (%)
All Students	60,905	51,316	84.3%
English Learners (NEP/LEP)	6,613	4,782	72.3%

Six-Year Adjusted Cohort Graduation Rates, by Student Group

What was the 7-year graduation rate?

The 7-year adjusted cohort graduation rate for the class of 2014, showing that 85.3% of all students in the 2013-14 cohort graduated within seven years. Seven-year graduation rates were 74.1% for English learners.

Student Group	Number (N) of Students in Graduation Base	Number (N) of Graduates	Graduation Rate (%)
All Students	60,366	51,492	85.3%
English Learners (NEP/LEP)	6,453	4,783	74.1%

Seven-Year Adjusted Cohort Graduation Rates, by Student Group

For more information about graduation rates, and for school and district level results, visit the CDE Graduation Statistics at www.cde.state.co.us/cdereval/gradratecurrent

For information about CDE Dropout Statistics, visit www.cde.state.co.us/cdereval/dropoutcurrent

For information about College Admissions in Colorado, visit highered.colorado.gov/Academics/Admissions/default.html

9.2 Shared Responsibilities Relative to Factors that Influence Students' Needs and School Success

District's Obligation to Serve Secondary ELs

The Every Student Succeeds Act (ESSA) makes clear that state departments and local school districts must serve and be accountable for ELs. When people think about ELs, they primarily think of elementary students, but data shows there are many ELs at the secondary level and their numbers are growing. During school year 2017-18, there were 56,397 ELs in 6th-12th grade in Colorado. Districts need to ensure that they are in compliance with ESSA and other federal and state laws by serving this population of students and providing them with what they need to succeed.

> *The Office for Civil Rights (34 C.F.R. Part 100)* and ESSA both stipulate that all children have the right to public education through age 21. Therefore, districts must provide services to older students who have not graduated from any other secondary institution.
>
> *Plyer vs. Doe* (457 U.S. 202, 1982) delineates that schools cannot ask students any questions about their legal status or behave in such a way as to deter them from attending school. Principals, teachers, secretaries, counselors, and enrollment staff must make sure to behave in a way that does not "chill" a child's opportunity to attend public school.
>
> *Colorado Revised Statute (CRS) A22-7-409* states that all students enrolled in Colorado public schools are required to take state assessments. If alternative schools that serve older students (up to the age of 21) take per-pupil operating revenue (PPOR), these students must be tested using the state assessments.

Middle and high schools are enrolling an increasing number of ELs, but they are far from a uniform group. For example, 62% of secondary ELs were born in the U.S. (MPI, 2015). Those who arrive from foreign countries during adolescence vary widely in educational experience, home language literacy, and acculturation to life in the U.S. Factors that influence students' needs and school success fall into two categories (Walqui, 2000): socio-cultural and prior schooling. Socio-cultural factors are socioeconomic and immigration status, family support and expectations, social challenges, and sense of self. Prior schooling factors are previous academic achievement, educational continuity, language proficiency and access to core curriculum. The more information schools have, the better able they will be to help students be successful.

Example

Lone Valley High School is a suburban school where about 80% of the graduates matriculate into higher education. About 5% of students are ELs. Each fall, the school holds a meeting for immigrant parents to explain the high school credit system, the college admission process, and how to access online grades and attendance. Students and parents go to a computer lab and access their grades and attendance together, which leads to some transforming conversations. Translators are provided for Spanish, Chinese and Korean. The ESL teacher is part of a larger school ESL committee that organizes the event. As a follow-up, counselors meet with ELs each semester to check in on progress, field questions, and adjust schedules as necessary.

Socio-Cultural

Socioeconomic Status (SES)

Research suggests ties between poverty and low literacy skills. Educators should take low SES into consideration but not make assumptions about achievement based on SES alone. Many countries only provide compulsory education through elementary or middle school. Students from more affluent families may have had the privilege of attending private secondary schools with rigorous academics, while those of more modest means may have only been to middle school. For example, in Mexico there are not always high schools available in rural areas, so students may find themselves working migrant jobs to help support the family. When families migrate to the U.S., some are able to maintain their SES from their home country while others find themselves starting over. It is common to meet parents who were engineers in their home countries working minimum wage jobs in the U.S. due to licensing problems, immigration status delays, or lack of English proficiency.

Shared Responsibilities Regarding Socio-Cultural:

- Connect families to resources available in the school and community.
- Ensure equal access to programs and opportunities, such as extracurricular activities and advanced classes.
- Help families understand the U.S. education system and the value placed on a high school diploma.
- Hold parent meetings specifically designed for parents and guardians of English learners. Even if parents have university degrees from other countries, the U.S. system and college admissions process will be new to them.

Immigration Status

More than their younger counterparts, adolescents are aware of their families' immigration status and its impact on their educational opportunities. Even families with legal status face obstacles in the wave of anti-immigrant sentiment that targets certain minority groups (Walqui, 2000).

DACA (Deferred Action for Childhood Arrivals) passed in June 2012, the Department of Homeland announced that "certain people who came to the United States as children and meet several guidelines may request consideration of deferred action for a period of two years, subject to renewal. They are also eligible for work authorization. Deferred action is a use of prosecutorial discretion to defer removal action against an individual for a certain period of time. Deferred action does not provide lawful status."

For more information about Student and Family Rights to an Education, visit www.cde.state.co.us/dropoutprevention/studentfamilyrightstoaneducation#daca

The ASSET (Advancing Students for a Stronger Tomorrow) Bill (SB13-033), passed in 2013, requires Colorado higher education institutions to classify an undocumented student as an in-state student for tuition purposes if that student has attended a public or private high school in Colorado for at least three years immediately preceding the date the student graduated from high school or completed a GED in Colorado and the student has been admitted within twelve months to a Colorado institution or attends an institution under a reciprocity agreement.

For more information about SB13-033, visit www.colorado.gov/clics/clics2013a/csl.nsf/fsbillcont3/E083F0BE76DFD8F087257A8E0073BFC9?open&file=033_enr.pdf

Shared Responsibilities Regarding Immigration Status:

- Welcome all students to school and set them up for success.
- Work with your district to develop a process for enrolling speakers of other languages and then provide training for staff.
- Though some students may face obstacles in attending higher education institutions, it is the school's obligation to create programs that allow all students, regardless of immigration status, an opportunity to earn a high school diploma.

Family Support and Expectations

Research shows that "parents of English learners value formal schooling and academic achievement, want to help their children succeed and are often able to do so." (Samway & McKeon, 2007, p. 61). It is critical that schools form partnerships with all families and build these bridges between home and school to help ELs succeed in school. Even ELs who are born in the U.S. may have parents that experienced their schooling outside of the U.S.

Shared Responsibilities Regarding Family Support and Expectations:

- Hold meetings for immigrant parents to explain how parent involvement is carried out in U.S. schools. Topics for such meetings may include how to access student grades and attendance online, explanation of high school credits and graduation requirements, and methods for supporting literacy in the home.
- If parents do not speak English, encourage them to continue using their home language in the home and read to their children in their own language.
- Provide translators who can also act as "cultural brokers" for parent meetings and school events so parents feel more comfortable asking questions.
- Schools are required to provide communication in the student's home language when possible.

Social Challenges and Sense of Self

Adolescents often articulate feeling caught between two worlds.

Acculturation and assimilation can lead to conflicts at home around cultural/ familial expectations and students may have difficulty navigating between differing cultures. Children who may have been successful in their home country lose self-confidence as they struggle to learn English, academic content, and a new educational system. They must also balance adopting a new culture while maintaining the culture and traditions of their home. Research shows that immigrant youth who maintain a strong sense of pride in their heritage are more successful in school (Nieto, 1999).

Possibility
Consider activities or clubs that address college and career planning, peer relationships, communication, problem-solving, decision-making, conflict resolution, and/or multicultural awareness to raise achievement and create a sense of belonging.

Shared Responsibilities Regarding Social Challenges and Sense of Self:

- Effective school practices build on students' background, including language, culture, and life experiences.
- Educators should advance a systematic, integrated and school-wide approach to infusing students' background in the physical environment, classroom learning community, curriculum, instruction, and assessment.
- Celebrate the culture of all students.
- Provide courses such as Spanish for Spanish Speakers so students can continue to deepen their literacy in their own language.
- Encourage student leadership groups to support ELs during orientation and throughout the school year.
- Provide avenues for ELs and their parents to become involved in school leadership, such as participation on school accountability committees.
- Make an extra effort to include ELs in the culture of your school, including extracurricular activities, school committees, and celebrations.

Prior Schooling

Previous Academic Achievement

English learners bring a reservoir of content knowledge from previous schooling. Adolescents' level of success or failure in school influences their self-confidence and attitude toward learning.

Shared Responsibilities Regarding Prior Schooling:

- Request and utilize transcripts from previous academic institutions to design academic programs for students.
- With the help of translators, interview students and parents about their prior experiences and consider student strengths when designing an academic plan.
- Help teachers to recognize that content knowledge from previous schooling is a resource to build on in the classroom. For instance, a student who has mastered algebra in their country does not need to re-learn algebra; they need to learn the new language that allows them to access algebraic concepts.

Scenario

Jesus attended school in Guatemala up through 9th grade. When he enrolled in the U.S., his school provided a Spanish for Spanish Speakers course that led him to take AP Spanish his senior year. Besides being better prepared for college, Jesus also felt that a course designed for native Spanish speakers gave him additional confidence in all of his subjects. His pathway to graduation acknowledged the value of bilingualism.

Educational Continuity

ELs who have attended schools in the U.S. may have experienced a variety of program models in different districts. It is not unusual for a student to have experienced bilingual education, English immersion, and ESL programs at various times throughout their educational history (Walqui, 2000). Also, they may have experienced interrupted schooling for a variety of reasons. Students with Interrupted Formal Schooling (SIFE) tend to be the most at risk of dropping out, so it is important to identify these students and design programs to fit their specific needs.

Shared Responsibilities Regarding Educational Continuity:

- Provide both adult and peer support to help Els navigate the new school and new schedules.
- For ELs who have moved through many districts and programs, conduct thorough assessments at intake to identify their needs and design their program accordingly.
- Communicate with parents early and often to help them understand what school programs will provide and how they may be different/similar to what their child has received in the past.

Language Proficiencies

Language proficiency is of particular concern for secondary ELs because as students enter a U.S. middle or high school, they can have varying degrees of proficiencies in one or both languages. It is critical that schools consider proficiency in both the L1 and L2 when placing students in classes.

Shared Responsibilities Regarding Language Proficiencies:

Find as much as possible about the student's level of literacy in their first language. Some schools ask for a native language writing sample during intake and have bilingual staff or world language teachers assist in evaluating students' L1 writing.

Access to Core Curriculum

Students need the opportunity to earn credit from day one. Research shows that one of the factors that causes ELs to drop out is the lack of relevant, credit-bearing courses (Maxwell-Jolly, Gandara, & Mendez- Benavidez, 2007). Schools ensure access to core curriculum when they provide appropriate English Language Development (ELD) courses and academic content courses that use sheltered instruction to "change the load, not the level."

Shared Responsibilities Regarding Access to Core Curriculum:

- Place ELs with teachers who are highly skilled at meeting the needs of English Learners.
- Recruit teachers who have a Culturally and Linguistically Diverse endorsement or appropriate training.
- Provide ELs with explicit instruction in listening, reading, writing, and speaking in English before they are considered for interventions.
- Only place newly arrived ELs in Special Education courses or specialized intervention courses if they have been previously staffed at their prior school. The MTSS process must be followed for ELs to be placed in Special Education or intervention services.

Education Background

Intake procedures for secondary students must include several qualitative measures. Although writing samples and W-APT/WIDA Screener provide vital information, taking the time to understand students' academic experience makes the greatest difference in properly placing them in classes. Locke (2006) states that flexibility in attendance, scheduling, and timelines greatly aids older ELs in their academic experience.

Shared Responsibilities Regarding Educational Background:

To get a complete picture of a secondary EL, the school/district needs to go beyond the initial intake assessments. Conduct a background interview *before* creating student schedules as a means to determine appropriate supports and placement.

Out-of-School Youth

Out-of-school youth (OSY) have little or no access to federal or state resources. OSY are the fastest growing population within the migrant community because they often are disengaged and alienated from schools and learning.

Shared Responsibilities Regarding Out-of-School Youth:

- Create a supportive environment for students so that they do not feel forced to choose between school and their families.
- Create policies and procedures for re-admitting OSY who may have dropped out in the past.
- Provide GED courses for OSY.
- Encourage OSY to engage in basic skills courses.
- Work with the Migrant Education Program and other relevant programs to provide practical life skills classes/activities for OSY.

Scenario

Jimmy arrived from Vietnam at 15 and struggled in all of his high school courses. He was especially slow copying information from the board and several teachers referred him to special education. A counselor who was experienced in working with ELs explained the language acquisition process to the staff and demonstrated the vast differences between the alphabetic systems of Vietnamese and English. Eventually the teachers began to incorporate strategies such as giving Jimmy the notes ahead of time, using visuals, and providing a peer tutor. Jimmy's ESL teacher provided both an English language development class and an additional ESL study skills class to help him develop additional learning strategies. Now the counselor and ESL teacher work together to schedule Jimmy's courses and select his teachers in order to ensure that his linguistic needs are met.

SECONDARY EDUCATION: FROM INTAKE TO GRADUATION

INTAKE: home language survey, district & language assessments, education background interview

ADMISSION STAFF	ELD TEACHER / COORDINATOR	COUNSELORS	STUDENT	FAMILY

PROGRAMMATIC CONSIDERATIONS: demographics of district/school, infulencing factors, resources

ADMINISTRATORS	COUNSELORS	ELD TEACHER/COORDINATOR

PLACEMENT & GRADUATION PLAN: content & ELD courses, graduation planning

COUNSELORS	ELD TEACHER/COORDINATOR	CONTENT TEACHERS

POTENTIAL OBSTACLES: strategic scheduling, cross-content connections, student data, placement, grading

INTERVENTIONISTS / CONTENT TEACHERS	COUNSELORS	ADMINISTRATORS

GUIDANCE: assessing credits, revisit graduation plan, revisit intervention plan, family engagement

COUNSELORS	ELD TEACHER / COORDINATOR	CONTENT TEACHERS	ADMINISTRATORS	FAMILY

GRADUATION: post secondary matriculation

STUDENTS

9.3 Programmatic Considerations

Schools that make a difference for diverse learners must show a "willingness to accept, embrace and navigate the complexity of teaching and learning in collaboration with others" (Salazar, 2009, p. 23). Whatever the programmatic approach, it must recognize and build on the identity, language, and knowledge ELs already possess. Specific practices to build on student identity and culture include:

- Provide opportunities during the school day for students to process in their native language with their peers.
- Revisit school traditions, pictures in the hallways, bulletin boards and announcements. How are all backgrounds and cultures reflected in your school?
- Create opportunities for students to share their background knowledge and perspective on topics in the curriculum.
- Allow students to access bilingual resources to help facilitate their understanding of content.
- Create different levels of ELD courses that meet the various needs of the EL population. Students at lower L1 and L2 literacy levels may need two beginning ELD periods per day; students with higher levels may need one period of an advanced class.
- Middle and high schools have some flexibility to structure instructional time, class size, course design and other organizational features to best serve their ELs. Research suggests that an average 9th grade EL will require 4–7 years of instruction to read and write as well as a typical 12th grade native English speaker (Hakuta et al., 2000).
- Permit newly arrived immigrant ELs to stay in high school for more than the usual four years (Garcia, 1999).
- Schools may reduce class size to better serve adolescent ELs (Boyson & Short, 2003; Crandall et al., 1998; Garcia, 1999). Programs that effectively target adolescent ELs for accelerated learning—either during the school day or through extended hours—typically include opportunities for small group or pair learning.
- Schools with many Students with Interrupted Formal Education (SIFE) provide small literacy classes that are co-taught by a CLD or Native Language Arts teacher and a reading specialist.

EL programs generally include English language instruction as a central feature. EL programs may include other components, such as teacher professional development; academic and other counseling for students; skill building, such as study- or vocational-skill building; or family/community involvement. The program should be explicit concerning:

- Who will provide instruction to the English learning students?
- The curriculum and methods of instruction within the program (including setting (s) in which the curriculum is to be implemented).
- What language will be used for instruction.
- The desired outcomes for the students to become bilingual or to "transition from" or "exit" the program Programs for ELs need to be well defined (Northwest Regional Educational Laboratory, 2004).

9.4 Navigation of Secondary Systems and Structures

For many ELs, U.S. schools represent a better future; however, they also represent a foreign system with many obstacles. ELs must successfully navigate fragmented school days, departmentalization, and systems of courses. Schools can create policies and procedures to break down these obstacles and clear a path for student success. In addition to the changes all adolescents go through during this period, ELs are confronted with cultural identity issues of assimilation or acculturation and the need to learn a new language and in turn learn *through* that new language in order to graduate and reach their full potential.

Potential Structural Obstacles

Strategic Scheduling

The continuous movement from class to class in an unfamiliar building and the constant shifting of classmates increases confusion and alienation for secondary ELs (Walqui, 2007). Some districts utilize block scheduling, with the advantage for ELs being extended class periods with fewer class periods per day. Another way of scheduling ELs is to look at the whole day for these students and strategically schedule academic classes. Place electives or lunch between the most challenging classes to provide a break so that students do not become overloaded and tune out.

Shared Responsibilities Regarding Strategic Scheduling:

- Organize the master schedule around what is best for all students
- Create the master schedule with special populations in mind first
- Hand-schedule ELs into appropriate classes

Cross-Content Connections

Elementary school teachers consider themselves generalists while secondary teachers think of themselves as subject matter experts. Content teachers may not see themselves as teachers of reading and writing because they expect students to be competent in literacy when they arrive. This assumption poses a problem for newcomers who lack these skills. When schools have strong departmental boundaries, there are no clearly established responsibilities for the education of students who need to develop academic knowledge and acquire English (Walqui, 2007).

Shared Responsibilities Regarding Cross-Content Connections:

- Content teachers make connections across ideas and content.
- Provide professional development which helps content teachers address the linguistic needs of ELs
- Set up structures that allow for cross-departmental work
- Build team planning into the school day
- Build awareness of the needs of ELs
- Consider co-teaching as one model for instruction
- Develop school leadership teams that combine ELD teachers, content teachers, administrators, and counselors

Data-Informed Course Scheduling

Secondary schools have complex systems of courses and requirements that are difficult for students from different educational systems, languages, and cultures to grasp and negotiate. Too often 12th grade ELs learn that they do not have enough credits to graduate right before graduation day. It is crucial to communicate, in the students' primary language(s) and in the simplest format possible, the graduation requirements as well as the courses necessary to matriculate into college.

Placing students in courses based on data (interviews, transcripts, intake assessments) linked to the factors mentioned, not teacher perception. When teachers' remedial or low perceptions drive placement, students often are treated consistent with these perceptions. Once a student begins to own these perceptions, a self-fulfilling cycle begins. If, for example, a student who took high level math in Mexico is placed in a remedial math class because of language, she/he may start to think of her/himself as remedial. Some students rise to this challenge and do not legitimatize their misplacement, but others become bored and give up. Additionally, students placed in lower tracks may not receive the courses that are required for graduation or certain postsecondary options. A system of assessment and placement that better serves ELs should be a priority for schools and counselors.

Shared Responsibilities Regarding Data-Informed Course Scheduling:

Optimal guiding principles when scheduling ELs:

- Collect language proficiency data in both L1 and L2
- Schedule to the strengths of the student
- Schedule ELD courses/sheltered content courses first
- If sheltered content courses are not available, hand-schedule content courses with qualified instructors
- Schedule core courses before electives

Placement and Assessment

Students who are assessed, placed and monitored based on their knowledge and skills are more likely to receive instruction that meets their needs. Making time for placement is crucial because it saves time in the long run. It takes more time to reschedule a student who has been misplaced in courses. Additionally, such misplacement could in turn create challenges with regards to motivation and behavior. It is important to provide high school students with high quality—as opposed to remedial—instruction. Once placed, effective programs measure progress in ways that allow modifications in order to improve student performance. Diagnostic assessments—including formal assessments in the native language and English assessments with necessary accommodations, as well as portfolios and formative classroom assessments—ascertain the diverse language and academic strengths of ELs. Schools that effectively serve ELs establish multiple measures for examining student gains and instructional improvements. Regular quality review cycles (optimally every six weeks), during which data is gathered and analyzed to track the development of students and teachers over time, allow for appropriate program refinement.

Shared Responsibilities Regarding Placement and Assessment:

- Have policies and procedures for intake assessments for secondary ELs
- Include writing samples
- Use additional assessments, specifically in math
- Counselors need to create a graduation plan for proper placement into classes

Grading

Teachers new to working with ELs often express concern about fair grading. ELs are "faced with three significant challenges: they must learn new concepts (often quite abstract especially above third grade), they must learn in a language in which they are not proficient, and they must learn in a cultural context that may be quite unfamiliar to them" (Hamayan & Freeman, 2006). As students face these challenges, they may struggle with written assignments and assessments where the language load exceeds their current level of English language proficiency. Even with their best efforts, students may struggle to achieve high marks on assignments and assessments compared to their native-English speaking peers. The following suggestions (adapted from Jameson, 2003, p. 171) will help teachers develop ways to grade ELs equitably.

Shared Responsibilities Regarding Grading:

- Explain what and how you grade early in the class; show examples of good work. Talk to students after grading if you think their expectations were different from the grade they received.
- Use the standards as a guide to teach what is most essential. What are the essential concepts they must learn? What vocabulary is most critical?
- Focus on meaning and content knowledge, not language errors such as grammar mistakes. Ask yourself: Did the student understand the question? Did she/he answer the question?
- Design assessments that allow students to express their knowledge. Matching words with pictures, filling in diagrams and answering questions orally are strategies that work.
- When writing test questions, adjust the language load, not the cognitive level. Avoid idioms, passive voice and vocabulary that could distract from the heart of the question.
- Grade using a combination of *process* and *product*.
- Adapt tests and test administration (allow more time for ELs, read the test to them, etc.). Teach test-taking skills and strategies. Use criterion-referenced tests.
- Teach students how to evaluate their own work. Provide rubrics for self-evaluations.
- If necessary, use pass/fail grades for newcomer ELs on the report card for the first or second marking period. As students learn more English and become accustomed to content courses, transition to letter grades.

Teachers may struggle at first, but with more experience they can develop a grading policy that equitably reflects the content knowledge of ELs.

Special Notes for School Administrators

Successful schools effectively target resources, position themselves with key constituencies and provide strong guidance so ELs receive high quality instruction in environments that are safe, supportive, and connected to the broader school community. A school culture mindful of the contributions of students from diverse linguistic, cultural, and experiential backgrounds fosters learning and achievement (Faltis & Coulter, 2007). A strong school leadership team must build structures and schedules for a comprehensive service model that addresses the needs of all students. The team must engage guidance counselors and ELD teachers in order to provide professional development that addresses cultural sensitivity as well as instructional goals.

As needs grow more diverse among adolescent learners, all middle and high school teachers must understand second language acquisition, know the basic principles of second language literacy instruction, how to teach in cross-cultural contexts, and how to provide ELs with content-based instruction that includes academic language instruction. This requires an administrative commitment to provide deep and sustained opportunities for professional development. Administrators should meet with EL staff regularly to analyze and strengthen instructional strategies such as scaffolding, use of appropriate materials and how to make connections to student experiences.

Special Notes for Counselors

The school must provide ELs with frequent access to staff, including guidance counselors, social workers, intervention specialists, librarians, and mentors. Encourage strong parent and community involvement. Build the school community by engaging families and using neighborhood resources to strengthen EL services and opportunities for college and career guidance.

Walqui (2007) found that secondary school counselors too often equate limited English language proficiency with academic limitations and act as gatekeepers to more challenging academic credit-bearing courses that lend more post-secondary options. Begin with the end in mind and create a plan for ELs' success.

Develop a Graduation Plan

From the day a student arrives at high school, guidance counselors should begin developing a graduation plan. This plan should be developed mutually with the student and should be reviewed and updated at least once each year, or even once each semester or quarter. Changes to the plan should be ongoing and based on the student's progress during that time period. The EL's graduation plan may not look like the graduation plan for a native English speaker.

Assessing Credits

Evaluate the complete course credit history of an EL before designing the schedule and graduation plan. ELs often come with a non-traditional educational history. The student may have attended two or more schools during the year, come from a 7-period day vs. a 4-period day, have been enrolled in a course not offered at the new school, have trade/training program certifications, or have taken content courses in a different order. Complications arise when students move from one state to another with each state having different graduation requirements, standards, and assessment systems. This can result in many students not receiving credit for the coursework they have completed. Not receiving credits can lead to apathy, despair and dropping out (Johnson, et al. 1986; Rasmussen 1988). Careful credit assessment of all high school coursework is critically important.

Working with Partial Credits

ELs often lose credits when they move mid-semester. When the semester is interrupted by a move, any "partial" credit is lost. Partial credit is the percentage of the semester's requirements that the student completed successfully, and it is vital to the student's ability to graduate. If the school does not conserve and record partial credit, students may end up repeating a portion of a course that they have already completed.

Take steps to ensure maximum credit accrual for partially completed semesters. If a student must leave in the middle of the semester, code the transcript so that the student receives partial credit. If a student arrives at your school outside the normal entry time, work with the previous school to give the student credit for work completed and avoid repeating course work. When working with migrant families, find out when annual migrations are likely to take place and take proactive steps to ensure that students leave with partial credit.

Setting up ELs for Success

After conducting thorough intake assessments, conducting interviews, and evaluating transcripts, school staff can then begin to plan for appropriate instructional programming for each English learner. It is important to provide students the opportunity to follow a rigorous academic curriculum, which fosters academic success and helps them integrate into the fabric of school and society. Callahan (2005) notes that in schools where teaching only basic English is the focus, secondary ELs tend to achieve poorly, lose hope, and often drop out. She also found that curriculum placement into regular college preparatory courses was a better predictor of academic achievement than students' English language proficiency.

A comprehensive school-wide program includes qualified ELD teachers as well as content teachers who shelter grade-level content for ELs. Schools must provide qualified staff, continuous professional development, and design and implement a rigorous and relevant curriculum that prepares ELs for college.

Higher Education Admissions Requirements

In 2003, the Colorado Commission on Higher Education (CCHE) adopted the Higher Education Admission Requirements (HEAR) which states that students planning to attend any of Colorado's public 4-year colleges or universities, must complete the following high school courses.

ACADEMIC AREA	2008/2009 GRADUATES	2010+ GRADUATES
English*	4 years	4 years
Mathematics (Must include Algebra I, Geometry, Algebra II or equivalents)**	3 years	4 years
Natural/Physical Sciences (two units must be lab-based)**	3 years	3 years
Social Sciences (at least one unit of U.S. or world history)	3 years	3 years
World/Foreign Language***	not required	1 year
Academic Electives****	2 years	2 years

*Two units of ESL English may count for HEAR recommendations when combined with two units of successfully completed college preparatory English.
**College-preparatory ESL mathematics/science courses that include content and academic rigor/level comparable to other acceptable courses may satisfy HEAR recommendations.
***American Sign Language (ASL) courses can count toward the Word/Foreign Language recommendation.

****Acceptable Academic Electives include additional courses in English, mathematics, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, International Baccalaureate courses, and appropriate CTE courses.

The Colorado Commission on Higher Education does not review individual high school courses to determine whether or not they meet Colorado's Higher Education Admissions Recommendations. Because local school districts in Colorado oversee their high school curricula and colleges and universities establish their own entrance standards, it is their discretion to determine what coursework meets HEAR.

For more information about HEAR Requirements, visit highered.colorado.gov/Academics/Admissions/coursecompletion.html

CDE Graduation Guidelines and English Learners

The Colorado graduation guidelines have two purposes, the first is to articulate Colorado's shared beliefs about the value and meaning of a high school diploma. The second is to outline the minimum components, expectations, and responsibilities of local districts and the state to support students in attaining their high school diploma. Districts have the authority to adapt the college and career demonstrations necessary to earn a standard high school diploma to accommodate for students with exceptions: English learners, gifted students, and students with disabilities.

For more information about Students with Exceptions, visit www.cde.state.co.us/postsecondary/grad-exceptional

Secondary schools in Colorado strive to raise graduation rates, reduce dropout rates, and provide a rigorous curriculum that prepares students to be college and career ready. In order to reach these critical goals and include English learners, it is often tempting to immediately jump to structural changes. Although schools must change the way they offer courses and schedule English learners, Salazar (2009) suggests there is a more critical component that must come first: "the relentless belief in the potential of culturally and linguistically diverse youth" to achieve academically.

There are no simple solutions or one-size fits all formulas for fostering success for secondary English learners. Every school must consider the particular needs of its own community. Even if a given English learner population appears on the surface to be relatively homogenous, assessment will reveal that those students have all sorts of differing educational backgrounds and unique needs.

To view the Graduation Guidelines Engagement Toolkit, visit www.cde.state.co.us/postsecondary/graduationguidelinesengagementtoolkit

A Capstone Project is a multifaceted body of work that is district determined and serves as a culminating academic and intellectual experience for students. When developed through an inclusive process, capstone experiences and portfolios offer an authentic, rigorous learning opportunity for students, and they provide school faculty and staff a meaningful professional growth opportunity. Capstone projects allow students to draw on knowledge and skills from a variety of content areas and apply it in meaningful ways. Portfolios serve as a mechanism for students to curate and display high quality work that demonstrates their mastery of course content, career, and college readiness. The strongest practice or approach helps students demonstrate academic, professional, and entrepreneurial competencies, while encouraging them to develop expertise in an area of deep interest. This investigative process encourages and requires a high degree of collaboration and coordination among faculty and staff.

For more information about Capstone Project, visit www.cde.state.co.us/postsecondary/grad-capstonefactsheet

The Seal of Biliteracy is an award made by a state department of education or local district to recognize a student who has attained proficiency in English and one or more other world languages by high school graduation. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students. The Seal serves to certify attainment of biliteracy for students, employers, and universities. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college, and for engagement as a global citizen.

For more information about the Colorado Seal of Biliteracy, visit sealofbiliteracy.org/state-guidelines/

For more information about CDE's Seal of Biliteracy for High School Diplomas, visit www.cde.state.co.us/cde_english/high-school-diploma-endorsement-for-biliteracy

9.5 Principles of Instruction with Promising Practices and Strategies

Once programmatic decisions have been made, incorporating strategic teaching and learning guided by researched based principles and promising practices are important in accelerating learning, promoting student academic achievement, and fostering language acquisition. Levine, Lukens, and Smallwood (2007) have indicated there are 5 research-based principles for English language learners:

- **Principle 1: Focus on academic language, literacy, and vocabulary across content areas**: teach the language and skills required for content learning.
- **Principle 2**: **Link background knowledge and culture to learning**: Explicitly plan and incorporate ways to engage students in thinking about and drawing from their life experiences and prior knowledge.
- **Principle 3: Increase comprehensible input and language output**: Make meaning through visuals, demonstrations, and other means while providing students multiple opportunities to produce language
- **Principle 4: Promote classroom interaction:** Engage students in using English to accomplish academic tasks
- **Principle 5: Stimulate higher order thinking and the use of learning strategies**: Explicitly teach thinking skills and learning strategies to develop English learners as effective, independent learners

Principle 1: Focus on academic language, literacy, and vocabulary across content areas	
Promising practice	**Example Strategies**
Use sheltered instructional practices	Structured note taking, sentence frames and starters, sort tasks, mix and match activities
Use effective reading strategies	Anticipation guides, cloze passages, guided reading, chunking, picture walks, reciprocal teaching, teach the text backwards
Use effective writing strategies	Graphic organizers, outlines, sentence stem and frames
Emphasize early and ongoing extensive oral language development to improve reading and writing skills	Accountable talk, language models, sentence starters, think-pair-share, questioning techniques
Principle 2: Link background knowledge and culture to learning	
Promising practice	**Example Strategies**
Assess and build on students' language and background	Pre-teaching concepts, preview/review, KWL, frequent checks/ formative assessment, provide multiple examples from diverse perspectives, provide opportunities for students to develop native language when possible
Provide a culturally inclusive environment	Ensure multicultural resources are displayed and utilized, anchor charts, culturally relevant texts
Scaffold content connections by building students' experiential knowledge, and connecting to their interests and perspectives	Make explicit links to prior knowledge and skills, real world connections, introduce new content via familiar resources, help students make text-to-text and text-to-self connections

Principle 3: Increase comprehensible input and language output	
Promising practice	**Example Strategies**
Utilize sheltered strategies	Visuals, consistent routines, graphic organizers, total physical response, manipulatives, wait time, gestures, realia
Provide various options for assignments and assessments	Provide choice when possible, provide differentiated opportunities to demonstrate understanding as appropriate to English proficiency level
Principle 4: Promote classroom interaction	
Promising practice	**Example Strategies**
Create opportunities for movement and student interaction	Use flexible and purposeful pairing/grouping based on academic and linguistic needs, provide specific roles in cooperative learning, structured oral routines (numbered heads and give one-get one), provide clear and consistent rituals and routines
Principle 5: Stimulate higher order thinking and the use of learning strategies	
Promising practice	**Example Strategies**
Ensure students goals are based on standards and all students have access grade level content	Select and accommodate materials based on English language proficiency level, provide targeted support and instruction
Target higher level academic vocabulary	Provide explicit instruction and modeling of academic language throughout the lesson. Explicitly teach cognate relationships, word attack strategies, idioms, word banks, word squares, Tier 2 vocabulary. Provide language rigor by expanding students' language complexity (more sophisticated) and/or quantity (extending the length of discourse)
Explicitly teach learning and cognitive strategies	Model, name and explain learning strategies and metacognition to students. Model metalinguistic awareness (thinking about language)

For more information about The Five Principles of Instruction for English Language Learners, visit www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/go-to-strategies.pdf

9.6 Promising Practices for School Leadership and Administration

English learners represent one of the fastest growing groups in U.S. schools. It is important for administrators to maintain an understanding and focus through principles, practices, and strategies presented below:

Principle 1: Establish a culturally inclusive environment	
Promising practice	**Example Strategies**
Foster an affirming attitude towards students and their families	Invite families to inclusive events at school, provide information in their native language when possible, ensure diverse role models are available, honor student and family diversity, adapt practices to meet the needs of your current student population
Use home school connections to enhance student engagement, motivation and participation	Support and encourage families to build native language and literacy in the home, communicate with families using various means (home visits, phone calls, texts, email, cultural liaisons/navigators)
Principle 2: Create environments of success for students	
Promising practice	**Example Strategies**
Ensure students are participating in English language development (i.e. ELD courses, co-taught, push-in support) and grade level instruction in all content areas.	Create schedules that allow students to participate in dedicated and integrated ELD and core content based on individual student needs, support teachers with best practices and effective instruction, ensure students are scheduled in the most highly qualified teachers' classrooms
Provide opportunities for success toward college and career readiness	Ensure students' schedules include classes that are at grade level and taught toward standards, create an environment of high expectations for all, provide multiple opportunities for students to participate in activities and programs school-wide. Provide differentiated approaches towards communicating post-secondary information
Ensure English learners have equal opportunity to be enrolled in academic coursework such as IB, AP, Concurrent Enrollment, AVID, and/or Honors	Provide targeted recruitment, professional development for teachers, and additional support for students
Principle 3: Create environments of success for staff	
Promising practice	**Example Strategies**
Support teachers who work with EL students	Allocate resources to ensure equity and access, create a vision/UIP goals that include EL students. Support professional learning for teachers towards EL instruction, add specific criteria to classroom observation documents that support effective strategies for EL instruction.

Resources

English Language Learners: How Your State is Doing (www.npr.org/sections/ed/2017/02/23/512451228/5-million-english-language-learners-a-vast-pool-of-talent-at-risk)

Limited English Proficient Population in the United States (www.migrationpolicy.org/article/limited-english-proficient-population-united-states#LEP%20Children)

National Clearinghouse for English Language Acquisition (NELA) Fact Sheets (ncela.ed.gov/fact-sheets)

Immigrants in the U.S. States with the Fastest-Growing Foreign-Born Populations (www.migrationpolicy.org/article/immigrants-us-states-fastest-growing-foreign-born-populations)

U.S Department of Education: Who are English Learners (www2.ed.gov/datastory/el-characteristics/index.html#one)

CDE Migrant Education Program (www.cde.state.co.us/migrant)

The National Clearinghouse for English Language Acquisition: Language Instruction Educational Program Models (NCELA) (ncela.ed.gov/files/uploads/5/LIEPs0406BR.pdf)

Census Bureau-Languages Spoken at Home (census.gov/newsroom/press-releases/2015/cb15-185.html)

Kids Count Data Center (datacenter.kidscount.org/data/tables/81-children-who-speak-a-language-other-than-english-at-home#detailed/1/any/false/37,871,870,573,869,36,868,867,133,38/any/396,397)

(See Appendix H and Appendix I)

Appendix H
Secondary English Learner Educational History Checklist

(Adapted from the Washington State Counselor's Guide)

To adequately assess the needs of secondary English learners, obtaining the educational history is a preliminary and crucial factor.

- Examine all of the records you receive from the sending institution or relatives of the student.
- Determine the student's years of U.S. and/or foreign education and any gaps in the educational process. Obtain and validate transcripts from all previous schools, including private or foreign schools. Make sure all credits are posted.
- Determine if the student has ever attended a summer school program. Determine if the student has any grade reports or certificates from attending trade schools, training programs, community service programs, or other educational programs. Obtain, validate, and post records.
- Make a thorough evaluation of all credits earned and credits needed for graduation and for post-secondary education. Look at past transcripts to identify if the student is repeating coursework unnecessarily.
- Review requirements for graduation from the local district and those for post-secondary entrance to college or vocational training.
- Assist the student in developing a graduation plan of coursework that incorporates the results of your complete credit analysis, the requirements for graduation and the student's career pathway.
- Enroll the student in appropriate courses. Within a week of placement, check with teachers to verify correct placement.
- Empower the student with information so that she/he can accept personal responsibility to manage her/his education. Involving the student and her/his relatives in educational career planning not only assists in making good educational decisions, it also provides the counselor with information on the student's interests.
- Review scores from State and local academic and language proficiency assessments. Establish whether the student has met mastery in all required areas.
- Compare the student's age and grade level to see if they are on track to graduate by the required age.

Appendix I
Educating English Learners at the High School Level

Educating ELs at the High School Level: A Coherent Approach to District- and School-Level Support

In 2000, The American Institutes for Research (AIR), assisted by WestEd, completed a 5-year evaluation of educational environments for ELs in California. The study identifies an array of factors that make a positive difference for EL achievement, not only in California but potentially across the country. The study found that there is no single path to ensuring high EL achievement. However, the following practices appear to be more important contributors to success with ELs than using a specific instructional model:

- Implement a well-defined, rigorously structured plan of instruction for ELs
- Ensure that teachers are skilled in addressing the needs of ELs
- Systematically use data to assess teaching and learning
- Regularly adjust instructional planning based on student performance

As EL enrollment continues to grow, issues facing schools tasked with educating these students become increasingly important. According to federal statistics, an estimated five million ELs were enrolled in U.S. public schools in 2004–2005, an increase of more than 65% from 1993–1994 (Parrish et al., 2006). Spanish is the most common primary language spoken by ELs, and about 70% of ELs are native Spanish speakers (Capps et al., 2005).

Districts face diverse circumstances in their EL populations. Some serve populations in which one primary language is spoken by the majority of ELs. In other districts, dozens of language groups may be represented in a single school. Adding to the complexity is variation in the length of residence in the United States: some are newly arrived; others are U.S. born children of immigrants. There also are wide-ranging levels of literacy skills and previous schooling (Genesee, Lindholmleary, Saunders, & Christian, 2006). A range of factors, including local contextual factors, must be considered when determining what works best for ELs (Parrish et al., 2006).

States set high academic standards for ELs who face the extraordinary challenge of learning academic English and mastering the same core content standards (in English) that are expected of all students. A major concern in the education of ELs that surfaced throughout the study is that in some cases, language status hampers access to grade-level instruction in the core curriculum and may impede attainment of academic English and grade-level performance standards. At the study's high schools, some ELs and their parents raised concerns that they were "stuck in the EL track" and that this track of courses was not preparing then for college.

What improvement strategies make the most difference in educating ELs? The study gathered information from 66 schools with high EL performance relative to other schools with similar demographics. Some schools in the sample offered bilingual instruction; some offered immersion; and several offered multiple options for ELD instruction. Schools were selected from across the state and had a broad range of demographics. However, all had significant EL populations, and all had high levels of poverty.

Research findings suggest there is no one path to academic excellence for ELs. However, administrators tend to pinpoint a few key features upon which ELs' success hinges. School principals identified the following as most critical:

- Staff capacity to address the needs of ELs
- Schoolwide focus on English language development (ELD) and standards-based instruction
- Shared priorities and expectations in regard to educating ELs
- Systematic, ongoing assessment and data-driven decision making

Based on these findings, several recommendations can be derived for administrators, schools, and districts.

- **Articulate EL policies across classes, grades, and schools.** A coherent set of performance expectations for ELs and a carefully designed plan to guide their progress through the grades and create coherent instructional transitions across schools are essential to the success of ELs.
- **Use data to guide policy and instruction.** The use of data to guide EL policy and to measure the results of instructional practices was prevalent among the successful schools/districts in the study.
- **Except under very limited circumstances, schools/districts should offer ELs the same range of challenging coursework offered to English-speaking students.** The study found that instructional programs in place were ostensibly designed to improve the English language acquisition and academic achievement of ELs but resulted in offering ELs a narrower range of less challenging coursework than was available to English-speaking students, often characterized by low expectations. Although the separation of ELs for targeted support is sometimes justified, this should be done strategically and limited to cases justified by specific instructional purposes and demonstrated success.
- **Districts should support ongoing, job-embedded PD to promote ELs' ELD and academic achievement and ensure appropriate deployment of skilled teachers to schools in which they are needed most.**
- **Schools should emphasize literacy, personalized learning communities, distributed leadership, and teacher collaboration.** Teaching literacy across the curriculum was identified as a priority in schools that had better-than-average performance among ELs. The development of personalized learning communities and teacher teams were effective strategies for teaching literacy. Empowering members of a school community, such as teacher teams and other staff, to contribute to shaping the direction of student learning positively influenced achievement outcomes and increased the cohesiveness of the school community.

Ten Tips from the Successful Principals Interviewed for this Study

1) Establish consistent standards around high expectations and strategies:

"I think the key to our success is consistency. That's the key. The expectations—the standards—have to be set, and the expectations are high for all children. The support that we give them has to be there. But the standards, or the expectations, are never lowered. You cannot do that without consistency. So, it doesn't really matter necessarily what the curriculum is, as long as the strategies that are used to deliver that instruction are consistent across the grade levels, in every strand."

2) Don't underestimate ELs:

"Remember that these students are highly motivated and want to learn English. It's important to provide them with a good support group and to ensure that their first experiences help them to keep their goals high. This is critical."

3) Make ELs a whole-school priority:

"All teachers must take responsibility for EL kids—it can't just be the EL department. We only have 40 kids in our ELD classes, but we have one third of our school classified as EL. So they are sitting in regular classes, and we need to get them to a fluent level. All teachers have to know who they are, what level they are, in order to bring them up to the fluent level, and that involves the whole staff."

4) Motivate, train, and involve teachers:

"Developing highly efficient and effective teachers is the first challenge as a principal. Start by sharing research and demographics with them. Teach them how to read and analyze test scores. Teach them step-by-step all the issues with ELs...what the typical life experience of an EL in the school is like, etc. Work as a team to solve the problems. Build in time for lots of dialogue and reflection. Work collaboratively as an entire school through vertical and grade-level meetings. Include teachers in decision making."

5) Focus on the needs of individuals:

"It's hard to do that. Teachers can't look at 30+ students and say, 'I'm going to meet all of your needs every day.' It's overwhelming, and you can't do it. But you must identify needs and find commonalities to group. Where groupings don't work, address it as an individual need. You can't approach it as a 'one-size-fits-all'."

6) Be an active participant in instruction:

"As principals, we really need to be instructional leaders—to be in the classroom and speaking with kids…What do they understand and what do they struggle with? I try to get in as often as I can, set aside time during the day. Sometimes there are barriers. That's where we are as instructional leaders across the nation: how do we delegate, give up, let go of the various administrative things that we have throughout the day to really get in and look at classrooms and come out as instructional leaders? Coming back into staff meetings or professional development and teachers taking you as someone who's credible, saying, 'That principal came into my classroom and sat through a guided reading lesson and found the same obstacles as I found.' Then we can talk about those issues and how do we overcome them."

7) Emphasize literacy:

"In our school, everything is based on language. Schools are language places. If kids are going to do well in schools, they have to be good at language. Everything is based on language. You have to work on language composition. We have put most of our eggs in reading and comprehension. The library here is a hoppin' place, and it is well used."

8) Encourage collaboration:

"Make sure to allow opportunities for cross-dialogue among teachers within and across grade levels to make sure there is coordination and information-sharing about what various teachers have been focusing on and how kids are doing."

9) Seek staff input about training needs:

"Offer staff opportunities for development and conduct an inventory of staff development needs to see if they are fully prepared. Ask them what they feel would help them best serve these students, and they will be candid."

10) Have a dedicated classroom for late-entry newcomers:

"Keep the class size small. In our school, these students get ELD all morning and then are mainstreamed with native English speakers in the afternoon. I find that the students speak a lot more in this special classroom. Then they get role models with the English speakers in the afternoon. After 1 year, they are transitioned into another class. Sometimes they can move out sooner than 1 year."

This brief was adapted from a longer summary that highlights a 5-year study conducted by AIR and WestEd. The summary provides recommendations and approaches to supporting and instructing ELs in California.

Notes

COLORADO
Department of Education

Office of Culturally and Linguistically Diverse Education

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Denver, Colorado 80202
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Designing, Delivering, and Evaluating Services for English Learners

2020 Guidebook

COLORADO
Department of Education

10 Considerations for Educating Refugees

To all the survivors out there, I want them to know that we are stronger and more resilient than we ever knew. We survived, that should be enough, but it isn't. We must work hard to become whole again, to fill our soul with love and inspiration, to live the life that was intended for us before it was disrupted by war and horrors and help rebuild a world that is better than the one, we had just left.

—LOUNG UNG, AUTHOR, ACTIVIST AND SURVIVOR OF CAMBODIAN KILLING FIELDS

10.1 Overview and Background

Little research focuses exclusively on refugee education; most is based generally on the needs of English learners (ELs). However, as a growing number of schools enroll refugees from around the world, understanding the unique circumstances they face and the implications of their backgrounds on their ongoing education becomes increasingly important.

Each year, after consultation with Congress, the U.S. Department of State (www.dhs.gov/sites/default/files/publications/Refugees_Asylees_2017.pdf) and refugee-related agencies, the President signs a Presidential Determination regarding the number of refugees to be resettled in the U.S. In FFY 2015, 69,920 refugees were resettled in the U.S. In 2016, 84,988 refugees were resettled in the U.S. and in FFY 2017, 53,691 refugees were resettled in the U.S. The 2018 Presidential Determination allows for up to 45,000 refugees. Colorado statewide data shows 37% of refugees are children and most families settle within three main areas of Colorado: Metro Denver/Aurora (80%), Greeley (13%), and Colorado Springs (7%).

Refugee Arrivals by Country of Nationality: FY 2015 to 2017
(Ranked by 2017 country of nationality)

Country of nationality	2017		2016		2015	
	Number	Percent	Number	Percent	Number	Percent
Total	53,691	100.0	84,988	100.0	69,920	100.0
Dem. Rep. Congo	9,377	17.5	16,370	19.3	7,876	11.3
Iraq	6,886	12.8	9,880	11.6	12,676	18.1
Syria	6,557	12.2	12,587	14.8	1,682	2.4
Somalia	6,130	11.4	9,020	10.6	8,858	12.7
Burma	5,078	9.5	12,347	14.5	18,386	26.3
Ukraine	4,264	7.9	2,543	3.0	1,451	2.1
Bhutan	3,550	6.6	5,817	6.8	5,775	8.3
Iran	2,577	4.8	3,750	4.4	3,109	4.4
Eritrea	1,917	3.6	1,949	2.3	1,596	2.3
Afghanistan	1,311	2.4	2,737	3.2	910	1.3
All other countries, including unknown.	6,044	11.3	7,988	9.4	7,601	10.9

Source: U.S. Department of State.

The United Nations High Commissioner for Refugees (UNHCR) (www.unhcr.org/en-us/what-is-a-refugee.html) defines a refugee as the following: *A refugee is a considered to be someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.* This definition was created at the United Nations Convention Relating to the Status of Refugees in 1951 as a response to displaced people resulting from World War II. When the United States ratified the Refugee Act of 1980 (www.acf.hhs.gov/orr/resource/the-refugee-act), following the end of the Vietnam War, it developed an infrastructure to resettle refugees and began processing Southeast Asians for relocation to the U.S. It was at this time that a significant number of refugees began arriving in this country.

Since its inception, refugee resettlement has often reflected the geographic areas experiencing major conflicts around the world, particularly locations where sub-groups have been persecuted. In most recent years, the U.S. resettlement program serves refugees from 79 countries. Over 70% of refugees fled from five countries: Democratic Republic of the Congo, Syria, Burma, Iraq, and Somalia have meant a growing number of these families have been resettled to the U.S.

Challenges to the Family Unit

There are many special considerations for educators to take into account when working with refugee children and their parents. War and persecution inflict a heavy toll on families. Refugee families may become separated due to the chaos of war and by death. According to the U.S. Department of State, internationally, over 72% of all refugees are women and children and women make up 50% of the refugees accepted into the United States. This has significant implications on families' financial stability and often results in women and teenagers bearing responsibility for providing for themselves and their families.

The International Rescue Committee (IRC) reports that worldwide, half of refugees are themselves children and youth. Separation from parents and caregivers makes children and youth especially vulnerable to violence, discrimination and gender explicit violations; in some areas of the world they risk being coerced into participating in military actions, and they may be subject to abuse and abduction.

To view the 2016 Refugee Admissions Fact Sheet, visit www.state.gov/remarks-and-releases-bureau-of-population-refugees-and-migration/fiscal-year-2016-refugee-admissions/

Resettlement Services

The Office of Refugee Resettlement (ORR) funds the initial resettlement of refugees, which typically consists of 4–8 months of intensive services upon their arrival. Through ORR, the Colorado Department of Human Services oversees resettlement programs for refugees in Colorado. This includes working with voluntary resettlement agencies such as Lutheran Family Services, African Community Center and Ecumenical Refugees Services, and International Rescue Committee to ensure refugees receive case management to find employment, enroll children in school and secure a place to live. Refugees also receive short-term cash assistance to pay for some of their basic needs like food, and many attend pre-employment and ESL classes. Refugee resettlement agencies around the country consistently report that despite this focused support, most refugees experience a level of culture shock upon arrival, which abates over time as they become accustomed to their new life. Depending on their level of education, employment history and trauma, refugees will adjust to life here at various rates (Adkins & Dunn, 2003).

For more information about the Office of Refugee Resettlement, visit www.acf.hhs.gov/orr/resource/state-of-colorado-programs-and-services-by-locality

For more information about Colorado Refugee Services Program, visit www.colorado.gov/pacific/cdhs/about-refugees#DATA

Educational Backgrounds and Cultural Factors

Refugee students come from a variety of educational backgrounds, as do their families. Some refugees tend to be highly educated, others may have languished in schools in refugee camps where training was minimal or non-existent (Trumbull & Elise, 2000). Some are highly motivated to learn, such as the 'Lost Boys from Sudan', who became an international story; others like the Somali Bantu may struggle because they have so little experience with education (Somali Bantu Association, 2009). Keep in mind , however, that student and their families may not always share the same beliefs as their cultural group.

Refugees represent a wide variety of cultures, with a wide range of perspectives on education and experiences with schools (Adkins & Dunn, 2003). The International Rescue Committee suggests, Somalis, for instance, may have spent time in religious schools, while other groups may be more likely to have experienced a secular approach. In some cultures, education for boys rather than girls may be prioritized. When there are perceived financial barriers to education such as paying for uniforms, books or fees, girls may be less likely to be enrolled in school. Teenage girls may be at risk for being removed from school to help with the caretaking of younger siblings or a disabled family member. Occasionally, young girls may be pressured into early marriages that greatly limit their education. Students may also come from settings where class participation was not emphasized; rather, types of learning such as rote memorization were the norm.

Some refugee children have resided in camps for long periods of time, perhaps their entire lives. Most have interrupted educations and have been unable to attend school on a regular basis and benefit from a high quality, structured curriculum (Bond and Giddens, 2007). They may have not received educational opportunities, with some younger children never having attended school.

By the end of 2017, there were more than 25.4 million refugees around the world and more than 52% were children. Among them, 7.4 million were school age; only 4 million or 61% of refugee children attend primary school, compared to 92% of children globally.

Source: UNHCR (www.unhcr.org/en-us/news/latest/2018/8/5b86342b4/four-million-refugee-children-schooling-unhcr-report.html)

It is in this context that refugee children first arrive in American schools. Schools offer refugee children a chance of normalcy, in what has likely been a very chaotic life (Heck, 2005). In fact, one reason international work continues to focus on developing schools for displaced children is because there is recognition that schools in refugee camps provide children a critical chance of developing a routine and a sense of the familiar, even when the other circumstances in their lives feel chaotic and unpredictable.

Working with refugees over the past 20 years, Spring Institute for Intercultural Learning's experience has been that most refugee parents, no matter their country of origin, harbor great hopes for their children and understand that education is the key to building a better life. After the challenges of war and persecution, many will be very motivated to build a new life and take advantages of the new opportunities education affords. Others may be overwhelmed by trying to survive and meet basic needs. Taking the time to learn about specific cultural norms around education is an important first step to helping refugee students succeed in school (Adkins & Dunn, 2003).

10.2 Refugee Migrants

While there is a structured process for distributing refugees for resettlement in communities across the country, like all people, refugees have the freedom to move across states. In recent years, an increasing number of refugees have been drawn to work in industries considered agricultural in nature, especially meatpacking. While historically refugees have been resettled in urban areas, where there were organizations and programs existing to help them, increasingly refugees have chosen to move to more rural areas of the country for employment opportunities. In particular, a growing number of jobs have opened in the meatpacking industry, where wages tend to be significantly higher than the entry-level service jobs refugees have traditionally been hired into. Some are actively recruited from other states by meatpacking companies, while others move through word-of-mouth.

This unplanned resettlement has proven challenging to states without resettlement infrastructure established in rural areas. Northern Colorado has experienced influxes of refugees because of meatpacking jobs, and both communities have worked diligently to help integrate these newcomers.

Schools should recognize that families that have worked in the agricultural sector, including meatpacking, at any time over the past year could be considered migrant. They could qualify for special migrant services, but because they are not the traditional migrant population, they may not know about these programs. Rural school districts that have not worked with refugee families before may face a steep learning curve, but there are many resources for professional development that can prove helpful.

10.3 Professional Development

Many teachers may receive refugee children in their classrooms and have little familiarity of the backgrounds from which they come. There are resources available to educators to help them understand the backgrounds of new refugee groups.

Organizations that specialize in issues related to refugee education include:

- Center for Applied Linguistics (www.cal.org) provides research on language use, learning and effecting teaching methods, with a significant focus on immigrants and refugees.
- Bridging Refugee Youth and Children's Services (www.brycs.org) focuses on information to and collaboration among services providers in order to strengthen services to refugee families.
- Refugee & Migrant Education Network (rmenetwork.org/about-us/vision/) has a mission to share information between refugee communities and educators.
- The National Child Traumatic Stress Network (www.nctsnet.org) improves care and access to services for traumatized children, with resources available related to refugees.
- Spring Institute for Intercultural Learning (interculturaltraining.springinstitute.org/) provides training and consulting in English language acquisition, mental health issues and refugee integration.

Learning about the histories and cultures from which students come will go a long way in strengthening teacher–student–parent communications and will help in the adaptation of teaching strategies to meet individual students' needs. Many students come from highly complex backgrounds, and the more teachers can understand the nuances of their culture and history, the better the chances of personally connecting with their students (Adkins & Dunn, 2003). While the teachers who most consistently interact with refugee students may be more likely to receive training related to different refugee groups, a more proactive approach engages all school personnel in theseprofessional development opportunities. Because many different staff will interact with a refugee student during the school year, these professional development opportunities can benefit front office staff, administrators, and teachers from a wide variety of disciplines. Such opportunities are an important way to educate staff about the backgrounds of students and to explore the implications on instruction and parent involvement (Abbate-Vaughn, 2006).

10.4 Parent Involvement

In their initial resettlement, most refugee parents will be extremely overwhelmed by the U.S. school system. Their competing needs for employment, housing, food and self-sufficiency mean that engaging with the school system on their children's behalf is neither a priority nor well understood. Most refugees do not originate from countries where parents were expected to play a role in school. Different cultures have different expectations and view behavior in a variety of ways, so they may not understand U.S. cultural norms regarding how to make and keep school appointments, discipline their children and participate in school. Rather, they consider school the purview of teachers, who they greatly respect and do not question. Those from countries that required paid tuition may not have a long history with school. Many will see education as the key to future opportunity for their children, but they may not understand the role that they can play in this process (Lese and Robbins, 1994).

Language is usually the greatest barrier for parents, many of whom rely on their children to interpret across an array of community settings including schools; this adds to family pressures as children gain more power in the family and parents are increasingly reliant on them. Parents who depend on their children to interpret for them in the school setting are at a major disadvantage, as students may not fully share all information with their parents, especially information that about their own negative behaviors or academic performance. Students are not allowed to serve as translators in school settings; this puts that child in an adult situation and is not appropriate in most circumstance and may be illegal in some situations. Schools should provide appropriate translators for school-to-parent meetings or other correspondence.

Many cultures struggle with the concept of parent engagement. Typically, teachers and school staff are regarded as the ultimate experts. Ideas of being a partner or having a critical role in their child's education can be confusing (Trumbell & Elise, 2000). Helping refugee parents develop relationships with their children's teachers and key staff like principals is important.

Perhaps most fundamental to student success is the support schools can offer just by gaining the trust of the community, family and students. Through mutual respect and an understanding of expected roles and responsibilities, parents will be much more likely to be engaged.

Questions to consider, developed by Spring Institute for Intercultural Learning, include:

- Do parents know the expectations for their role in the school?
- Is there a heavy reliance on the child or other community resources to communicate?
- How accurate are the interpreters and translators who are being used?
- How can one-on-one relationships be established at the school?
- How can the school create and support events that bring different ethnic communities together?
- Can volunteers mentor families?
- Are home visits and parent nights being employed?
- Have cultural exchanges been considered?

Schools should begin utilizing positive communication strategies with newcomer parents beginning from enrollment. Just understanding the level of education, a child comes with can be difficult when there may be no written transcripts or when those documents are not in English. Language interpretation and translation becomes very important for these early encounters to proceed well and should be considered at all points of parent–educator interaction.

Schools should carefully examine their communication strategies with parents to make sure they are appropriate. For instance, for some parents too much information can be challenging to process. Therefore, schools should try to communicate a manageable amount of information to refugee families so that it is not so voluminous that it becomes overwhelming. Also, direct communication from school personnel, such as a personal phone call, helps begin to build a trusted relationship over time and lays a solid foundation for ongoing parent involvement. This also tends to be far more effective than more passive forms such as sending home written flyers (BRYCS, 2008). Most importantly, schools should be communicating in a language that is most easily understood by the parent/guardian.

While these strategies involve resources on the part of the school that are often in short supply, communicating with refugee parents requires additional work and creative strategies. Some innovative schools employ cultural brokers who may be of the same ethnic group as the refugees but are bilingual and can help educators understand some of the cultural barriers to be overcome. While they work with the students in the classroom during the day and supplement the teacher's instruction, they also can assist with outreach to parents.

Schools may want to consider creating a parent advisory group for newcomers. Such a group can be an ongoing resource to help school personnel understand the cultural issues around schooling, can inform them of any community concerns that are arising, and can help be a voice for the school in the community.

Explore opportunities to promote adult English as a Secondary Language (ESL) or family literacy. Refugees quickly recognize that they will need English skills to succeed in the U.S. in the long term. Schools that offer ESL programming for parents, and incorporate additional family literacy instruction for children, can build the groundwork for parent engagement and parenting. Adult students often build treasured relationships with their ESL instructors, who can help them understand their role in the school and in their children's education.

10.5 Social-Emotional Health

By definition, refugees have come to this country because of their well-founded fear of persecution. Many have witnessed horrible atrocities in their countries of origin, to family, friends and neighbors. They may suffer from post-traumatic stress disorder and may have mental health issues that have never been admitted, diagnosed or treated (Rosseau, 1996). Indeed, in most of these cultures the stigma associated with mental health needs is much stronger than in the United States, so children experiencing mental health challenges are unlikely to have their mental health needs recognized and addressed. In order to promote refugees' longer-term academic achievement, schools must address social and emotional health issues as they arise. They need to be aware of the school's mental health referral process so that refugee students have access to the best mental health resources possible (Aronowitz, 1984).

Refugee students may reveal their level of trauma in the art room, through the pictures that they draw. They may demonstrate their histories through the stories they tell. They may have challenges bonding with students and teachers. Educators need to be patient and understanding and work to build their relationships with refugee students and their parents over time.

Educators should be aware that refugee students may be in classrooms with students from countries or ethnic groups with which there are long histories of conflict. Even when students do not feel animosity toward each other, there is a strong possibility that their parents harbor hostilities. For example, refugees from Burma come from many different ethnic groups that have been pitted against each other by the Mynmar government. The ethnic Karen, the largest group resettled in Colorado, historically feel animosity toward the ethnic Burmese, and vice versa, due to ongoing conflict, perceived injustices, and a strong sense of distrust. Educators should be aware that these dynamics can impact the classroom.

Refugees report challenges from bullying, teasing and discrimination in schools. Because they look and behave differently than their peers, they can be targets of these unhealthy behaviors. They may experience bullying from native-born peers, as well as from other refugees who are more acculturated and have been enrolled in the school for longer periods of time. One promising method for building positive peer relationships is to provide refugee students opportunities to participate in electives and after-school activities, including sports, music and clubs. These programs can help students realize their similarities in a fun and less structured way than the classroom typically offers.

One successful strategy that is increasingly used to initially strengthen refugee students' bond with the school is the use of the newcomer programs. These are particularly useful with families and children with limited to no education. Newcomer programs give families time and space to adapt to their new environment more gradually than they would typically. They have an opportunity to succeed because newcomer schools and programs are equipped with resources that refugee families need, like basic skills, how to navigate the school system, and intensive instruction on learning English. Usually, students remain in these centers only a short time and then are mainstreamed into the regular school system (BRYCS, 2008).

Other suggestions for strengthening the social-emotional health of refugee students include:

- Take the time to learn about refugee students as individuals, recognizing that families may be under stress;
- Make mental health referrals as needed;
- Learn about community resources that families in need can be referred;
- Find ways to celebrate cultural diversity daily so that students feel respected and that they belong. This includes respecting their background, culture, race and knowledge;
- Whenever possible, connect subjects and lesson plans to students' prior knowledge or experience;
- Be prepared to listen and support families through a variety of communication methods such as: drawing, singing, talking, writing, and role playing (Szente & Hoot, 2006).

10.6 Implications on Assessment

For educators trying to assess the language abilities and content knowledge of refugee students, assessment can be a great challenge. First, refugees may not have transcripts available, and when they do, they may need to be translated into English in order to be understood. Traditional assessments are not available in Burmese, Nepali, or Somali, for instance. Teachers therefore tend to rely on more informal assessments (Hamilton & Moore, 2004).

Researching the typical educational backgrounds from which a particular refugee student comes from is a simple first step. Using interpreters or cultural brokers to talk with students in their native languages will help with more accurate assessments that aren't based solely on observation (ibid).

It is important to also recognize that while assessing students soon after their initial arrival may be required, it can be an extremely frustrating experience for all involved. A more open assessment process may prove less frustrating to new students. For example, one could use pictures to assess background knowledge in subject areas instead of using words, collect a writing sample (even if it is in the students' native language), and/or assess over a longer period of time.

Supporting assessment through regular class activities may strengthen the testing process. If there is a need to make accommodations in testing, ensure that the learner understands the methods through practice (BRYCS, 2008).

- Find out common interests of students to adapt standards and curriculum to support dynamic education
- Support language development through practices like sheltered English and active listening
- Expose learners to language and increase opportunities through signs, environmental texts and word games
- Keep students engaged in learning by building off of what they know, using materials appropriate to their age and incorporating a buddy system to enhance learning experiences

Assessment practices vary across cultures and tests can be culturally biased. Helping families and children understand how assessments are used in education is fundamental.

10.7 Coordination and Collaboration Among Programs

Meeting the needs of refugee students is perhaps best accomplished by the active involvement of a diverse array of community organizations and stakeholders. As specific ethnic groups become more settled, community leaders who tend to have the respect and trust of the ethnic community may become more apparent. For instance, in many Somali communities there is a group of Somali elders who other members of the community may look to for guidance in cultural and community issues. Schools that reach out to engage and hear from these elders will be better positioned to meet the needs of the refugee children who attend school. Elders may be much more inclined to share concerns with the school than an individual parent might be.

Some refugee groups create self-help organizations to help newer arrivals with basic transportation, interpretation or meeting basic needs such as food and clothing. These organizations can also be places for schools to build relationships and to help promote stronger communication between the school and the target refugee community.

In Colorado, many communities have developed immigrant integration collaboratives, which are coalitions of immigrants, refugees, mainstream organizations and community-based organizations that are working together to promote the inclusion of newcomers. Such collaboratives are also strong avenues for working proactively to engage the community on education issues that impact refugees. More information is available at The Colorado Trust: A Healthy Equity Foundation (www.coloradotrust.org) as well as, the *Immigrant Integration Resource Guide* which can be found on the Resource web page (www.cde.state.co.us/cde_english/elau_pubsresources) of the Office of Culturally and Linguistically Diverse Education at the Colorado Department of Education.

Finally, there are service providers in most communities that may not be led by refugees but certainly have expertise and connections to the refugee community. Schools can seek their guidance to learn more about refugee groups and to find referrals and connections to key refugees from the community who may helpful resources as educators continue to strive to help refugee students make the most of their new opportunities.

For more information about the U.S. Refugee Resettlement Program, visit www.acf.hhs.gov/orr/resource/the-us-refugee-resettlement-program-an-overview

For more information regarding the BRYCS: Refugee Portal, visit brycs.org/refugee-portal/

Resources

ORR General Statistics about Refugees
(www.acf.hhs.gov/orr/about/ucs/facts-and-data)

Colorado Department of Human Services
(www.colorado.gov/pacific/cdhs/about-refugees#DATA)

Colorado Office of Economic Security
(drive.google.com/file/d/1-j5NTPHkCsRq8ewnyHqzCAlKZKAF6lcM/view)

U.S. Office of Immigration Statistics: Refugees and Asylees 2017 Report
(www.dhs.gov/sites/default/files/publications/Refugees_Asylees_2017.pdf)

The 1951 Refugee Convention
(www.unhcr.org/en-us/1951-refugee-convention.html)

International Rescue Committee
(www.rescue.org/)

Immigrant & Refugee Center of Northern Colorado
(www.ircnoco.org/stats)

Dropout Prevention and Student Re-Engagement Office at CDE
(www.cde.state.co.us/dropoutprevention/transitions-enrollment#english)

Engaging Mexican Parents in their Children's Education
(www.cde.state.co.us/migrant/binational-initiative-resources)

BRYCS Toolkit
(www.cde.state.co.us/dropoutprevention/districttodistrictbrycstools)

US-Mexico School Course Equivalency
(www.cde.state.co.us/migrant/coursework-binationalprogram)

(See Appendix J)

Appendix J
Culturally Responsive Environments

Cultural Differences Can Mean Different Norms for Classroom Behavior

Example: Some cultures consider it disrespectful to ask questions of teachers.

Implication: Students may not be comfortable participating in class discussions and activities.

Make sure students understand the hidden as well as obvious classroom rules and become familiar with the culture(s) of your students.

Cultural Differences Can Affect Students' Understanding of Content

New knowledge is built on what is known; reading research shows comprehension is a result of the words on the page and the reader's background knowledge. Students may not understand the text because they lack background knowledge. Provide students with additional explanations and examples.

Cultural Differences Can Affect Interactions with Others

Various cultures have different ways of showing interest, respect and appreciation.

Examples:

1) Students may show respect by not looking at a person which may be interpreted as disrespect in the U.S.

2) In some cultures, public praise is not given; a quiet word is more appropriate.

One Way to Understand Your Students

Meet informally; use translators if needed, with a small group of ELs. Have students share what they would like to tell teachers to make learning easier. Record ideas to share with others anonymously. Be sensitive to student reactions while helping other students do the same.

Questions to Ask

- What was school like in your country?
- How can teachers help you learn and understand?
- Do your parents understand the work and school papers you bring home?
- What has helped you feel comfortable and relaxed at school, and what has not?

Adapted from the ELEN Toolkit, 2nd Edition 2007.

Ten Things the Mainstream Teacher Can Do Today to Improve Instruction for EL Students

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
2. Write clearly and legibly, and print—many ELs have difficulty reading cursive.
3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.
4. Repeat information and review it frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask, "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.
5. Try to avoid idioms and slang words.
6. Present new information within the context of known information.
7. Announce the lesson's objectives and activities, and list instructions step-by-step.
8. Present information in a variety of ways.
9. Provide frequent summations of the salient points of a lesson and always emphasize key vocabulary words.
10. Recognize student success overtly and frequently, but also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

Adapted from: Reed, B. and Railsback, J. (2003). Strategies and resources for mainstream teachers of English learners. Portland, OR: Northwest Regional Educational Laboratory.

Notes

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