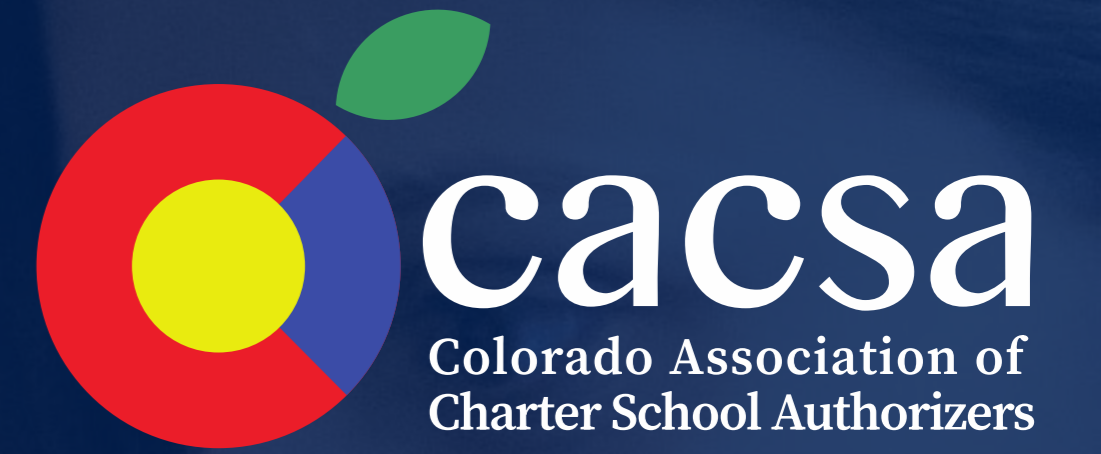




BREAK

See you soon!



Ensuring Compliance for English Learners

Colorado Authorizer Bootcamp

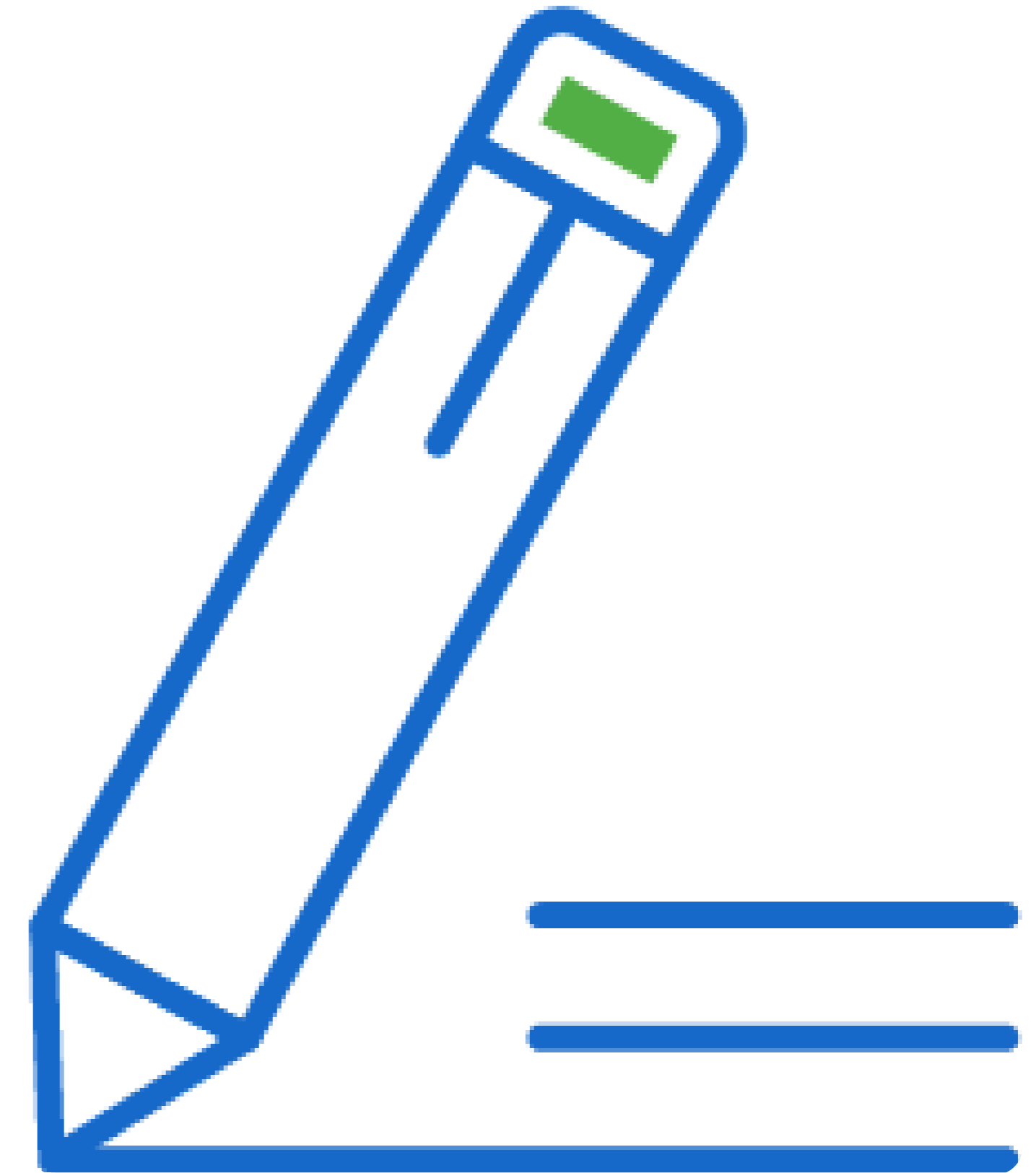
Agenda

- **The Role of the Authorizer**
- **Case Study**
- **Oversight and Monitoring**
- **Monitoring Vehicles**



Objective

Authorizers will have a better understanding of their role in ensuring English language learners are served effectively during key stages of the authorization process.



Role of the Authorizer

Identify who is responsible for English learner education in the district.

Questions to Ask

- Who is the English learner director/lead in the district?
- How is funding distributed and administered?
- How is responsibility for oversight shared between the English learner lead and the charter school office?

Responsibilities of the District

English Language Proficiency Act, C.R.S. 22-24-104-English Language Proficiency Act

- Identify English learners according to state guidance
- Report the numbers and proficiency levels of English learners in the district and the number of ELs who have exited from the program
- Provide evidence-based English language development programs for English learners while also providing access to grade-level content
- Provide professional development to all staff members supporting English learners

Case Study

Apple Academy is a school in your portfolio that recently enrolled a third-grade student who is monolingual in Arabic. Apple Academy does not have an ELD specialist and places the student in a class where the teacher utilizes sheltered content teaching. The teacher also sets the student up with an online program to learn English.

- To what extent is the school meeting the needs of this student?
- How might you leverage your district EL department to better support this school in meeting the needs of this student?
- What should your role as the authorizer be in this situation?

Oversight and Monitoring

-
- 1 Identification and Placement
 - 2 Equal Access to Appropriate Programming
 - 3 Redesignation and Monitoring ELs
 - 4 Family and Community Engagement

Identification and Placement (1)

1 Identification and Placement

Schools must administer a home language survey

- Can be part of enrollment forms

Schools must administer assessment of English language proficiency

- W-APT (K and first-semester 1st grade)
- WIDA Screener (grades 1-12)

WIDA Screener-state cut point guidelines for classification

Schools must also use a body of evidence

Identification and Placement (2)

Identification and Placement

- Notify parents of students identified for Language Instruction Education Program (LIEP)
- Place in appropriate LIEP programs
- Provide annual English proficiency assessment: ACCESS for ELLs

Equal Access (1)

2 Equal Access to Appropriate Programming

- ELLs should have access to the school's general education program to support mastery of CO Academic Standards.
- LIEP designed to ensure effective participation of ELs in the education program.
- English language instruction should support mastery of CO English Language Proficiency Standards.
- Students should have instruction in the home language if needed.
- ELLs with special needs should receive appropriate services related to both their English language proficiency and their disability.

Equal Access (2)

Equal Access to Categorical and Other Programs for ELL Students

- ELL students are entitled to equal access to all programs appropriate to their academic needs without regard to English proficiency.
- Examples include compensatory, exceptional, adult, vocational, or early childhood education, as well as dropout prevention, and other support services.

Redesignation & Monitoring (1)

3 Redesignation

- Redesignation: 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.
- Pathways based on annual ELP assessment data (ACCESS or Alternate ACCESS) or on local data
- Standardized body of evidence

Redesignation and Monitoring (2)

Monitoring

- Monitor Fluent English Proficient students' students' linguistic and academic progress for two years
- If monitoring suggests language needs, 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

Activity

What kinds of evidence would you look for to monitor whether ELLs are appropriately:

- Identified and placed appropriately
- Accessing LIEP and other programming
- Redesignated and monitored when appropriate

Which resources (including data, documents, and staff) would you consult to find the evidence?

Family and Community Engagement

4 Other Compliance Issues: Communication with Families

Schools should do the following:

- Determine parents' preferred language of communication with the student and with the school
- Provide parents with oral and written communications in a language they understand
- Explain student's status and EL program options to parents
- Involve parents in school decision-making and their child's education

Monitoring Vehicles

Monitoring Vehicles

Annual Review/Report

- Enrollment data compared to neighboring district schools
- Achievement for English language learners
- Compliance review

Site Visits

- Instruction for English learners is evidence based

Desktop Monitoring

- Enrollment data, Progress monitoring review

Renewal Application

- Review of enrollment, achievement, and compliance throughout the term of the charter

**Questions?
Reactions?
Ideas?**

