English Learner Master Plan

A Guidebook for Providing Education Services for English Learners (ELs)

Utah State Office of Education

Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200
Martell Menlove, Ph.D., State Superintendent of Public Instruction

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EXECUTIVE SUMMARY

The Utah State Office of Education (USOE) has developed Utah's Master Plan for English Learners (ELs). **The purpose of the plan is to provide educators with critical information related to the linguistic and educational needs of English learners, as well as the legal requirements for serving these students.** Recognizing that English learners bring a wealth of knowledge and talent that will benefit Utah's communities, we encourage the use of this plan as a guide for implementing best instructional practices for ELs, and for driving systemic changes required to ensure the academic success of linguistically diverse learners.

The plan provides information on the following areas related to the linguistic and educational needs of English learners:

- Understanding and meeting federal and state requirements
- Maintaining high-quality, standards-based language instruction leading to full academic engagement
- Including 21st century skills in curriculum and instruction
- Reporting and using data to manage instruction
- Valuing, honoring, and embracing native heritage and cultural differences
- Engaging the family and community
- Information about program design
- Sample forms, letters, and additional resource materials

Utah educators work tirelessly to promote student success. Because of their experience, expertise, and understanding of the specific needs of ELs, these educators make it possible for them to achieve academic success. Our goal is to support them in providing the best instruction possible for students, and in meeting and exceeding the compliance issues addressed in this document, in order to ensure continued success for English learners in school and in life.

In order to address the ever-changing and expanding needs of English learners, we will review and update this document annually.

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1 INTRODUCTION

The 2010 report by the U.S. Census Bureau highlights two population trends in the United States. One, the number of U.S. residents aged five years and older who speak a language other than English at home has more than doubled since 1980, and two, fewer than half of this group are fully proficient in English. Similar to the rest of the nation, Utah has become more ethnically and racially diverse, with much of this diversity resulting from recent immigrants and their children who speak languages other than English in their homes (Perlich & Downen, 2011). According to Utah Quick Facts from the U.S. Census Bureau (2012), the majority of Utahns are White, with Hispanics/Latinos representing the largest ethnic group at 13.3%. Asians represent 2.2%, American Indians/Alaska Natives 1.5%, Blacks/African Americans 1.3%, and Pacific Islanders 0.9%.

Utah's teachers, school administrators, and school board members are responsible for providing a challenging and equitable education to all students. With demographic changes, Utah's schools serve 51,249 (USOE Data Report, January 2014) K–12 English learners representing 134 languages. As all students work to achieve success under Utah's recently intensified academic standards and accountability measures, the state's EL population is also working to develop English proficiency.

1.1 Who Are Utah's ELs?

It is difficult to define ELs as a group, but Claude Goldenberg (2013) describes them succinctly as "students who do not have enough proficiency in English to be able to benefit adequately from mainstream classroom." While the main characteristic by which ELs are defined is the fact that they are in the process of acquiring English language, these students are not a homogenous group. ELs are a very diverse population of children and youth who enter U.S. schools at different ages/grades with varying opportunities for prior schooling, differences in socio-economic status, and levels of literacy in the home. They bring with them various cultures, languages, talents, abilities and aspirations (NCTE, 2008). Like native speakers of English, ELs have a variety of educational needs, ranging from gifted and talented programs to special education services.

Factors such as former schooling, quality of instruction, home environment, culture, and mobility, as well as affective experiences, influence ELs' achievement and progress in U.S. classrooms. As diverse as they are, one thing is certain for all ELs: They have "double the work" compared to mainstream students (August & Fitzsimmons, 2007). They must simultaneously learn English language and core curriculum concepts in language arts, math, science, social studies and other subjects. According to Calderón (2012), newcomer students who received no education at all in their native countries, or who are students with interrupted formal education (SIFE), have "triple the work." They have to learn content concepts in a language they have not yet acquired, and how to read and write in English simultaneously with learning how to read and write.

Similar to most other states, approximately 78 percent of ELs in Utah were born in the U.S. and have been enrolled in school since kindergarten. The challenge is that many of these students remained classified as ELs for longer than six years, creating what many refer to as "long-term ELs (LT-ELs)" (Olsen, 2010). Many former ELs who have been exited from direct Alternative Language Services (ALS) still struggle to keep up academically. These students typically have acquired strong social language skills in English, but they have not acquired sufficient academic language skills to be successful in the classroom (Calderón, 2012).

The need for English language instruction has increased because of this growth in diversity. As required by law, English language services begin with the identification process, which requires the use of a home language survey to ascertain whether the primary home language of the student is not English. An assessment is used to determine whether or not English language ability prevents the student from fully accessing the school curriculum. This screening assessment is the only identifier for discovering whether a student requires EL services or not. Therefore, school boards, administrators, and teachers are entrusted with the implementation of effective English language acquisition instruction through Alternative Language Services (ALS) that produce results and are based on sound principles of comprehensive school reform.

Similar to every other state in the U.S., the achievement gap for English learners in Utah is greater than for any other disaggregated groups in language arts, mathematics, and graduation rate. Utah's Criterion-Referenced Tests (CRTs) over the past several years reveal a consistent achievement disparity between EL and non-EL groups that must be addressed.

English learners often face numerous linguistic and cultural challenges in school that native English-speaking students do not always face. These challenges may include (but are not limited to):

- Minimal expectations for school achievement from administrators or teachers.
- Different academic expectations of ELs at home than those expected at school.
- Interrupted or limited previous schooling.
- Teaching practices and behavior expectations unfamiliar to students new to Utah schools.
- Teaching materials or instruction not appropriate for students' English proficiency levels.
- Instruction and/or counseling that is not culturally sensitive or appropriate for ELs' language proficiency.
- Social and/or affective issues (e.g., not feeling accepted, validated, etc.).
- Insufficient information about how to prepare for graduation, college and/or career.
- Financial circumstances that make alternatives to school attractive, such as working during school hours.

To ensure that all students are college and career ready, Utah's education system must be committed to closing the achievement gap for EL students in Utah. To accomplish this, it is paramount to have an effective English language development (ELD) program that builds upon individual and cultural strengths and addresses the cognitive and linguistic needs of ELs, as well as the social/affective, physical, and spiritual well-being of all students. Utah schools

[1] *Utah's Criterion-Referenced Tests (CRTs) are state-developed assessments specifically designed to measure the students' understanding of the Core Curriculum, and are crucial for the academic progress of each student.*

must also be actively engaged in assessing and analyzing student performance, educational program effectiveness, program delivery structures, and instructional processes. Implementing research-based program structures that support EL student achievement is essential.

1.2 References

Calderón, M. (2012). Why we need a new way of schooling language-minority children. In Calderón, M. (Ed.), *Breaking through: Effective instruction & assessment for reaching English learners*. Bloomington, IN: Solution Tree Press.

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United States Census Bureau. (2012). Utah state and county quickfacts. Retrieved August 23, 2013 from *http://quickfacts.census.gov/qfd/states/49000.html.*

2 GOALS & GUIDING PRINCIPLES

The English Learner (EL) Master Plan serves as a guide to facilitate and support the work of stakeholders in building a framework for EL student success. It will guide local education agencies (LEAs) in providing best educational practices to ELs based on current research and federal and state requirements. The USOE and LEAs will use data to make informed decisions for ensuring literacy and numeracy for all Utah students. They will provide high-quality instruction, establish relevant curriculum and high standards, create an inclusive school culture, develop culturally competent staff, encourage collaboration with parents and families, and hold all stakeholders accountable for student success. All involved in this effort must work together to ensure that every Utah student, regardless of language or cultural background, has access to academic content in order to be successful in acquiring the 21st century skills necessary for college or career opportunities.

"Promises to Keep" (available at *http://www.schools.utah.gov/board/*) outlines the vision and mission of Utah public education. The premise of "Promises to Keep" is that there are essential core promises that leaders in the public education system should be clear about with citizens of Utah; that these promises are made as part of the civic compact at work as the citizens of Utah give into our hands resources for the public education system; and that citizens should have high expectations regarding our success in the essential, promised work of public education.

Utah's public education system keeps its constitutional promises by:

- Ensuring literacy and numeracy for all Utah children.
- Providing high-quality instruction for all Utah children.
- Establishing curriculum with high standards and relevance for all Utah children.
- Requiring effective assessment to inform high-quality instruction and accountability.

2.1 Guideline Goals

Utah's Master Plan for ELs provides guidance to Utah LEAs in their continuing efforts to address the linguistic and educational needs of ELs by sharing information on legislated and judicially mandated policies, best practices, and program procedures. The goals of this document are to:

- Provide guidance to the K–12 education community on federal and state requirements for teachers of ELs.
- Maintain high-quality, standards-based language instruction, resulting in full participation in rigorous academic discourse.
- Align and include 21st century skills into the curriculum and instruction.
- Value and honor ELs' native language.
- Value/embrace cultural differences.

2.2 Guiding Principles

In the initial planning stages, the EL Master Plan Task Force identified specific guidelines by which they would measure the relevance and quality of the plan's contents and recommendations. The guiding principles listed below reflect the values agreed upon by the Task Force.

The **Utah English Learner Master Plan** will:

- Reflect multiple perspectives.
- Address the needs of stakeholders.
- Emphasize the importance of family and community involvement/engagement.
- Lead to improved classroom practice.
- Improve students' experiences.
- Be usable and accessible.
- Be dynamic and data driven.
- Require collective responsibility/support from all participants in the system.
- Support continuous improvement.
- Prepare students to be college-, career-, and life-ready.
- Align with the principles of Utah's "Promises to Keep."

3 LEGAL REQUIREMENTS

3.1 Overview

Utah provides equal access to education for ELs in accordance with all federal laws, federal court decisions, and Utah State Board of Education rules that define the requirements for educational services for ELs and immigrant children and youth.

The following text and tables outline the requirements local educational agencies (LEAs) and schools must meet, under the direction of the state education agency (SEA), in order to be in compliance with legislation and rulings that pertain to education services for ELs.

3.2 Identification of English Learners

Each local education agency (LEA) and school must follow an approved process for identifying students who are English learners, and therefore eligible for English language development services.

The No Child Left Behind (NCLB) Act of 2001 uses the term "limited English proficient" (LEP) to refer to students who are learning English. These students may also be referred to as English as a second language (ESL) students, English language learners (ELLs), second language learners (SLLs) or bilingual students. Currently, professionals and researchers refer to them as English learners (ELs). According to Title III of NCLB (2002), an EL is a student[2]:

- Aged three through 21.
- Enrolled or preparing to enroll in an elementary school or secondary school.
- Who was not born in the United States, or whose native language is a language other than English.
- Who is a Native American or Alaska Native.
- Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.
- Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant.
- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on state assessments.
- Who lacks the ability to successfully achieve in classrooms where the language of instruction is English.

[2] *Foreign exchange students are not classified as ELs.*

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
Title VI of the Civil Rights Act of 1964 *http://www.justice.gov/crt/about/edu/types.php*	"No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."	In determining eligibility for educational programs, schools must not discriminate based on race, color, or national origin.
Plyler v. Doe, 1982 *http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl? court=us&vol=457&invol=202*	The U.S. Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of the immigrant status. "Undocumented… children cannot be denied a free, public education because such a denial would violate their constitutional right of equal protection."	LEAs must enroll students regardless of their residency or immigration status. **LEAs CANNOT request documentation from students concerning their or their family's legal status. Students cannot be refused enrollment due to lack of legal documentation.** For more information, see *http://www.nsba.org/SchoolLaw/COSA/Search/AllCOSAdocuments/Undocumented-Children.pdf.*
Lau v. Nichols, 1974 *http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?court=US&vol=414&invol=563*	A U.S. Supreme Court decision held that "students who understand little or no English are denied equal opportunities when English is the sole medium of instruction and there are no systematic efforts to teach that language to non-English-speaking children or language assistance to enable them to participate in the instructional program of the district."	LEAs must offer programs and instruction that allow ELs full access to the same curriculum as native English speakers.
Utah Administrative Code (UAC) R277-716-4 (2013) *http://www.rules.utah.gov/publicat/code/r277/r277-716.htm* No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110 § 3115 (a) (1-4)	As part of the student registration process, parents complete a home language survey. If warranted, the student is given a language proficiency assessment (screener) to determine whether placement in an Alternative Language Services (ALS) program is appropriate.	

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
Utah Administrative Code (UAC, R277-716-4), 2013 *http://www.rules.utah.gov/publicat/code/r277/r277-716.htm*	SEA establishes criteria, based on Title III guidelines, for student exit from ALS programs or services.	LEAs must implement student exit criteria from ALS programs or services.
NCLB, 2001 § 3121 (a) (1-4)	LEAs monitor the academic and linguistic progress of students exited from ALS services for a period of two years.	LEAs and schools must monitor the academic and linguistic progress of students exited.

3.3 Assessment of English Learners

The Utah State Office of Education recognizes the importance of measuring the progress of ELs' language acquisition as well as their academic progress each year. The evidence gathered from the state language proficiency assessment (ACCESS for English Learners) and the Student Assessment for Growth and Excellence (SAGE) is used along with the LEAs' summative and formative assessments to ensure that ELs are making progress in learning English as well as core content. ELs are required to take all State content assessments. (For more information about Assessment and Accountability, see Section 4.6.)

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
Office for Civil Rights (OCR) Policy, 1991 *http://www2.ed.gov/about/offices/list/ocr/ell/assessment.html* UAC, R277-2013-716-4	The 1991 OCR Policy Update requires LEAs to ensure that ELs are provided with the opportunity to learn English in a timely manner. Each year SEAs and LEAs must use a valid and reliable assessment for measuring the English proficiency of identified ELs in listening, speaking, reading, writing, and comprehension.	LEAs must measure ELs' gains in English language proficiency annually. LEAs must administer the state language proficiency assessment annually (whether or not Title III funding is received).
NCLB, 2001 § 3116 (d) (2) NCLB, 2001 § 1111 (b) (7) UAC, R277-716-4, 2013 See also 2007 non-regulatory guidance *http://www.ed.gov/policy/ elsec/guid/lepguidance.doc*	According to NCLB, all LEAs are required to assess ELs annually on the content and academic standards of the SEA in order to monitor the progress of ELs as well as former ELs. LEAs are required to annually assess in English children who have been in the United States three or more consecutive years.	LEAs/schools must test EL and former EL students annually on the state achievement assessment (SAGE). **Note:** Recently arrived ELs (who arrived in the U.S. on or after 4/15 of the current school year) are exempt from all SAGE assessments. (For other assessment guidelines

(Continued on next page)

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
		for ELs, refer to the Utah Assessment Participation and Accommodations Policy at *http://schools.utah.gov/assessment/Special-Needs/Accommodations-PolicyVersionOct25.aspx.* Based on federal non-regulatory guidance (2007), EL students must be tested in English if they have been in the United States **three or more consecutive years.**

3.4 Protecting Students and the Privacy of Education Records

Key FERPA regulations that LEAs should know:

- Parents and eligible students may inspect, review, and request to amend education records.
- FERPA protects most of the information collected by schools about students. However, sole possession records (e.g., teachers' informal notes), records of school-based law enforcement units, and employment records do not fall under the jurisdiction of FERPA.
- FERPA prohibits matching of students' education records and has a restriction on parties who may access the personally identifiable information. It also levies penalties for inappropriate re-disclosure by third parties.
- Records pertaining to the identification, evaluation, and educational placement of children with disabilities must be available for review by parents.
- Any participating agency or institution that collects, maintains, or uses personally identifiable information about students with disabilities must protect the privacy of these special education records.
- Once a student reaches 18 years of age or attends a post-secondary institution, he/she becomes an "eligible student." All rights that were formerly given to parents under FERPA are transferred to the student at this time.

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
FERPA of 1974 Utah Code 53A-13-301 through 302 *http://www.schools.utah.gov/law/Papers-of-Interest/FERPA-Summary.aspx - 2011-11-29*	The Family Educational Rights and Privacy Act FERPA of 1974 is a federal law designed: (1) To protect the privacy of education records; (2) To establish the right of students to inspect and review their education records; and (3) To provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.	LEAs receiving federal funding must comply with FERPA. Federal law prohibits LEAs and schools from releasing information without permission. Most information about students cannot be made public without the consent of parents or guardians.

3.5 Parent Notification and Participation After the English language proficiency screener is administered and a student demonstrates limited English proficiency, the parents/guardians must be notified of the child's eligibility for ALS services, which programs are to be provided, and the procedure for exiting the services. This must be done in a language the parent understands, where practicable. Parents must also be informed of school events and how they can support and participate in their children's learning.

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
OCR, 1991 NCLB, 2001 § 3302 (a, c) UAC, R277-716-4, 2013 *http://www.rules.utah.gov/publicat/code/r277/r277-716.htm* NCLB, 2001 § 3302 (8) (c) UAC, R277-716-4, 2013	"No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." LEAs/schools must notify parents who are not proficient in English of the LEA/school's required and optional activities. Schools must provide information about school activities in the parents' preferred language to the extent practicable. LEAs/schools shall provide interpretation and translation services for parents at registration, IEP meetings, SEOP meetings, parent-teacher conferences, and student disciplinary meetings, etc.	LEAs/schools must provide school information to parents in the language they understand, where practicable. LEAs/schools must provide interpretation and translation services to parents who are not English proficient. (The USOE provides translated parent notification documents in several languages. Contact the Title III personnel for more information.) *http://schools.utah.gov/assessment/UALPA.aspx* (Title III funds may be used by LEAs to provide interpreters for parents at school meetings.)

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
NCLB, 2001 § 3302 (a) (d) UAC, R277-716-4, 2013	LEAs/schools must provide **annual** notice to parents of students placed in ALS programs at the beginning of the school year or **no later than 30 days after identification.** If a child has been identified as requiring ALS services after the school year has started, parent notification shall take place **within 14 days of the student's identification and placement.** After a child has been identified as an EL, the LEA/school must inform parents/guardians that their child is eligible for ALS services with information about the program(s) that will be provided for their child.	LEAs/schools must notify parents of child's placement in a language acquisition program **annually** within the time frame set by NCLB. LEAs/schools must provide the following information to the parents/guardians of an EL student: • The reason the child was identified as an English learner • The child's level of English proficiency • The method of instruction to be used • How the program will support the educational strengths and needs of the child • How the program will help the child learn English and meet age appropriate academic achievement standards • The specific exit requirements for the program
NCLB, 2001 § 3302 (a) (7)	In the case of a child with a disability, LEAs must inform parents/guardians of how ALS programs will meet the objectives of the individualized education plan (IEP) of the child.	Parents/guardians of a child with a disability must be informed about how the ALS programs will meet the objectives of the child's IEP, their rights to have the child removed from the program, and other options if they refuse services.
NCLB, 2001 § 3302 (a) (8) (b) UAC, R277-716-4, 2013	LEAs shall provide notice to parent(s) of EL students if the LEA and/or school fail to meet AMAOs. Notice shall be provided within 30 days of the school district's/charter school's receipt of the annual State Title III Accountability Report from the USOE.	Schools must notify parents of EL students if the LEA and/or school do not meet annual measurable achievement objectives (AMAOs) within 30 days of receiving the State Title III Accountability Report from the USOE.

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
NCLB, 2001 § 3302 (e) (1) UAC, R277-716-4, 2013	LEAs shall implement an effective means of outreach to parents of EL students to inform them how they can be involved in the education of their children.	LEAs/schools must inform parents of ELs of how they can be involved in the education of their children and be active participants in helping their children learn English, achieve at high levels in core academic subjects, and meet the same content and achievement standards that all students are expected to meet.

3.6 Parent Refusal of Services

Parents may refuse ALS services for their children by providing **written** communication to the LEA/school **annually**. However, LEAs/schools are under obligation to ensure that ELs whose parents refuse ALS services make progress in English language development as well as academic achievement. (See Appendix B 4 for a sample form.)

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
NCLB, 2001 § 3302 (a) (8) (i) (iii)	Parents may refuse ALS services for their children.	Parents must notify the LEA/school in writing.
Utah State Office of Education (USOE)	The LEA must continue to list students as ELs with a "refused services" designation of "O" on Utah's Student Information System (SIS).	LEAs/schools must ensure that ELs whose parents refused ALS services make adequate English language development and academic progress.
NCLB, 2001 § 3116 (d) (2) UAC, R277-716-4, 2013	ELs whose parents refuse ALS services must take the state language proficiency assessment until they reach fluent level.	Students who are classified as ELs, but who do not receive direct services due to parent refusal of services, must take the annual state language proficiency assessment until they reach fluent proficiency.
Federal non-regulatory guidance *http://www.schools.utah.gov/sars/DOCS/ assessment/1314 utahaccommodations.aspx*	Students whose parents or guardians have refused ALS services are still eligible for testing accommodations on content assessments. (According to the Office for Civil Rights, these students cannot be denied access to educational services.)	Students who are classified as ELs, but who do not receive direct ALS services due to parent refusal of services, have the right to receive accommodations for ELs on SAGE assessments.

3.7 English Learners With Disabilities

The Utah State Office of Education requires that LEAs adhere to federal and state guidelines for identifying and providing services to students with disabilities. LEAs must use valid and reliable assessment and student achievement data in order to avoid over-identifying or under-identifying students with disabilities.

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
Individuals with Disabilities Education Act (IDEA), 2004, § b1 (d) Utah State Board of Education Special Education Rules, 2007 *http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalArea%2C13%2C* Individuals with Disabilities Education Act (IDEA), 1975 Individuals with Disabilities Education Act (IDEA), 2004 *http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C3%2C*	LEAs must have a policy to identify and serve students who qualify for services under IDEA, including: (1) Implementing procedures and training consistent with federal regulations and state special education rules that ensure EL students are not misidentified as students with disabilities due to their inability to speak and understand English. (2) Reviewing the assessment results of students' language proficiency in English and other language(s) **prior to initiating evaluation activities,** including selecting additional assessment tools. (3) Conducting assessments for IDEA eligibility determination and educational programming in students' native language when appropriate. (4) Using nonverbal assessment tools when appropriate. (5) Ensuring that accurate information regarding students' language proficiency in English and other language(s) **is considered when evaluating assessment results.**	LEAs must establish and implement policies to ensure the accurate identification and services to English learners who have disabilities, while using caution to avoid over-identification or under-identification of students who may require special education services.

(Continued column 2, next page)

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
	(6) Considering results from assessments administered both in English and in the students' home language. (7) Ensuring that all required written notices and communications with parents who are not proficient in English are provided in the parents' preferred language to the extent practicable, including utilizing interpretation services when appropriate. (8) Coordinating the language acquisition services and special education and related services to ensure that the IEP is implemented as written. The LEA must also provide information and training to staff that limited English proficiency does not constitute a disability; if there is evidence that students with limited English proficiency have disabilities, they must be referred for possible evaluation for eligibility under IDEA.	

3.8 Instructional Design and Services

Each LEA/school must develop and implement effective instruction programs that support all EL students in English language acquisition, as well as in academic achievement.

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
Equal Education Opportunities Act of 1974 *http://www.justice.gov/crt/about/edu/types.php*	This act specifically prohibits SEAs from "denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."	Regardless of accepting Title III funds, LEA/schools must take appropriate action to help ELs overcome language barriers that would keep them from having equal participation in instructional programs.
Lau v. Nichols, 1974 *http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?court=US&vol=414&invol=563*	A U.S. Supreme Court decision held that "students who understand little or no English are denied equal opportunities when English is the sole medium of instruction and there are no systematic efforts to teach that language to non-English speaking children or language assistance to enable them to participate in the instructional program of the district."	LEAs must offer programs and instruction that allow ELs full access to the same curriculum as native English speakers.
Castañeda v. Pickard, 1981 *http://www.stanford.edu/~hakuta/www/LAU/IAPolicy/IA1bCastanedaFullText.htm*	The Court of Appeals established a three-pronged test to evaluate the adequacy of a district's program for ELs: **The Castañeda Standards** require: 1. Theory: The district program must be based in "a sound educational theory." 2. Practice: The programs and practices, including resources and personnel, must be able to "implement this theory effectively." 3. Results: The programs have led to "effective outcomes of English language development."	LEAs must design instructional services that meet a three-pronged test of effectiveness.

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
NCLB, 2001 § 3116 (d) (4)	English language proficiency includes being able to speak, read, write, and comprehend the English language.	LEAs/schools must design and implement programs that enable children to acquire sufficient English proficiency to speak, read, write, and comprehend English and meet challenging state academic achievement standards.
UAC, R277-716-4, 2013	In 2010, the Utah State Board of Education adopted the WIDA™ English Proficiency Standards as Utah's approved English language development (ELD) Standards.	See: *http://www.WIDA.us/* Districts must provide ALS services based on the Utah English language arts core and the WIDA English language development standards.
NCLB, 2001 § 3116 (b) (2) UAC, R277-716-4, 2013	LEAs/schools determine what types of Title III services are available and appropriate for each student identified in need of ALS services, e.g., dual language immersion, ESL content-based instruction, or sheltered instruction.	LEAs/schools must determine appropriate service models based on the needs of its EL students.

3.9 Teacher Qualifications and Training Highly qualified teachers of ELs understand the importance of providing equal access to the learning of language and core curriculum for all students. They become a resource to other educators as they implement state and federal policies, contribute to professional development, address the unique learning needs of their students, and advocate for ELs and their parents.

(ESL Endorsement information is available at *http://schools.utah.gov/cert/Endorsements-ECE-License/ESL.aspx.)*

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
OCR, 1991 NCLB, 2001 § 1119 (a) (1-2) UAC, R277-716-4, 2013	The 1991 OCR Policy Update requires LEAs to train teachers serving EL students. All teachers must meet the highly qualified requirements. Utah educators who are assigned to provide instruction in language acquisition programs must comply with the State ESL Endorsement requirements. (See Appendix I for specific requirements for ESL endorsement.)	Highly qualified staff must provide instruction to ELs. Teachers who are assigned to provide English language instruction to EL students must have certification with an endorsement in Bilingual Education or English as a Second Language.
NCLB, 2001 § 3212 (A) (2) (ii) UAC, R277-716-4, 2013	LEAs are to provide adequate professional development and resources to assist teachers and staff of ELs in meeting AMAOs.	LEAs are to provide the professional development and resources necessary to assist teachers and staff of ELs in meeting AMAOs.
NCLB, 2001 § 3116 (c)	All teachers in any language instruction educational program for ELs funded by Title III must be fluent in English and any other language used for instruction.	Teachers of ELs must be proficient in English and any other language of instruction.
NCLB, 2001 § 3212 (B) IX) UAC, R277-716-4, 2013 UAC, R277-469	Provide necessary staff, curricular materials approved by the Instructional Materials Commission consistent with R277-469, and facilities for adequate and effective professional development.	LEAs are to provide necessary staff, curricular materials, and facilities for professional development.

3.10 Program Reporting and Evaluation In order to assure that ELs are provided with adequate services for language acquisition and knowledge of core curriculum, LEAs are required to submit enrollment counts, evidence of EL progress with English language acquisition, and achievement scores on Utah Core Curriculum exams.

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
	Prior to July 1 of each year, LEAs submit to the USOE clearinghouse the EL student count, by classification.	Annually report counts of EL students classified by proficiency levels.
NCLB, 2002 § 3121 (a) (2) UAC, R277-716-4, 2013	Following evaluation of student achievement and services, the LEA must: (1) Analyze results and determine the programs' success or failure. (2) Modify a program or services that are not effective in meeting the state AMAOs.	Annually evaluate program effectiveness and modify program or services, as needed.
NCLB, 2001 § 3122 (b) (2) UAC, R277-716-4, 2013	For LEAs receiving Title III funding: If the LEA does not meet Annual Measureable Achievement Outcomes (AMAOs), the LEA must develop and implement an improvement plan to satisfy AMAOs.	LEAs that receive Title III funding but do not meet AMAOs are required to develop and implement an improvement plan that will be approved by the USOE.

3.11 Funding of EL Programs LEAs and schools must adhere to state and federal requirements for using the funds they receive from Title III. The funds must be used for authorized activities and supplement, not supplant, the programs LEAs or schools provide for English learners and immigrant children and youth.

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
NCLB, 2001 § 3115 (g)	Title III, Part A funds must be used to supplement the level of federal, state and local public funds that, in the absence of such funds, would have been expended for programs for EL and immigrant children and youth, and in no case to supplant other federal, state, or local funds.	Title III funds must be used for approved activities and **must not be used to supplant or replace** what the LEAs and schools would be expending for EL and immigrant children and youth in the absence of those federal, state, or local funds. Title III funds must support activities that improve the teaching and learning of ELs so they can learn English and acquire knowledge and skills needed to meet Utah's academic achievement standards.

3.12 Monitoring and Evaluating Programs

Legal Citation/Link	*Requirements*	*Local Application of Requirements*
NCLB, 2001 § 3121 (g)	Each LEA must submit to the USOE every second fiscal year an evaluation that includes: • A description of the programs and activities. • A description of the progress EL children made in learning English and meeting state academic standards. • The number and percentage of children in the programs who attain English proficiency by the end of each school year. • A description of the progress students who are in the two-year monitor period make in meeting state academic content and achievement standards.	The USOE monitors and evaluates programs implemented for ELs by each LEA to ensure compliance with Title III requirements. Each LEA must conduct a self-evaluation and report to the USOE Title III team. Also, the USOE Title III team conducts on-site monitoring visits on a regular basis. The evaluations will be used to improve programs and activities and to determine the effectiveness of the programs being implemented. The forms for the self-evaluations and the monitor visits are available in Appendix C.

3.13 LEA Responsibility to Private Schools

Legal Citation/Link	*Requirement*	*Local Application of Requirement*
ESEA, Title IX § 9501-9504 *http://www2.ed.gov/about/offices/list/oii/nonpublic/title3-factsheet.html* *http://www2.ed.gov/policy/elsec/leg/esea02/pg111.html* *http://schools.utah.gov/fsp/ELL-Services/Forms-Checklists-Data/Non-Regulatory-Guidance-pdf.aspx*	Under the Uniform Provisions in Title IX of ESEA, LEAs or other entities receiving federal funds are required to provide services to eligible private school students, teachers, and other personnel. The USOE is responsible for ensuring that its subgrantees (LEAs) comply with the statutory and regulatory requirements related to providing equitable services to private school EL students and teachers.	LEAs are required to consult with the officials of private schools within their boundaries on a number of issues related to Title III, Part A. These include: • How the students' and teachers' needs will be identified. • The services the LEA will provide to meet those needs. • The amount of funding available to provide services. • And how the services will be assessed. The consultation must take place prior to the LEA making any decisions that affect the participation of private school students and teachers in the Title III program.

3.14 References

Castañeda v. Pickard, 648 F.2d 989; 1981 U.S. App. LEXIS 12063 (1981). Retrieved January 30, 2014 from *http://www.stanford.edu/~hakuta/www/LAU/IAPolicy/IA1bCastaneda FullText.htm*

Elementary and Secondary Education Act of 1965, as amended, Title IX, Part E § 9501-9504. Retrieved January 30, 2014 from *http://www2.ed.gov/about/offices/list/oii/nonpublic/title3-factsheet.html.*

Equal Education Opportunities Act of 1974. Retrieved July 14, 2013 from *http://academic.evergreen.edu/curricular/ mit2008/ win08handouts/ edLaw/lawsacts/Equal Educational Opportunities Act.htm.*

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Lau v. Nichols, No. 72 - 6520. 414 U.S. 56 (1974). Retrieved July 14, 2013 from *http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?court=US&vol=414&invol=563.*

No Child Left Behind Act (NCLB) Act of 2001, Title III: Pub. L. No 107-110 § 115, Stat 14 25. U.S. Department of Education, (2002).

Utah Administrative Code (June 1, 2013). Rule R277-716. Alternative language services for Utah students. Retrieved July 14, 2013 from *http://www.rules.utah.gov/publicat/code.htm.*

Utah State Board of Education Special Education Rules, 2007. Retrieved July 14, 2013 from *http://schools.utah.gov/fsp/ELL-Services/Forms-Checklists-Data/Non-Regulatory-Guidance-pdf.aspx.*

4 PROGRAM DESIGN

4.1 Eligibility for Services

In order to provide appropriate and equitable learning opportunities for English learners, LEAs must develop a consistent and unbiased process for determining which students are eligible for Alternative Language Services (ALS) services. Determining eligibility begins with proper identification of students who have limited English proficiency in listening, speaking, reading, and writing.

4.1.1 Enrollment

School secretaries, registrars or other appointees have the responsibility of entering student information onto Utah's Student Information System (SIS). It is critical that they enter each student's name exactly as it is written on the student's birth certificate or other documentation. This prevents students from being enrolled with an abbreviated name or nickname. Due to the differences in how various countries list names on legal documents, consistency in using the name as it is written on the documentation presented will prevent students from being enrolled on SIS multiple times under different names.

4.1.2 Identification

Federal guidelines in No Child Left Behind (NCLB), Title III legislation and the Office for Civil Rights (OCR) requires that districts follow specific protocols for identifying EL students. OCR requires that as part of the enrollment process, parents of students complete a Home Language Survey (HLS), sometimes called a Primary Home Language Other Than English (PHLOTE) form. This survey determines whether the student should be given a screening assessment for placement in ALS programs.

OCR recommends, at a minimum, the following three questions for the Home Language Survey:

1. Is a language other than English used in the home?
2. Was the student's first language other than English?
3. Does the student speak a language other than English?

The home language survey: If a parent's response to the questions about language use indicates that the student or another person in the home uses a language other than English, the school **must** administer an English language proficiency assessment screener to determine the student's English language proficiency level. However, the use of another language other than English in the home does not automatically indicate that the student will require instruction through ALS programs.

Federal and State Requirements:

Each LEA is responsible for maintaining documentation for each EL student on the following:

- Home language survey
- Identification results
- English proficiency level of student
- Type of program and instructional plan for language development for each EL
- Notification of services to parent/guardian including option to refuse services
- Assessment data from Utah's Comprehensive Accountability System (UCAS)
- Documentation of exit/reclassification (see samples in Appendix B6)

Chart 1. Federal English Learner and Immigrant Student Identification Requirements

English Learner (EL)	EL OR IMMIGRANT	Immigrant
Place of birth is NOT a factor (can be born in the U.S.)		Born outside the U.S., Washington D.C., or the Commonwealth of Puerto Rico.
A non-English language listed on the Home Language Survey (more than one question should be used to determine LEA protocol).		Has not attended one or more schools in any one or more states for more than three full academic years.
Unsuccessful completion of a screening assessment determines student is an EL.		Language is NOT a factor.
Grades K–12		Aged three–21.

Definitions are based on Section 3301(6) of the Elementary and Secondary Education Act (ESEA).

Identification Roles and Responsibilities		
School	**LEA**	**USOE**
Request parents/guardians to complete the Home Language Survey (HLS) as part of school registration.	Include questions about home language on registration or enrollment form.	Monitor LEA HLS forms are appropriately used for screening
Collect the HLS to determine whether an English language proficiency assessment is needed.	Develop an HLS form.	Provide examples for HLS (See recommended questions above.)

(Continued on next page)

Identification Roles and Responsibilities		
School	**LEA**	**USOE**
Administer screener if indicated by HLS form.	Include specific questions used to screen for EL students.	Provide technical assistance for compliance of LEA HLS forms with Title III mandates.
	Purchase appropriate screening assessment.	Recommend appropriate screening assessments (e.g., W-APT™).
Provide notification to parents/guardians of results of identification, assessment, and service plan in a language and manner they can understand. **Annual** parent notification must occur within 30 days of the first day of the school year. If a student enrolls after the school year has begun, parent notification must occur within 14 days of enrollment.	Develop Notification of Services letter to parents/guardians (in native language where practicable).	See samples of Notification of Services Letter to Parents/Guardian in Appendix B. Monitor that LEA notification letters are being sent within appropriate time frame.
Place student in appropriate English language development services. Prepare a permanent folder for all required documentation (for each student).	Submit qualifying student names to the USOE via Student Information Systems (SIS), or other district information system.	Report data regarding EL population information in compliance with federal guidelines. Allocate Title III funding.
After receiving **written** communication from parents refusing EL services, the school may withdraw the students from Title III English language development programs. *However, the school must still provide effective instruction to ensure that the students make academic and linguistic progress.*	Change student status on SIS to "O" for refused services. Students are to remain designated as EL until they score proficient on the annual state ELP assessment (ACCESS for English Learners).	Monitor that "O" status students are still administered the WiDA ACCESS annual assessment.

Federal and State Requirements:

- Include Home Language Survey form as part of the registration process.
- Ensure that the HLS is physically and linguistically accessible to parents/guardians.
- Use specific questions to screen for potential EL students.
- Administer an assessment (screener) that measures all four modalities in language proficiency. (An English language proficiency screening test is any instrument that is

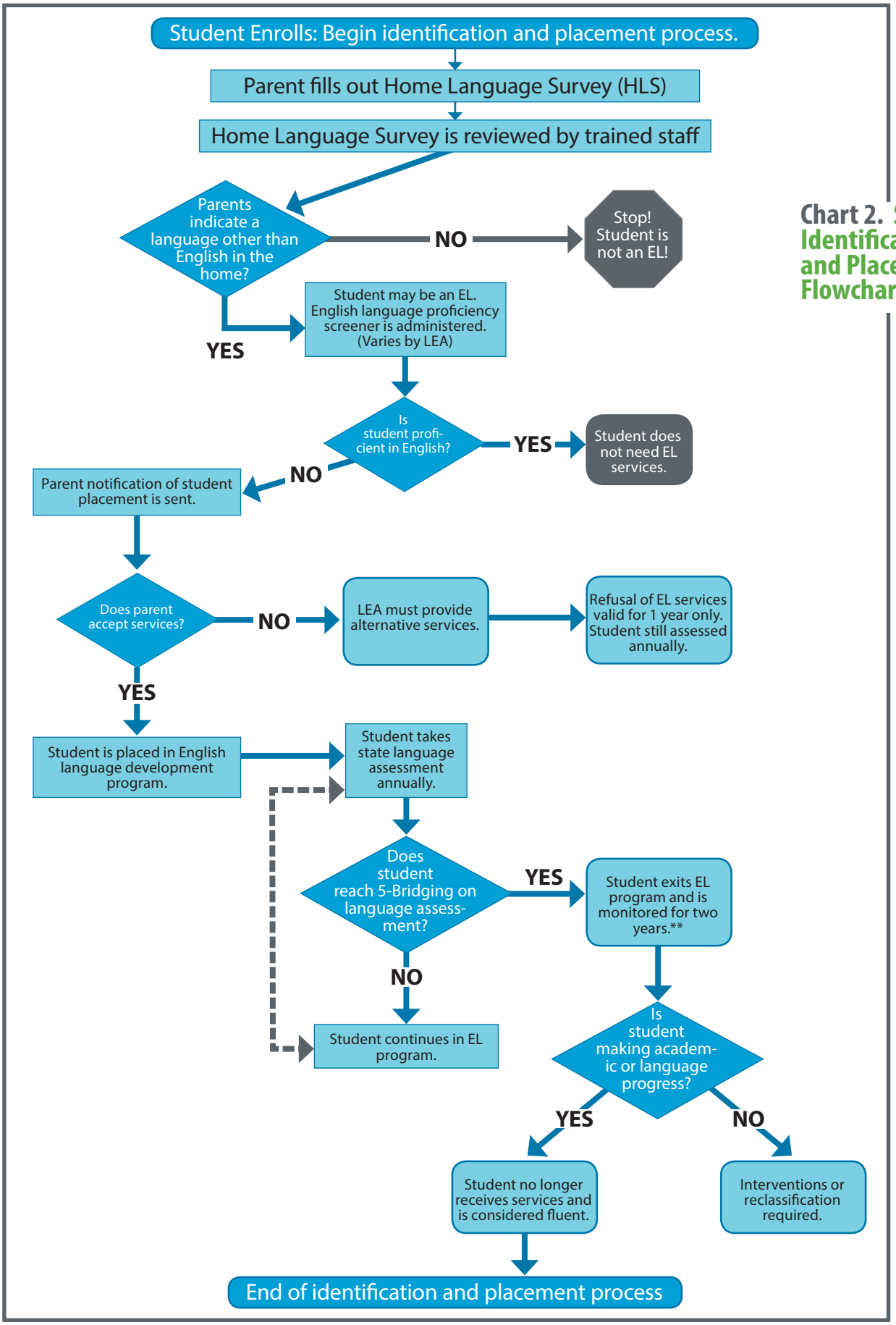
designed to determine a student's English language proficiency in the four modalities: reading, writing, listening, and speaking.)

- Send notification letter to parent/guardian indicating their child's eligibility for EL services within the time frame required by ESEA.
- Create permanent student folder for collecting required documentation.
- Submit information about identified EL student to USOE's Student Information System (SIS).

Note:

If parents do not indicate on the HLS that another language is spoken in the home, the student's teacher may refer the student for screening for English language proficiency. However, parental consent must be obtained prior to administering the screener.

Chart 2. Student Identification and Placement Flowchart



4.1.3 Placement and Program Definitions

The goal of all EL instructional programs in Utah is to help students gain English language proficiency while learning academic content and skills. The instructional approaches must be recognized and research-based to ensure that ELs acquire English language proficiency while being provided access to core content and rigorous educational programs (NCLB, Title III § 3111, 3116).

DUAL LANGUAGE IMMERSION (also called two-way immersion or two-way bilingual)

The goal is to develop strong skills and proficiency in both languages. Instruction is in both languages. An ideal two-way classroom is comprised of 50% English-speaking students and 50% ELs who share the same native language. This model has been adopted by the USOE for two-way dual immersion programs in the state.

BENEFITS	CHALLENGES
This program results in proficiency and literacy in English and another language (usually the primary language), and helps students develop cultural awareness and value knowing more than one language.	This model is only practicable in schools with large populations of ELs who speak the same native language. It may be difficult to find native/bilingual or qualified ESL teachers.

DEVELOPMENTAL BILINGUAL (also called late exit transitional)

The goal is to develop bilingualism with skills and proficiency in the first language (L^1) and strong skills and proficiency in the second language (L^2). Usually instruction begins at the lower grades in L^1, gradually transitioning to English.

BENEFITS	CHALLENGES
This model is effective if there is a group of ELs who speak a common native language. Students make academic growth due to primary language development, as well as English. L^1 is the vehicle for cognitive development. According to research, this is one of the most effective models for academic achievement.	This model is difficult in schools with high student mobility and with students from multiple language backgrounds. It works best when the EL population can participate for several years.

EARLY EXIT OR TRANSITIONAL BILINGUAL EDUCATION

The goal is to develop English skills as quickly as possible, without delaying learning of academic core. Instruction begins in L^1 but rapidly moves to English.

BENEFITS	CHALLENGES
This model facilitates literacy development by allowing students to learn to read in a their L^1.	The ELs in the classroom must share a common language. This model does not work in schools with students from multiple language backgrounds. Students develop minimal academic skills, and the primary language is dropped when academic work becomes more challenging. It can lead to negative attitudes about the role of L^1 in learning.

SIOP, SDAIE, OR CONTENT-BASED ESL

Sheltered English instruction sometimes called Sheltered Instruction Observation Protocol (SIOP®), Specially Designed Academic Instruction in English (SDAIE), the CA model, or Content-based ESL—The goal is proficiency in English while learning content in an all-English setting. Students from various linguistic and cultural backgrounds can be in the same class. Instruction is classroom-based, delivered in English, and adapted to students' proficiency levels, and it may be used with other programs.

> **Note:** Although not considered language instruction programs, in yearly Consolidated State Performance Reports, the federal government officially recognizes sheltered instruction, SDAIE, and SIOP as program types (Forte & Faulkner-Bond, 2010).

Throughout the United States, there is a clear understanding that EL students are not receiving access to core content due to the their limited English proficiency. It is for this reason that the USOE has adopted a sheltered model of instruction to support EL and non-EL students alike in meeting their academic needs. While all teachers throughout the state are encouraged to obtain an ESL endorsement in order to gain in-depth knowledge about best practices for second language acquisition and working with culturally and linguistically diverse students, understanding the basic concepts of sheltered instruction can support all students in acquiring the content knowledge they need in order to be successful with the Utah Core Curriculum.

Sheltered instruction helps teachers create lessons and scaffold activities that build on students' prior knowledge, helps students learn to use the academic language required of them, and allows them to do something purposeful with that new knowledge. While it may seem like a given that all students go through this process in every classroom, it must be understood that the expectations for culturally and linguistically diverse students have not always been the same as for native English-speaking students. It is important to recognize this difference, as historically it has been the disparity in expectations that has systemically kept EL students from meeting their full scholastic potential.

Utah's adoption of SIOP® has helped to reestablish the same expectations for all students while helping teachers break through the systemic denial of access for English learners. It refocuses their instruction towards meeting challenging academic standards while engaging students in more effective and efficient ways. SIOP® helps elementary and secondary teachers create and integrate best teaching practices that support student academic achievement. Its features enable teachers to recognize and offer additional supports to students by allowing for accommodations specific to a student's language proficiency. The expectation in education is that teachers will meet the instructional needs of all their students. This type of instruction helps establish lessons that support a wide range of academic skills, language proficiency and content knowledge, so that at the end of each lesson, all students will have mastered the content and will have demonstrated their learning throughout the lesson.

BENEFITS	CHALLENGES
This model more easily serves student populations with various native languages, as well as students who have acquired social language and have a variety of English language proficiency levels. Students can learn content and English language skills at the same time.	With this model, it may take more time for students who are illiterate or at the entry level in English to learn content. It may not be as effective for students at the beginning levels of language proficiency. This model requires all teachers to use strategies to make content comprehensible.

PULLOUT ESL OR ELD (English language development)

The goal is fluency in English. Students leave their mainstream classroom to spend part of the day receiving ESL instruction. There is typically no support for L[1]. This model works best when students are grouped by language proficiency level.

BENEFITS	CHALLENGES
This model can be adapted for changing populations or schools that have new ELs at different grade levels. Instruction is provided at the students' language level and supplements the content taught in main classroom.	Research has shown this model to be the least effective in providing academic skill development. It is usually used in schools with very few ELs or in schools with a variety of native languages.

HERITAGE LANGUAGE OR INDIGENOUS LANGUAGE PROGRAMS

The goal is literacy in two languages. Content is taught in both languages, with teachers fluent in both languages. The differences between the two programs: heritage language targets students who are non-English-speakers or have weak literacy skills in L[1]; indigenous language programs support endangered minority languages.

BENEFITS	CHALLENGES
Students develop literacy as well as pride in their heritage language. It helps preserve endangered languages and the cultural heritage of students. Numerous research studies support the positive effects on academic achievement, cognitive development, and social and psychological growth, as well as family relationships.	It may be difficult to find teachers who are fluent and literate in native or endangered languages.

STRUCTURED ENGLISH IMMERSION

The goal is fluency in English, with only EL students in the class. All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible. Teachers need receptive skill in students' L[1] and sheltered instructional techniques.

BENEFITS	CHALLENGES
The focus is on content knowledge with some support in the L[1].	Students may not acquire English proficiency fast enough, and may fall behind in academic content knowledge.

Students may feel more comfortable in this setting, and may be more willing to take risks with using English.

The teacher is trained in ESL, and may be familiar with the culture of the students.

There are no native speakers of English in the classroom other than the teacher who can serve as language models.

Students are gradually mainstreamed into the regular classroom.

The teacher may not be fluent in the students' L[1].

Some students may be mainstreamed before they are ready.

NEWCOMER PROGRAMS

These are programs developed to help recent immigrants who have no English skills and have limited education. The goal of these programs is to help students learn basic English, provide some instruction in core content areas, help them acculturate to U.S. schools, and if possible, develop their native language in order for them to participate in other ALS or bilingual programs (Short & Boyson, 2012).

BENEFITS	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 U.S. school system, and prepare the students for success in the established ALS programs already in place in the school system (CREDE, 2001).	Schools should strive to fully include ELs through meaningful ALS programs 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 a regular classroom to maintain coordination and ease the transition that will occur when the EL is re-designated.

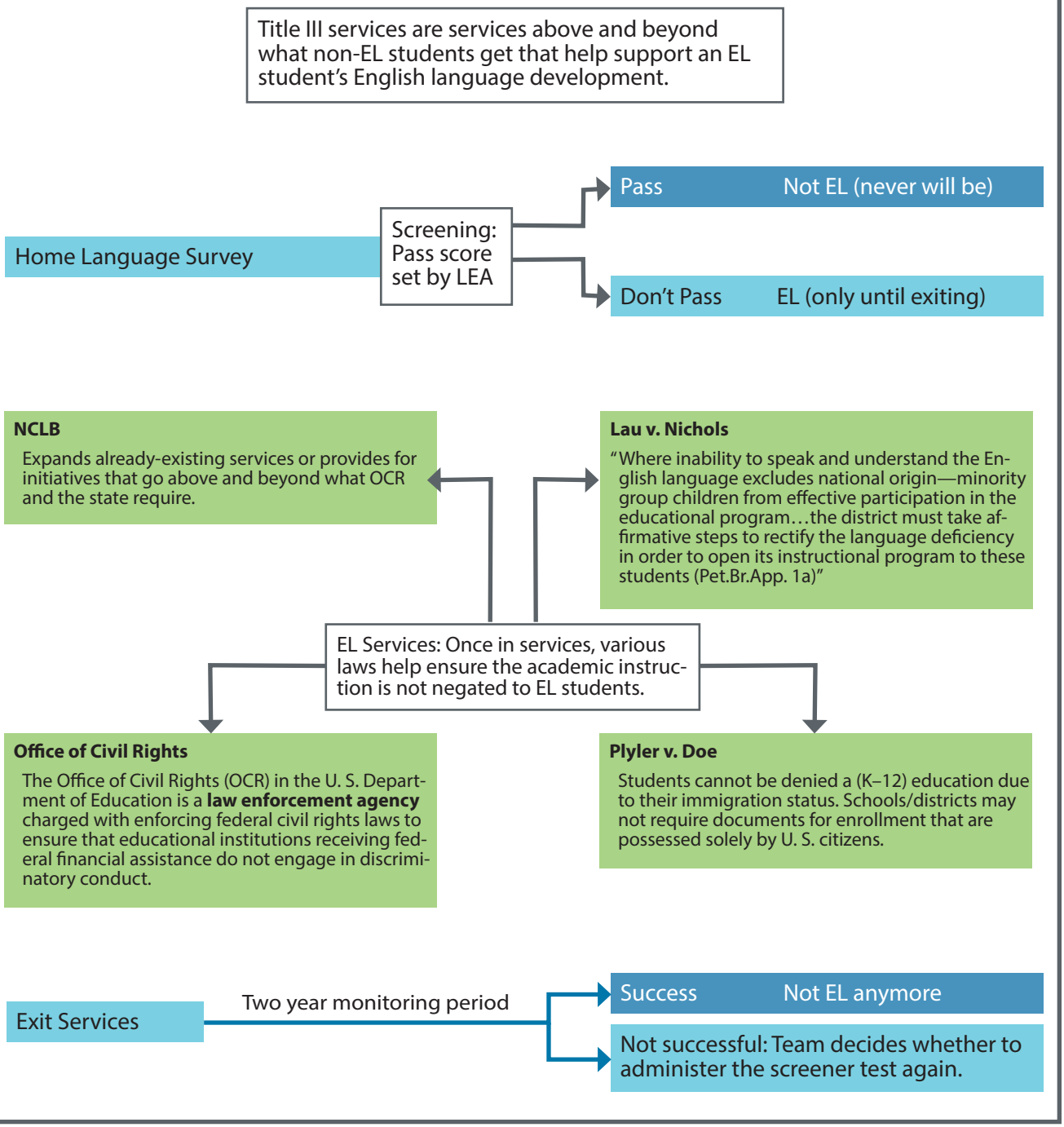
4.1.4 Exiting to Monitor Status—Reclassification and Override

Students are exited from EL services when they test at level **5—Bridging** on the state language proficiency assessment ACCESS for ELLs®. NCLB Title III requires that students be placed on **monitor status for two years** after they are exited from ALS programs. During this time, LEAs and schools must review and document the academic progress of students on a regular basis using classroom performance, grades, district formative and summative content assessments, teacher input, or any other means that provide an accurate portrayal of students' academic achievement.

Students who make inadequate progress may reclassify and return to direct ALS programs if the school staff can provide documentation of the student's lack of progress, and schools administrators and teachers hold a conference with the parents/guardians. If this occurs, the school must send an override of the student's EL status to Utah State Office of Education.

Note: A student may be progressing exceptionally well in English language acquisition and core content, but this progress may not be reflected on the annual state English language proficiency assessment. In consultation with LEA administrators, teachers, and parents, and based on assessment and classroom data, the student may be deemed fluent and exited from direct ALS programs. Documentation of data that justifies the decision must be kept in the student's cumulative file and an override form sent to the USOE.

Chart 3. Title III Requirements Flowchart



4.2 Effective Instructional Programs

Every LEA is required under NCLB, Title III to have a plan for providing quality instruction to EL students in order for them to achieve English language proficiency and academic competency. The instruction models must be founded on scientifically based research that focuses on academic achievement and English language acquisition. These programs may be one or a combination of the following:

Chart 4.1 Characteristics of Effective ALS Instructional Programs

School Requirements	School Options	LEA/Charter Requirements	LEA/Charter Options	USOE Requirements
The school must implement an Alternative Language Services program which is: • Based on identified EL needs. • Research-based. • Beneficial to differing EL proficiencies.	**ALS models:** • Pull-out or Push-in ESL • Transitional bilingual education • Structured immersion • Two-way dual language Immersion • Etc. (other service models that meet the needs of the specific EL population)	**The LEA must develop a USOE-approved plan for serving EL students that defines instructional programs to ensure English language development.**	**Refer to the Title III program budget details page in UCA.**	**Collect and provide state-wide EL data.** **Monitor services offered to students to ensure they are meeting LEA goals as well as AMAOs.** **Schedule monitor visits to LEAs on a four-year rotation.**
The school must deliver quality instruction that aligns with the Utah Core Curriculum standards and the WIDA™ Language Development Standards.	**Considerations for quality instruction:** • Curriculum mapping • Ongoing progress monitoring of student performance • Professional Learning Communities (PLCs) • Multi-tiered Systems of Support (MTSS), e.g., RtI • Peer coaching **Staffing models:** • ESL-endorsed teachers • Co-teaching • Flexible grouping • Instructional coaching	**The LEA must guarantee that schools implement effective ALS programs that:** • Are focused on identified EL needs. • Are research-based. • Address differing EL proficiencies. • Demonstrate gains in students' English language proficiency. **LEA provides for instructional delivery services.** (See Section 4.1.3 for program definitions.)	**LEA supports:** • Identify assessment tools and support schools in assessment of EL students. • Assist schools in data collection and analysis. • Provide technical assistance. • Provide resources (e.g., staffing, materials, training, funding). • Coordinate with other programs serving EL students (e.g., Title I, Gifted and Talented, Special Education). **Monitor implementation of ESL at the school level.**	**Provide technical assistance for best practice in English language development programs used by the districts.** **Schedule technical visits to LEAs on a regular basis.** **Provide guidelines for appropriate timelines for English language acquisition.**

Chart 4.1. Characteristics of Effective ALS Instructional Programs

School Requirements	School Options	LEA/Charter Requirements	LEA/Charter Options	USOE Requirements
			Instruction: • Pull-out instruction • Individual/small group tutoring • Before/after school program • In-class support (inclusion) • Intensified instruction • Summer school program	
The school ALS program must be delivered by highly-trained professional staff.		**LEA must provide high-quality professional development to improve instruction and assessment of EL students.**	**Refer to Sections 4.3 and 4.4 for information about staffing and professional development.**	
The school must notify parents of student's initial *and continuing* program placement.	**Schools may notify parents of student placement in ALS program in writing sent by mail or at a conference with the EL teacher.** Documentation of this notification must be kept in the student's permanent EL file.	**The LEA must notify parents if the LEA does not achieve Annual Measurable Achievement Objectives (AMAOs).**		**Monitor services offered to students to ensure they are meeting LEA goals as well as AMAOs.** • Schedule monitor visits to LEAs on a four-year rotation. • If LEAs are not making AMAOs, provide technical assistance for making improvement to ALS programs.

Because each LEA in Utah serves a distinct population and the available resources vary, the services offered to EL students may differ across districts throughout the state. For this reason, the USOE monitors LEA Title III plans and programs to ensure that the services offered follow federal guidelines, are designed to meet the needs of its specific EL population, and result in positive EL academic achievement.

4.2.1 WIDA™ English Language Proficiency Standards

In 2010, the USOE adopted the current English Language Proficiency (ELP) standards from World-Class Instructional Design and Assessment (WIDA™) in order to ensure equal access to core curriculum content for all students, and to help educators determine if a student is performing at the appropriate level of language proficiency. ELs' English language proficiency is measured annually with the WIDA™ ACCESS for ELLs assessment. Teachers can use the results of the annual assessment, as well as the WIDA™ Standards, to measure the English language proficiency growth of individual students and plan accommodations to meet their needs while maintaining high expectations for student performance that aligns with core standards and projected student skill levels.

> **"Success for students in culturally diverse classrooms depends on the degree to which there are strategies that encourage all students to talk and work together."**
>
> *Mohr & Mohr 2007*

The WIDA™ Standards aligned to the Utah Core Curriculum help ensure that, even for students of limited English proficiency, the focus on academic growth is not lost. Historically, the additional support English learners received focused on social language rather than on academic language. While non-EL students have spent most of their time learning the academic content, EL student instruction focused on social language.

This EL Master Plan clarifies the expectation that all EL students will learn academic English along with the social language they need to be successful. This is an urgency that Utah will continue to address actively. Helping educators plan and provide instruction that is more engaging and better suited to meet their students' learning needs, as well as holding them accountable to a standard that ensures academic success for all students, is a top priority.

The WIDA™ Standards help educators at every level better understand how to meet the academic needs of EL students. They also hold all educators accountable to meet the academic needs of students while supporting instruction that is accessible to all students—but especially to students with limited English proficiency. Along with ensuring that ELs acquire fluent English proficiency, the USOE's goal is to empower them to successfully move from elementary to secondary, and on to higher education and/or vocational training. Whatever post-secondary route students choose, all educators must support and inspire them to be as successful as

they can be through rigorous academic work that gives them the skill set they need to be career and college ready.

More information about the WIDA™ English Language Development Standards is available at *http://www.wida.us.*

There are five sets of ELD Standards:

Standard 1 – SIL: ELs communicate for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Standard 2 – LoLA: ELs communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Standard 3 – LoMA: ELs communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Standard 4 – LoSC: ELs communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Standard 5 – LoSS: ELs communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

The WIDA ELD Standards and ACCESS for ELLs® are clustered:

PreK–K

Grades 1–2

Grades 3–5

Grades 6–8

Grades 9–12

WIDA categorizes the performance criteria according to distinct linguistic levels which are designated to operate within socio-cultural contexts for language use.

- The discourse level is associated with linguistic complexity. It emphasizes how oral and written language is organized.
- Sentence level is associated with language forms and conventions usage.
- The word/phrase level is associated with vocabulary usage.

LEVEL	PERFORMANCE CRITERIA	FEATURES
Discourse Level	**Linguistic Complexity** (Quantity and variety of oral and written text)	Amount of speech/written text Structure of speech/written text Variety of sentence types
Sentence Level	**Language Forms and Conventions** (Types, array, and use of language structures)	Types and variety of grammatical structures Conventions, mechanics and fluency Match of language forms to purpose/perspective
Word/Phrase Level	**Vocabulary Usage** (Specificity of word or phrase choice)	General, specific and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

In the 2012 WIDA ELD Standards, Level 2 is called "Emerging" and the strands of MPIs are now at the individual grade level, not the grade level cluster, so educators can see the direct connections to the content areas such as common core and essential standards.

Unlike 2007 WIDA ELD Standards, the performance definitions are displayed in two sets of performance definitions. The performance definitions for receptive language (listening and reading) represent how ELs process language to comprehend information, ideas, and concepts in oral and written communication. The other set of performance definitions is for productive language (speaking and writing). They show how students at each level of language proficiency use language to express information, ideas, and concepts in either oral or written communications.

WIDA Performance Definitions Listening and Reading, Grades K–12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning for each content area
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content words and expressions • Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General and some specific content words and expressions (including cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

…within sociocultural contexts for language use.

WIDA Performance Definitions Speaking and Writing, Grades K–12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with precise meaning related to content area topics
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures and generally consistent use of conventions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or common collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation and emerging use of conventions • Sentence patterns across content areas	• Specific content words and expressions (including content-specific cognates) • Words or expressions related to content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures and variable use of conventions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions (including common cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social and instructional words and familiar expressions

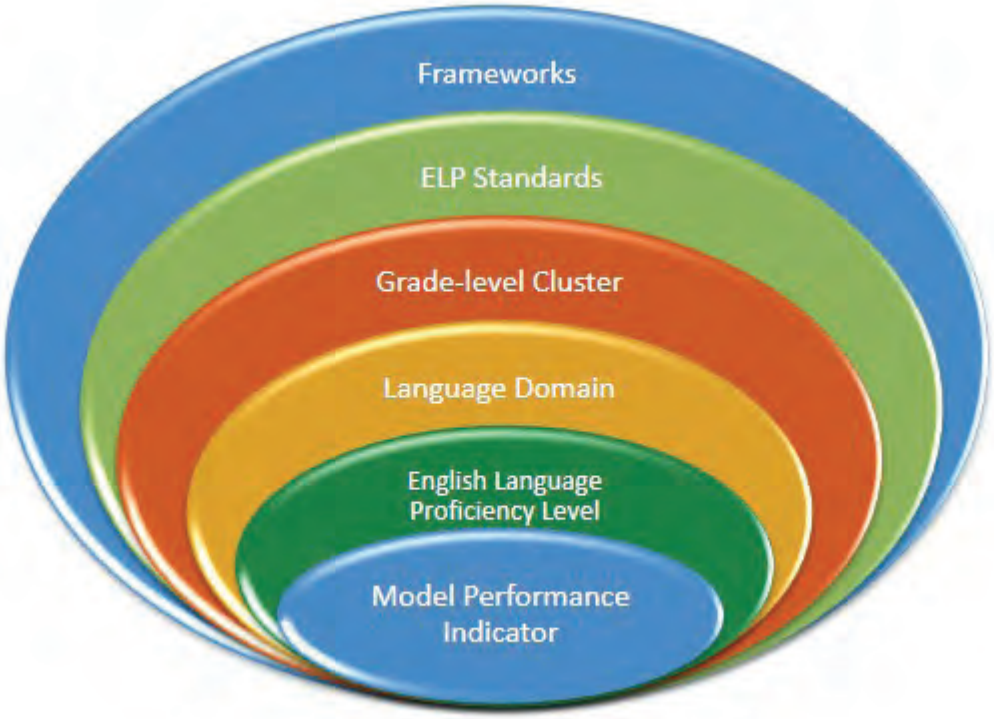
…within sociocultural contexts for language use.

4.2.2 Lesson Planning Process Using WIDA™ Model Performance Indicators and CAN DO Descriptors

The lesson planning process might use the following steps:

1. Examine the content standard.
2. Create content objectives.
3. Examine the Model Performance Indicators (MPIs) and CAN DO Descriptors.
4. Create language objectives.

What are MPIs? WIDA has developed a set of MPIs which may be utilized to differentiate instruction for all ELs. In between Framework level and MPI level, there are several levels of organization to the standards. As the standards drill down to the Model Performance Indicators, they become much more specific about the particular kind of language proficiency being addressed.



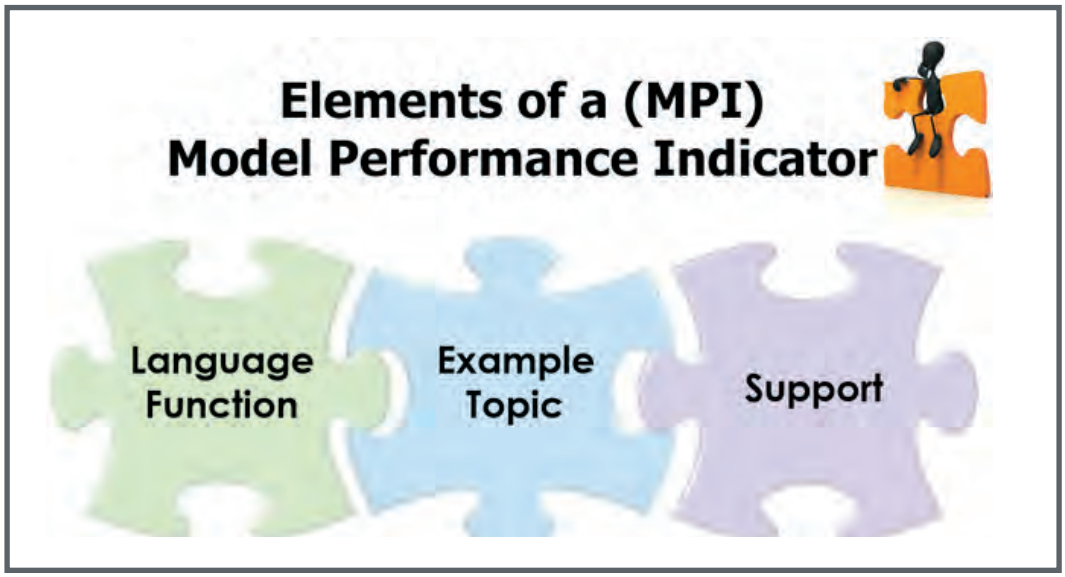
The MPIs provide dynamic and flexible examples (models) of assessable language skills. Teachers can transform the MPIs to create language objectives that align with the academic content they are teaching. For example, every SIOP lesson has a content objective and a language objective:

- SIOP Feature 1: "Content objectives clearly defined, displayed, and reviewed with students"
- SIOP Feature 2: "Language objectives clearly defined, displayed, and reviewed with students"

(Echevarria, Vogt, & Short, 2010)

An MPI can be found within a single cell within the ELD standards matrix that is descriptive of a specific level of English language development for a language domain. It consists of three elements: The language function (what the student does with language to convey a message) + the example topic (content stem) + the type of support provided (visual supports, real objects, graphic organizers, sentence frames, partners, small groups, native language, or other types of scaffolding).

When creating language objectives for a content area lesson, transform one or more of the three elements below to create targets for student language performance in the content area classroom.



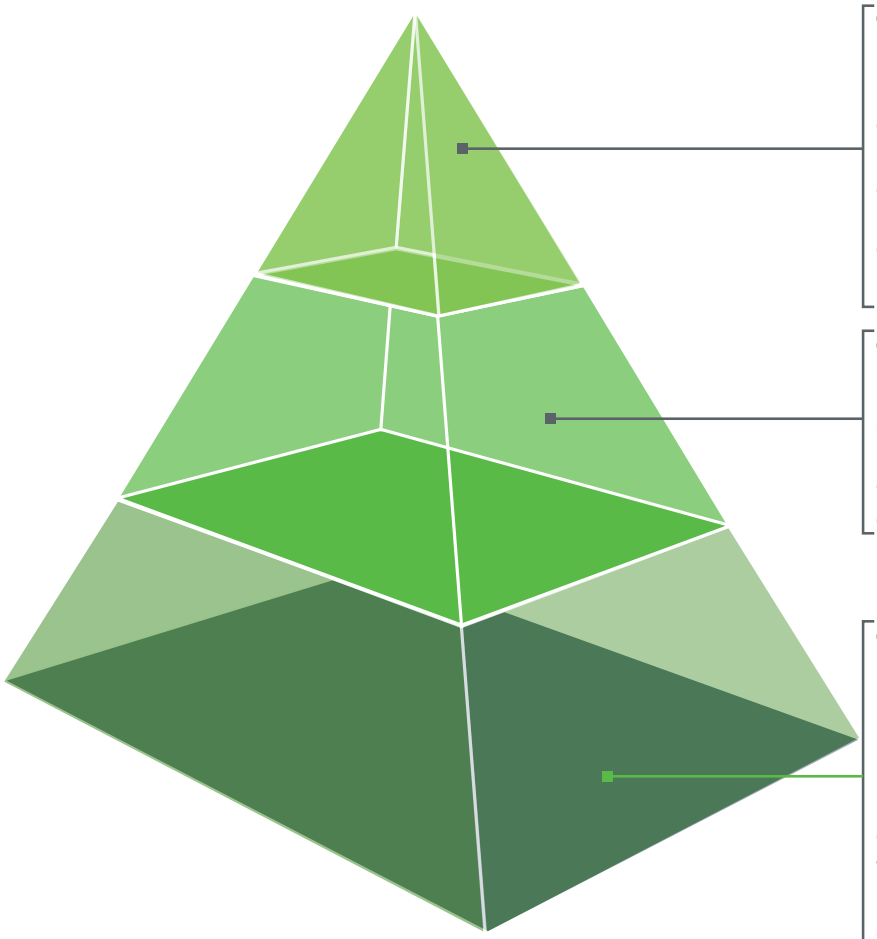
WIDA has also developed a series of CAN DO Descriptors (available at *http://www.wida.us/standards/CAN_DOs/index.aspx*) that provide a guide for EL performance in a content area.

An important point is that teachers should recognize that it is possible to achieve the standards for reading and literature, writing and research, language development for speaking and listening without manifesting native-like control of pronunciation, conventions, and vocabulary.

4.2.3 Utah's 3-Tier Model of Instruction

Utah's 3-Tier Model of Mathematics Instruction and *Utah's 3-Tier Model of Reading Instruction* provide a framework for K-12 educators to implement tiered instruction for all students, including students with disabilities, EL students, and high-ability students, in the content areas of English language arts and mathematics. This model aids and supports educators in ensuring that all students have access to and success with the Utah Core Standards. This model does not describe specific groups of students, but rather the instruction, including differentiated instruction and instructional strategies, that all students need in order to equitably access and understand the core content areas of English language arts and mathematics.

Chart 4.2 Utah's 3-Tier Model for English Learners



Tier 3
Small group or individual tutoring provides explicit, meticulous instruction designed to meet individual needs. Intensive and/or individualized services are provided to allow the student to benefit from the general education curriculum and develop English language proficiency.

Tier 2
Small group instruction for ELs provides supplemental targeted strategies and interventions with increased focus, time, and intensity on instructional supports and language development.

Tier 1
Instruction in the mainstream classroom provides English language support for ELs and equal access to meaningful participation through sheltered instruction strategies, a focus on conceptual understanding and content vocabulary through concrete and visual models to help students achieve high standards.

Student Movement Through the Tiers

Student movement through the 3 Tiers is a fluid process based on student assessment data and collaborative team decisions. Tutoring may be necessary in any of the tiers to provide extra practice and support to help students maintain benchmark progress.

4.2.4 Scaffolding Instruction for ELs Academic language plays a key role in the acquisition of content knowledge and skills. Instruction that focuses solely on EL students' acquisition of subject and content skills without attending to improving their social and academic English language proficiency may be counterproductive (Ortiz, 2012). Instruction for ELs must be presented so that it is comprehensible to students. Like sheltered instruction, scaffolding refers to teaching strategies that support student learning when new content is introduced. It provides a context and a foundation, as well as motivation for learning the information that is presented in the lesson. A teacher or a peer provides temporary support for a student and allows him/her to do what he/she cannot do independently. The teacher models the learning strategy or task. There is then a gradual decrease in assistance as the student becomes more proficient. Below are a few examples of scaffolding:

- Activating or building background knowledge
- Simplifying language use
- Providing auditory, visual, and kinesthetic support
- Preteaching vocabulary and key concepts
- Previewing lessons in English
- Allowing students to work collaboratively—increasing interaction/communication
- Modeling the learning task
- Providing guided practice on key activities
- Using alternative, authentic assessments to measure students' progress

Students benefit when teachers scaffold instruction within all tiers of the three-tier model.

4.3 Staffing of ALS Programs

Providing effective and competent educators for all students is essential, but for students who are culturally and linguistically diverse, it is critical. They require professionals who are trained to meet their unique language needs while providing instruction in core content. These educators may include ESL-endorsed teachers, paraeducators, interpreters, and any other personnel necessary to ensure access to learning according to the district and school plan. The USOE encourages all teachers to acquire an ESL endorsement and participate in training in sheltered instruction, multicultural education, and the WIDA English language development standards. Also, all education stakeholders must guarantee equitable access to services, facilities, fiscal resources, teachers and staff in order to meet the multiple needs of EL students.

The USOE will provide technical assistance, monitoring, and support as necessary to LEAs. This ensures LEAs are aware of and capable of meeting federal, state, and OCR requirements.

Staffing: Roles and Responsibilities

School	LEA/Charter	USOE
Site administrators: • Set high expectations for teacher quality and see that only those deemed highly qualified and effective provide EL instruction. • Provide equitable access to resources for instruction. • Provide opportunities for collaboration, mentoring, as well as peer and instructional coaching.	**Human resources:** • Adopt a policy for hiring highly qualified teachers. • Recruit, select, and retain teachers who maintain high expectations for themselves and for students. **LEA/Charter:** Encourage teachers to obtain an ESL endorsement.	Provide guidelines and requirements for highly qualified teachers. (See Utah Effective Teaching Standards, Rev. March 2013.) *http://www.schools.utah.gov/cert/Educator-Effectiveness-Project/DOCS/Teacher-Standards-Foldout.aspx*

Federal and state requirements:

- Adopt human resources policy for hiring highly qualified teachers.
- Develop a plan for increasing the number of teachers with ESL endorsements.

- Create and implement a plan for providing ongoing professional development regarding meeting ELs' needs.
- Develop a plan to monitor the implementation of best practices and effective instruction for ELs.
- Adhere to any existing agreements with the Office for Civil Rights.
- Notify parents if their child's teacher is not highly qualified in the subject being taught.
- Ensure that any teachers or paraeducators serving ELs are proficient in the language of instruction.

4.4 Professional Development

The state of Utah has provided, and will continue to provide, high-quality professional development around evidence-based strategies for improving instruction of ELs. Professional development should be based on assessed needs at the district/charter and school levels and be consistent with state and federal rules and regulations.

Professional Development: Roles and Responsibilities

School	LEA/Charter	USOE
Implement and support LEA and SEA trainings.	Support standardized training requirements for ESL endorsement.	• Standardize training requirements for ESL endorsement. • Maintain data base of ESL-endorsed educators.
• Support training for and implementation of WIDA™ Standards. • Implement strategies through professional learning communities (PLCs). • Provide additional trainings based on the needs of the students and staff.	• Support training for and implementation of WIDA™. • Support training for and implement use of sheltered instruction (e.g., SIOP®). • Provide additional trainings on WIDA™ Standards based on the assessed needs of the school personnel.	• Provide training on WIDA™ Standards. • Provide training in sheltered instruction (e.g., SIOP®). • Monitor that ESL services offered by LEA meet SIOP and WiDA expectations as Tier 1 best practice.
Support training for the administration of the annual state language proficiency assessment (ACCESS for ELLs).	Oversee training for the administration of the annual state language proficiency assessment (ACCESS for ELLs).	Provide training to districts on administration of the annual state language proficiency assessment (ACCESS for ELLs).
Update practices and processes regarding revisions to the federal and state rules and regulations.	Update practices and processes regarding revisions to the federal and state rules and regulations.	Provide training regarding revisions to the federal and state rules and regulations.
	Provide access for private schools to LEA professional development and trainings.	Monitor communication between LEA and private schools in local area to ensure LEAs have offered appropriate support.

Federal and state requirements:

- Identify the needs of instructional staff.
- Provide professional development designed to help teachers improve instruction and services for EL students.
- Encourage educators to obtain an ESL endorsement.
- Support and implement SEA trainings.

4.5 Support Programs and Services

LEAs and schools may serve EL students simultaneously with students who have similar educational needs and in the same educational settings, when appropriate. Integrating ALS services with other support programs and services can benefit students and help educators provide effective interventions that promote success for ELs.

> **"When schools and school districts commit to educator performance standards that delineate the knowledge, skills, practices, and dispositions of highly effective educators of ELs, the whole school benefits… That is why the whole school needs to do whatever it takes to break old habits and bring about professional development and collaboration."**
>
> *Margarita Calderón, 2012*

4.5.1 American Indian/Alaskan Native ELs

When designing language development programs for American Indian/Alaskan Native ELs, it is essential to remember that there is significant diversity among Indian students, and Indian identity is unique to each individual. American Indian students come to school with a wide variety of backgrounds. Some may exhibit characteristics of tribal beliefs and traditions, while others do not depict "typical" American Indian behavior or appearance (Montana Office of Public Instruction [MOPI], 2012).

Tribal languages are still spoken, and American Indian cultures and traditions are still carried out, in several areas of Utah. Specifically, the American Indian tribes within Utah are the Northwestern Band Shoshone, the Goshute, the Ute, the Paiute, and the Navajo Nation.

It is important for educators to understand how the languages and cultures of these tribes may interplay with the school environment. Above all, educators need to be respectful of their cultural and religious traditions.

Programs for American Indian/Alaskan Native English learners must be designed to address their unique education and culture-related academic needs. They should be based on the rigorous state academic content and achievement standards that are used for all students and must enable American Indian/Alaskan Native students to meet those standards. Titles III and VII of NCLB define the guidelines.

NCLB Title III guidelines and Title VII of the Elementary and Secondary Education Act (ESEA) of 1965 as amended, require that LEAs ensure that educational services for American Indian/Alaskan Native students:

a. Are designed to carry out comprehensive programs for American Indian/Alaskan Native students (as described in the formula grant application).
b. Are designed with special regard for the language and cultural needs of American Indian/Alaskan Native students.

c. Supplement and enrich the regular school programs.
d. Promote the incorporation of culturally responsive teaching and learning strategies.
e. Integrate educational services in combination with other programs that meet the needs of American Indian children and their families.
f. Incorporate American Indian/Alaskan Native specific curriculum content, consistent with state standards.
g. Include early childhood and family programs that emphasize career, school, and college readiness.

"It must…be recognized that [American] Indian children are linguistically different from mainstream children. Whether they are English-first or ESL students, the English they use is colored by distinct influences and mannerisms of a specific native language. Teachers often subconsciously assume that if an Indian student speaks English, the child must share with mainstream students a common linguistic background. This is simply not true."

Mick Fedullo, 1999

Like all ELs, American Indian/Alaskan Native ELs may be served by Title I, Title III, and Title VII, or all three, if formal and informal assessments show that they are not meeting high standards or that they do not have the English skills necessary to be successful in the classroom. According to Forte & Faulkner-Bond (2010), there are two primary reasons American Indian/Alaskan Native students may be identified as ELs:

1. They may speak tribal languages at home. The majority of American Indian/Alaskan Natives languages are endangered, and many American Indian adults and tribes go to great effort to expose their children to their tribal languages in order for them to be able to pass them down.
2. Because of the cultural and educational history of American Indians/Alaskan Natives in the United States, many of them speak nonstandard English dialects that are widely used within their communities. These dialects differ enough from the standard academic English necessary for school that American Indian/Alaskan Natives students may have difficulty meeting requisite academic standards.

When educators are planning EL instruction for American Indians/Alaskan Natives, they need to remember that effective programs for most ELs should also work for them. However, American Indian/Alaskan Native students are likely to be ELs because they speak nonstandard dialects, and their cultural background may influence their learning. Teachers must be sensitive to the linguistic and academic needs of American Indian/Alaskan Native students and provide engaging instruction that will help them succeed.

4.5.2 Gifted/Talented

There is no federal legislation that is specifically targeted to ELs in gifted and talented (G/T) programs. These programs serve any student who qualifies regardless of English language proficiency. Utah Board Rule, R277-707, Enhancement of Accelerated Learners, states that LEAs apply through the Utah Consolidated Application (UCA) for funds for their G/T programs.

LEAs are to determine how to assess and identify accelerated learners for their programs, and are required to use multiple assessments. The assessments are not language dependent, as they test cognitive ability and problem solving.

Any student is eligible for G/T programs based on screening and identification assessments. It is recommended that LEAs reflect the diversity of the school population in the G/T programs. If the G/T student population does not reflect the LEA's diversity, it is recommended that the recruitment, screening, and identification processes and practices be examined.

Best instructional practices that develop the talents of culturally and linguistically diverse learners promote the identification of multiple learning styles, examination of various points of view, and creativity. The National Association for Gifted Children advocates and promotes best instructional practices for high-ability learners; more information is available at *http://www.nagc.org/.*

A resource for information on effective practices for G/T students is:

Robinson, A., Shore, B., & Enerson, D. (2007). *Best practices in gifted education: An evidence-based guide.* Waco, TX: Prufrock Press, Inc.

4.5.3 Homeless Program

This supplemental program under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 enforces the education rights and needs of homeless children. Once LEAs have identified ELs or any other students who are homeless, the Homeless Program funds may be used to support those students with services that are not available through other programs. With subgrant funds, LEAs provide collaboration and coordination with other local agencies to provide comprehensive services to homeless children, youth and their families. LEAs evaluate the needs of homeless children to help them enroll in school, attend regularly, and achieve success. (See *http://www2.ed.gov/programs/homeless/legislation.html.*)

4.5.4 Migrant Program

The Migrant Education Program is a supplemental program that funds services for migratory children, ages 3 to 21, to ensure that children who move among the states are not penalized in any way by disparities in educational services. Funds ensure that migratory children are provided with appropriate education and supportive services that address their special needs; academic instruction; remedial and compensatory instruction; bilingual and multicultural instruction; vocational instruction; career education services; special guidance; counseling and testing services; health services; and preschool services. (For more information, see *http://www2.ed.gov/programs/mep/index.html).*

4.5.5 Emergency Immigrant Students in Utah

The purpose of emergency immigrant education programs is to assist LEAs that experience large increases in immigrant student population in providing high-quality instruction to those children and youth, helping them with their transition into American society, and helping them meet the same state academic standards that all children are expected to meet.

English learners who require special attention are students with interrupted formal

education (SIFE). These are immigrants or refugees who first enroll in U.S. schools at the middle or high school level, having had little or no formal schooling in their country of origin. They may fit the following description:

- Come from a home where the primary language is not English
- Entered a U.S. school after second grade
- Have received at least two years less schooling than their peers
- Are at least two years below expected grade level in mathematics and reading
- May be pre-literate in their primary language

(Advocates for Children of New York City, 2010.)

LEAs must use funds they receive to pay for enhanced instructional opportunities for immigrant children and youth, such as family literacy centers and parent outreach, support personnel, tutorials, and acquisition of curricular materials, as well as other activities.

Title III Definition of Immigrant Students. The term "immigrant children and youth" means individuals who:

(A) Are aged three through 21;

(B) Were not born in any state; and

(C) Have not been attending one or more schools in any one or more states for more than three full academic years (FAY).

4.5.5.1 Refugee Students in Utah

Approximately 25,000 refugees have been relocated to Utah within the past ten years. Forced to flee their native countries due to persecution, political opinion, race, religion, or particular social group, as many as 1,100 new refugees arrive in the state each year, with the largest recent groups coming from Somalia, Sudan, Iraq, Iran, and Burma. Although some find employment in outlying counties of Utah, almost 99% of them live in the Salt Lake City area.

Research that specifically addresses the education of refugee children is limited, as most studies are based on the needs of ELs in general. Given the challenging circumstances in which refugees leave their country of origin, there are many special considerations for educators to take into account when working with refugee children and their parents.

Refugee students and their families represent a variety of educational backgrounds. Some have had opportunities for high levels of education and training, yet others have had limited or no schooling in their native country or in refugee camps. Often their education has been interrupted, and they have not been able to attend school on a regular basis. These factors must be considered when they enter U.S. schools in order to support their varying educational needs.

The national Office of Refugee Resettlement (ORR) provides funding to support the initial resettlement of refugees, which usually consists of four to eight

months of intensive services upon their arrival. This includes working with voluntary resettlement agencies and Workforce Services to assist them in finding employment. They may also receive short-term cash assistance to pay for some of their basic needs. Refugee resettlement agencies around the country report that despite the focused support they receive, most refugees experience some level of culture shock after arrival, which decreases as they become more accustomed to their new life in the U.S. The rate at which they adjust to life here depends on their former education, employment history, and level of trauma they have experienced (Adkins & Dunn, 2003).

4.5.5.2 CHALLENGES FACED BY REFUGEES

4.5.5.2(a) Disruption to the Family Families are often devastated by political conflict and war. Refugee families may become separated during conflict, causing serious repercussions on families' stability. Frequently, this results in women and children bearing the burden of providing for themselves and their families. The International Rescue Committee reports that half of the refugees who arrive in this country are children and youth. Separation from parents and caregivers makes children and youth especially vulnerable to violence, discrimination, and gender-explicit violations.

4.5.5.2(b) Emotional and Social Concerns Mental health is a major concern for resettled refugees. Typically they have had to leave their own country and journey to the U.S. under exceptionally stressful circumstances. Some suffer from post-traumatic stress disorder (PTSD) that can develop after exposure to terrifying events in which severe physical harm occurred or was threatened. The websites *www.kidshealth.com* and the National Child Traumatic Stress Network (*www.nctsnet.org)* provide information about how to help refugees who are suffering from PTSD. If refugee students display these symptoms, it is important that school social workers or counselors work with them and collaborate with other agencies to help them get the assistance they need.

4.5.5.2(c) Lack of Documentation Because refugees often have to leave their homes due to crisis, they often arrive without the birth certificates, vaccination records, marriage certificates, or school transcripts that they need in our society. The U.S. government recreates and re-certifies these documents during the relocation process, but the information may not be accurate. For example, students may have the wrong dates on their re-created birth certificates, and may actually be older or younger than the document states. This can present problems, especially for older students.

It is difficult for school personnel to know where to place refugee students who arrive without a high school transcript. They may have attended school in their

home country, but counselors and administrators have no way of knowing what courses they have taken. This can be especially disturbing to older students who want to complete high school as quickly as possible in order to move on to college. It is important for schools to work with these students, assess their skills and place them in classes that will be of most benefit to them.

4.5.5.2(d) Parent Outreach

Refugee parents often do not understand the U.S. education system, which can create a barrier for them and their children. Educators have the opportunity, as well as the responsibility, to help refugee parents navigate Utah school systems and learn how to help their children succeed in a new environment. Schools should make every effort to include the parents of refugee students in the school community.

4.5.5.3 School Support for Refugee and Immigrant Students

Refugee and immigrant students represent a broad variety of cultures and varying perspectives on education. The following are examples of things school personnel can do to help refugee and immigrant children transition into the school environment.

- Create a "welcome" plan for students and families to help them feel welcome and to ensure that school personnel know their role for enrolling and assessing new students.
- Learn as much as you can about your students—their cultures and customs— and invite them to share their knowledge with their peers. Integrate information about the students' culture and country into your classroom routines and activities.
- Help students and parents find helpful community resources.
- Get to know the families by having frequent meetings at the school or in a community center where they live. Be sure to provide interpreters.
- Keep in mind that students may be experiencing a great deal of stress as they adjust to a new culture and language. They may also be worrying about family members in their home country.
- Focus on language learning in all content areas.
- Keep students engaged by making learning meaningful.
- Pair students with "buddy" classmates who can guide them through the first weeks of school.
- Use age-appropriate materials.

(Adapted from K. Robertson and L. Breiseth [2008], "How to Support Refugee Students in the ELL Classroom.")

4.5.5.4 Placement of Students Who Are Below Grade Level

Usually the most appropriate placement for entering ELs is at their equivalent grade level. It is important that they be placed with their academic and social peers. ELs should never be placed in a lower grade simply because their English is limited. At the same time, the diverse backgrounds of ELs requires LEAs and schools to develop policies about the placement of older students with academic and literacy skills that are well below grade level, students whose schooling has been interrupted or limited, or students who enter the school during the academic year. However, the available resources and services must also be considered when determining appropriate placement. A multi-age or combination-grade classroom can be an appropriate placement if it allows the school to provide bilingual/ALS programs in a meaningful way to students.

LEAs and schools must consider the advantages and disadvantages of different grouping options, use measures to counter any negative effects of specific grouping practices, and include their grouping guidelines as part of their LEA/school plan. They should also be prepared to show how their grouping practices promote student success as well as enable ELs and (and all students) to meet academic, linguistic, and social-affective goals (De Jong & Commins, 2006).

4.5.6 Special Education

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities (*http://idea.ed.gov/*).

Regardless of ELs' primary language, specialized instruction must be provided for all students with disability (SWD) that addresses their specific needs. Specific rules apply for testing and eligibility of students with disability who are also English learners. Accommodations must be provided for students with disabilities. These include changes in curriculum, as well as instruction or assessment necessary to provide access for a student with disability to participate in a course or assessment. They do not fundamentally alter or lower the standards or expectations, and should usually be the same accommodations that are used in instruction.

The Utah State Rules for Special Education §300.34 state that students must be tested in their primary mode of communication. Once English language proficiency and socio-economic factors have been determined, and test results indicate that ELs qualify for special education, teachers must notate on the Individual Education Plan (IEP), under special considerations, that instruction in English language development must be addressed.

According to a study done by Sanchez, et al. (2010), there are several elements that must be in place in order for LEA and school personnel to avoid misidentification of ELs in the pre-referral and referral processes for special education. These are "adequate professional knowledge, effective instructional practices, effective and valid

assessments and interventions, interdepartmental collaborative structures, and clear policy guidelines."

4.5.7 Title I

The purpose of the ESEA Act, Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. It focuses on "meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, [American] Indian children, neglected or delinquent children, and young children in need of assistance" (Title I, § 101). Under NCLB, Title III supplements Title I by targeting instruction in English language development as a way to improve academic achievement for ELs. The majority of EL students receive both Title I and Title III services, especially in elementary schools. The overlap in services highlights the critical link between Title I and Title III, although the programs serve distinct purposes. School administrators need to understand the differences, as well as the relationship between the two the programs (Forte & Faulkner-Bond, 2010).

4.5.8 Meeting the Unique Needs of Secondary ELs

While offering ELs hopes and dreams for future education or employment, middle and high schools may also present ELs with frustration and discouragement. They are required to master difficult core content while struggling to learn English that often becomes overwhelming to them as they work to meet graduation requirements. A number of secondary ELs also face the challenge of interrupted education. (For more information on SIFE, see section 4.5.5, "Immigrant Students in Utah.") When cultural and identity issues are added to the mix, many decide to leave school.

Effective programs and instructional methods targeted to adolescent ELs are needed in order to help them remain in school and meet graduation goals. It is imperative for secondary schools that serve ELs to evaluate their programs to ensure they are using research-based teaching and counseling practices for linguistically and culturally diverse students, and that all staff members are committed to helping ELs experience success. For more specific information about serving ELs students with interrupted schooling in secondary schools, see *http://www.cal.org/pdfs/newcomer/helping-newcomer-students-succeed-in-secondary-schools-and-beyond.pdf* and *http://www.schools.utah.gov/fsp/ELL-Services/Effective-Programs-for-ELLs-with-Interrupted-Forma.aspx*.

Secondary Advanced Placement and honors courses should be open to all secondary students, regardless of their English language proficiency.

4.6 ASSESSMENT AND ACCOUNTABILITY

4.6.1 Overview

Initial assessment of ELs occurs after the school receives the completed Home Language Survey (HLS). If the parents answer "yes" to any of the questions about language, the student will be given a screening test to determine whether the student requires English language development services.

Although identified as having limited English proficiency, the EL student is required to participate in several state assessments throughout the year. These required assessments are used for federal and state accountability through Utah's Comprehensive Accountability System (UCAS).

4.6.2 Utah's Comprehensive Accountability System (UCAS)

Utah's Comprehensive Accountability System (UCAS) is not only used to determine school performance, but also to measure student growth towards meaningful achievement goals. UCAS is used to ensure equity for low-achieving students and to encourage graduation and college/career preparation. For information about specific assessments, go to *http://schools.utah.gov/data/Educational-Data/Accountability-School-Performance/CAS_Summary_.aspx.*

Professional Development: Roles and Responsibilities

ACCESS for ELLs®

Administered to all ELs in Utah annually

This **annual assessment** of EL students in Utah is a requirement of the No Child Left Behind Act of 2001, Title III. The two objectives for administering this assessment are:

1. To measure individual students' progress in achieving proficiency in speaking, listening to, reading, writing, and comprehending academic English.
2. To determine the success of language development programs in individual schools and school districts.

Student Assessment of Growth and Excellence (SAGE)

(See USOE guidelines for administering this assessment to ELs.)

The Student Assessment of Growth and Excellence (SAGE) is a comprehensive testing system that measures student achievement on the state standards for English language arts, mathematics, and science.

This computer-based adaptive test is tailored to each student's ability level. The way the student answers each test item or question affects the delivery of the next item. For example, a student who answers an item correctly will receive a harder question, and a student who answers an item incorrectly will receive an easier item. The SAGE also provides schools and districts with an interim assessment given in the fall and/or mid-year, and formative assessments that teachers can use to evaluate student progress on a regular basis. For more information, go to *http://schools.utah.gov/assessment/Adaptive-Assessment-System.aspx.*

Professional Development: Roles and Responsibilities	
Direct Writing Assessment (DWA)	The Direct Writing Assessment (DWA) is a summative (final) writing test designed to measure students' writing skills in the fifth and eighth grades.
DIBELS	This reading assessment is administered to students in first through third grades to measure phonemic awareness, phonics, and fluency in reading.
ACT **Advanced Placement (AP) in content areas** **Armed Services Vocational Aptitude Battery (ASVAB)** **International Baccalaureate (IB)** **ACT Plan** **ACT Explore**	These are optional assessments that may be available for districts to measure students' proficiency.

Roles And Responsibilities for Assessment		
School	**LEA**	**USOE**
Test Administration Must assure that teachers follow appropriate testing procedures and ethical guidelines.	**Test Administration** Must assure that all EL students are assessed with the appropriate test, by trained testers, at the appropriate time (e.g., ACCESS for ELLs®, SAGE Summative).	**Test Administration** Must provide information for policy, training, administration, and scoring procedures for required state assessments.
Data Usage • Monitor growth of students' language proficiency and content knowledge. • Design effective instruction and interventions to improve student performance and achievement.	**Data Usage** LEAs must use data to: • Improve instructional programs in the schools. • Guide needed professional development for teachers. • Monitor growth of students in language proficiency and content knowledge.	**Data Usage** Provide useful, accurate data to LEAs.
Formative Tools Used by teachers to guide their instruction.	**Formative Tools** Encouraged by LEAs to guide instruction.	**Formative Tools** Provide guidance and training for non-required assessment resources.
Summative Tools Use summative assessments to measure student learning of content standards (e.g., end-of-unit,-term, -year tests).	**Summative Tools** LEAs use summative tools to evaluate effectiveness of programs and school improvement goals.	**Summative Tools** Provide state summative assessment for measuring English language proficiency (ACCESS for ELLS®), as well as tests that are part of UCAS.

4.6.3 Guidelines for Assessment of English Language Learners

EL students who have been enrolled in a school in the United States for less than three years may be exempt from some assessments. The following guidelines should be followed:

1. EL students enrolled on or after April 15 of the current school year and who are new to the United States (first year of enrollment in any U.S. school) are exempt from all state tests.
2. EL students enrolled during the current school year before April 15 and who are new to the United States (first year of enrollment in any U.S. school) must take:
   - WIDA ACCESS for ELLs®.
   - SAGE Math Summative (counted for participation only; scores are not calculated for UCAS).
   - SAGE Science Summative (not counted in any UCAS calculation).
3. EL students enrolled on or after April 15 of the previous school year must take:
   - WIDA ACCESS for ELLs®.

- SAGE Math Summative (counted for participation only; scores are not calculated for UCAS).
- SAGE Science Summative (not counted in any UCAS calculation).

4. EL students who enrolled during the previous school year before April 15 must take:
   - WIDA ACCESS for ELLs®.
   - ELA SAGE Summative.
   - Math SAGE Summative.
   - Science SAGE Summative.
   - Direct Writing Assessment.
   - Grades 1–3 Reading DIBELS.

   Note: ELA SAGE, Math SAGE, Science SAGE, and DWA scores are used for UCAS. calculations.
5. EL students enrolled three or more years must take:
   - WIDA ACCESS for ELLs®.
   - ELA SAGE Summative.
   - Math SAGE Summative.
   - Science SAGE Summative.
   - Direct Writing Assessment.
   - Grades 1–3 Reading DIBELS.

   Note: ELA SAGE, Math SAGE, and Science SAGE scores are used for UCAS calculations.

4.6.4 Assessment for EL Students with Disabilities

EL students who have disabilities and qualify for special education or Section 504 services should be assessed on the state-required English language proficiency assessment and are eligible to receive ALS services.

EL students who have disabilities and qualify for special education or Section 504 services are to receive accommodations for testing in accordance with their Individual Education Program (IEP) or Section 504 Plan. Administrators and teachers familiar with the students' academic achievement and English language proficiency have the responsibility of identifying the accommodations students require prior to testing.

Educators should remember assessment accommodations are more effective when used regularly in the classroom throughout the school year, and not solely during annual assessments. Documentation of the accommodations students receive on state assessments must be placed in the student's EL, special education, and/or 504 permanent files. The Special Needs Accommodations Manual is available on the USOE website:

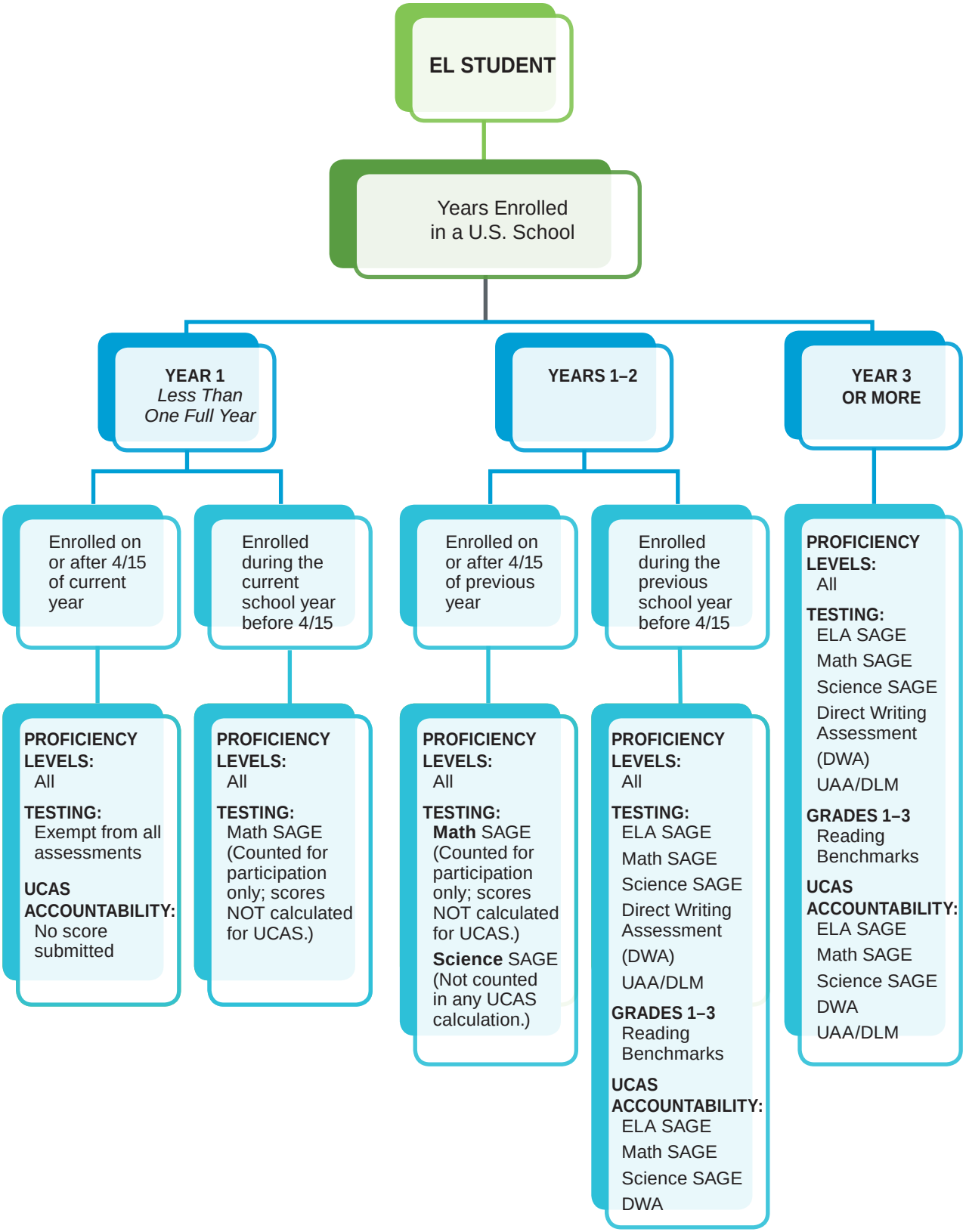
http://schools.utah.gov/assessment/special-Needs/accommodationsPolicyVersionOct25.aspx

Federal and state requirements:

- Documentation must be placed in permanent EL file indicating the

(Continued on page 60)

Chart 5. Assessing English Learners



accommodations the student receives for state assessments.

- Ensure that assessment accommodations will not invalidate the results of the assessments.

4.6.5 Annual Measurable Achievement Objectives (AMAOs) and Annual Measurable Objectives (AMOs)

Title III of NCLB requires states to establish English language proficiency (ELP) standards that are aligned to state academic content standards. They annually assess the English proficiency of each EL student, and define AMAOs to measure and report students' progress in attaining English proficiency and academic achievement standards.

LEAs are required to meet three specific AMAOs annually. If an LEA does not meet the objectives for two consecutive years, the USOE will provide technical assistance and the LEA will be required to develop an improvement plan for instruction and services for ELs that specifically addresses the factors that prevented the LEA from meeting the AMAOs.

Three specific AMAOs have been established under NCLB:

AMAO 1: Making progress in English language acquisition—LEAs must show annual increases in the number or percentage of students making progress in learning English.

AMAO 2: Exiting or reaching English language proficiency—LEAs must show annual increases in the number or percentage of students attaining English language proficiency by the end of each school year.

AMAO 3—Annual Measurable Objectives (AMOs): LEAs must make individual AMO targets in both English Language Arts and Mathematics in grade spans 3-8 and 10-12. They must also meet a 95% participation requirement for both grade spans in both content areas.

4.7 Program Monitoring and Evaluation

For effectiveness, efficiency, and compliance to NCLB, Title III and the Office for Civil Rights, the Utah State Office of Education is required to monitor each LEA's plan and programs to ensure the educational needs of EL and immigrant students are being met. Likewise, LEAs monitor and evaluate the programs and services provided by the schools to guarantee that they are providing equitable, effective instruction to EL and immigrant students. In monitoring students' English language proficiency growth, the ACCESS for ELLs is administered annually to all ELs requiring services.

LEAs may use the following self-assessment tools to evaluate their program's performance and effectiveness in increasing ELs' English acquisition and academic achievement. These documents address the requirements of Title III and provide a process of quality program review. (See Appendix C1–C3.)

- Title III Program Evaluation Planning and Self-Study Rubric
- Title III Monitor Indicators: Key Elements for Visit Documentation
- Title III Monitoring Report

After reviewing each LEA's Self-study Rubric, USOE Title III specialists will schedule a

monitoring visit with each LEA's ALS director/coordinator.

Roles and Responsibilities for Monitoring and Evaluation		
School	**LEA**	**USOE**
• Identify students as potential ELs.	• Provide technical assistance to the school through reviewing and making recommendations on school EL plans.	• Provide technical assistance through reviewing and making recommendations on LEAs' EL plans. • Ensure that necessary staff, curricular materials, and facilities are in place and used properly.
• Develop a program which, in the view of experts in the field, is reasonably effective and successful.	• LEA provides appropriate instructional plans for each English language proficiency level.	• Monitor exited EL student success throughout the state (e.g., graduation rates, SAGE scores, participation in advanced programs, etc.).
• Annually assess EL development. • Monitor and evaluate EL students' academic and linguistic progress.	• Determine data points used for monitoring EL students' success. • Provide opportunities for ESL training and endorsement.	• Provide professional development for ALS directors to ensure use of data-driven goals are met by LEAs.
• Notify parents of students identified for participation in ALS services.	• Promote collaboration with classroom teachers on effective strategies for increasing student achievement.	• Develop appropriate evaluation standards, including program exit criteria.

Considerations for evaluating and monitoring ALS programs:

- Classroom observations
- Data review
- Effectiveness of professional development
- Success of students (gains on Utah's English language proficiency assessment, graduation rate, etc.)
- Proportional representation of EL students in gifted, special education programs, etc.
- Proof of implementation of LEA ALS plan
- Stake-holders included at the table
- Annual self-review for LEAs and SEA
- Selection of culturally and linguistically relevant materials
- Appropriate accommodations for instruction and assessment
- Effective interventions for ELs that meet their linguistic as well as academic needs
- LEAs providing training for teachers and offering ESL endorsements

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5 REPORTING & USING DATA

5.1 Submitting Data on the Number of Utah's English Learners

LEAs are required to submit student counts and associated demographic data for all students on October 1 of each year. These numbers and the associated demographics can be rectified until the close of the school year.

5.2 Use of Data to Inform Policy and Practice

LEAs should make every effort to ensure that EL students' data is correct. Keeping data accurate and reliable enables the USOE to be in compliance with the accountability requirements in NCLB (2001).

Educational authorities need useful data to evaluate the quality of instructional programs and to target and/or reform appropriate services to underachieving students (Means, Chen, DeBarger, & Padilla, 2011).

LEA Requirements.

Accurate data submission requires cooperation and the involvement of ALS Directors and LEA IT staff. EL status in SIS is the LEA's official EL data. LEAs must submit October Clearinghouse files indicating if a student is EL (use code Y), EL but refused services offered through NCLB Title III (use code O), or exited an EL program in a prior year (use code F).

See Appendix H for further Clearinghouse codes and exit criteria.

5.2.1 Protecting Student Privacy

In compliance with the Family Educational Rights to Privacy Act (FERPA), discussions about student achievement data may be used to inform both policy and practice. However, any student data involving personal identifiable information (PII) **must** be protected.

Things to remember:

- Remove student name, student identifier, and any other personal identifiable information (PII).
- Always transfer data by secure FTP, never by e-mail.

For more information about data resources for student privacy, see Appendix D and E and Section 3.3—Legal Requirements—FERPA.

5.3 Use of Data

By using student achievement data, schools can improve outcomes. Moreover, data can be used at the teacher level as an indicator to provide a plan for improving instruction.

5.3.1 Release of Utah Data

The public release for data occurs in the fall.

5.3.2 English Learners and the Achievement Gap

The achievement gap for English learners in Utah is greater than any of the other disaggregated groups in language arts and mathematics achievement, as well as the graduation rate. It is lower than for students who are economically disadvantaged or for students with disabilities. The state CRT scores for 2013 show the ELs achieving far below native-English-speaking students.

The following tables show the disparity between all Utah students and ELs in mathematics and language arts on the state Criterion-Referenced Tests (CRT) scores from 2010 to 2013.

Chart 6. Utah's Language Arts Proficiency

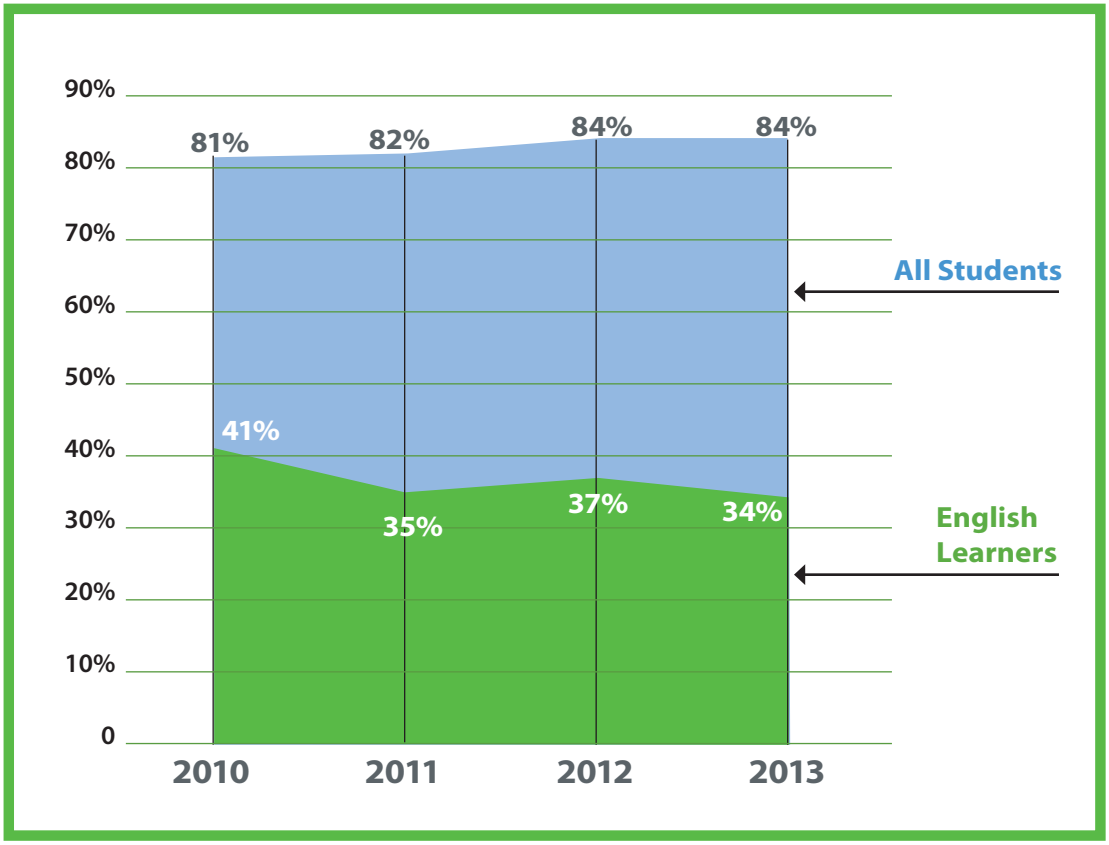
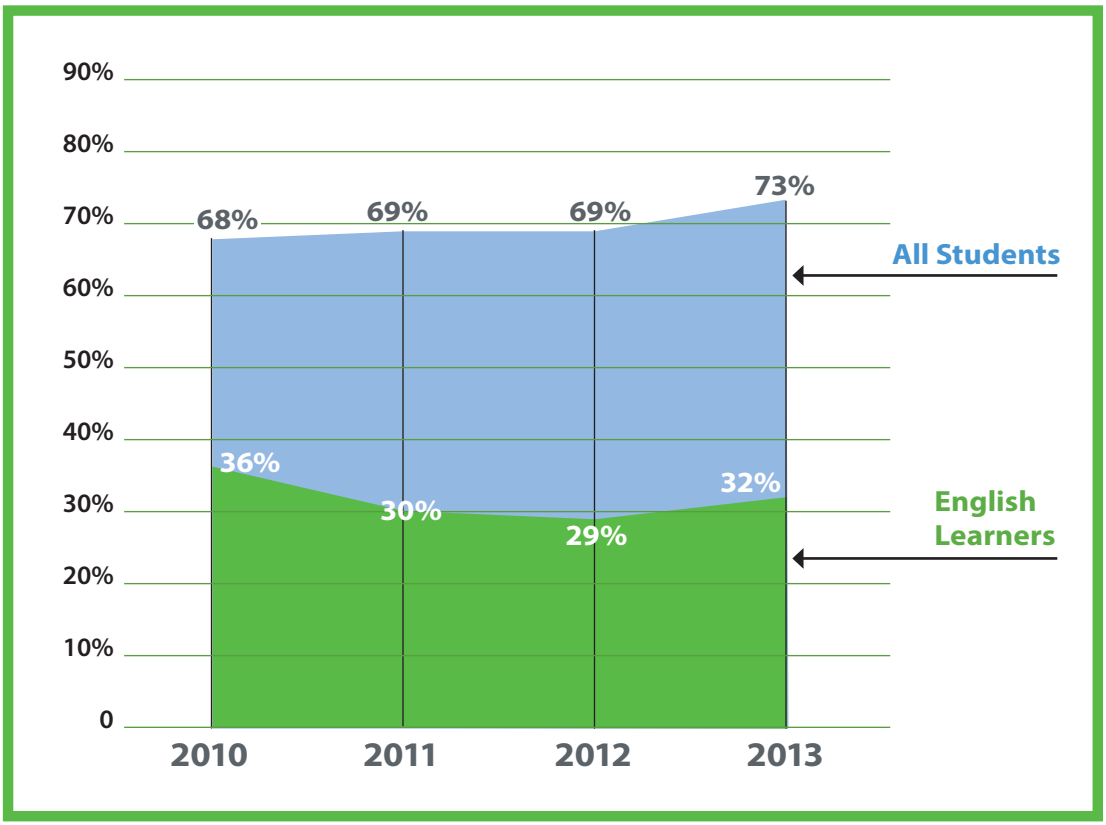


Chart 7. Utah's Mathematics Proficiency



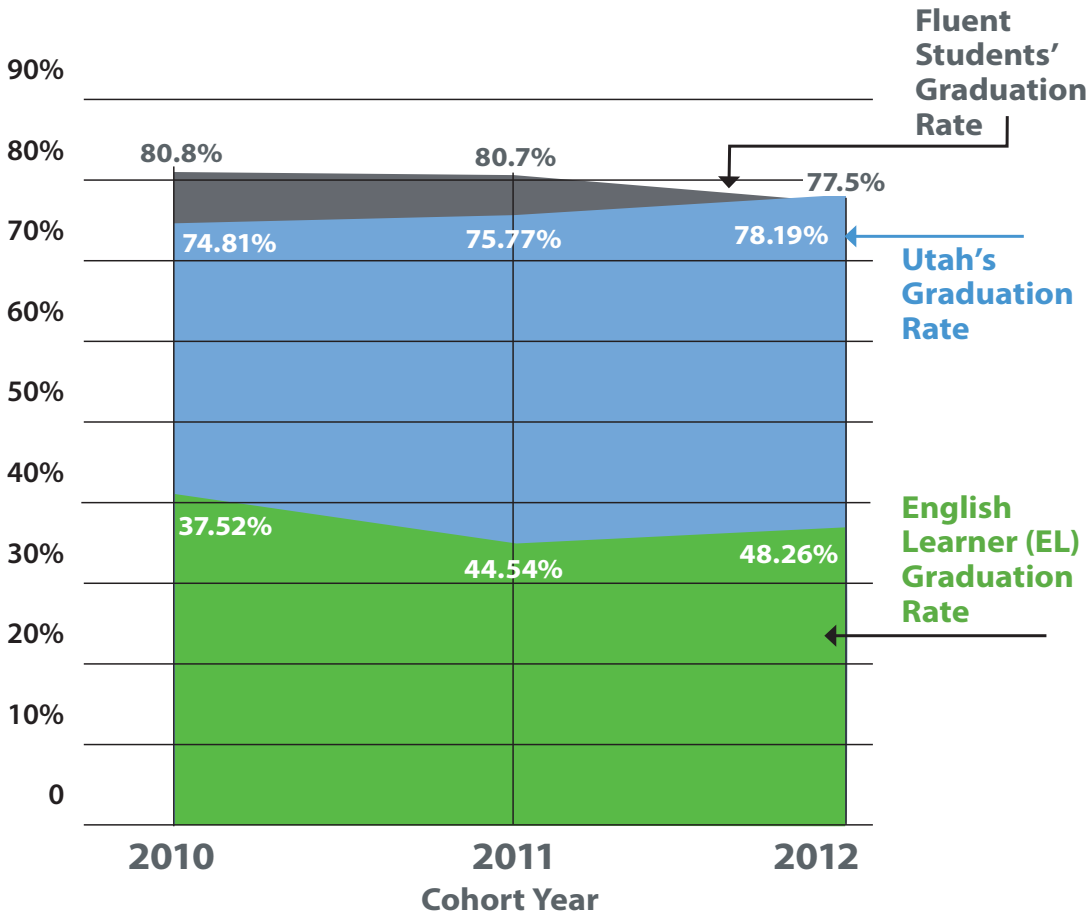
With a graduation rate of only 48.2 percent in 2012, more than half of English learners in Utah are leaving high school without a diploma, and are unprepared to enter the workplace or higher education.

All educators who work with English learners in Utah must provide high-quality instruction to ensure the academic growth and English language development of their students. They must also have high expectations for their students' achievement and performance, and be willing to work collaboratively with colleagues, parents, and the community to meet the unique cognitive, linguistic, social, and affective needs of EL students.

Due to the high number of EL dropouts in the state, it is critical that Utah educators and policy makers carefully examine school programs, teaching practices, and community resources to determine ways to effectively close the achievement gap.

Utah schools, families, communities, and businesses must all work together to motivate ELs to stay in school and master skills that will help prepare them for the future and to become productive citizens.

Chart 8. Graduation Rate by Cohort Year and English Language Learner (EL) Status, 2010–2012



5.3.3 Data Digs The USOE provides information regarding "data digs" as an example of how LEAs can provide training on the use of data to inform quality programs. The example is adapted from a Webinar entitled "Using data digs with your state EL advisory committee" provided by Whipple and Shafer Willner (2011). See Appendix G.

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6 FAMILY & COMMUNITY ENGAGEMENT

> **"Teachers who have viewed cultural differences as strengths have been able to create the type of atmosphere which motivates learning."**
>
> *Karen Swisher 1999*

6.1 Strengths and Assets of ELs in Utah

English learners enter Utah schools having formed their own cultural and linguistic identities. They bring rich diversity, multiple perspectives, and abundant background knowledge that effective teachers can use to enhance learning in the classroom. These "funds of knowledge," as Gonzalez, Moll & Amanti (2005) call the knowledge and skills students bring to the classroom, have been acquired from their families and social environments. Gonzalez, et al. (2005), state, "Our analysis of funds of knowledge represents a positive view of households as containing ample cultural and cognitive resources with great potential utility for classroom instruction." As teachers provide culturally responsive instruction and draw from the knowledge the students bring with them, they play an essential role in helping students learn English and academic content, as well as aspects of the new culture while at the same time helping them maintain respect for their own language and culture.

> **"One of the greatest strengths of the American Indian cultures is the extended family. It is not uncommon to find grandparents, aunts, uncles, cousins, or even friends of the family rearing the Indian child."**
>
> *Jeanne Bearcrane (Crow)*

6.2 Importance of Family and Community Engagement

Research consistently demonstrates the importance and benefits of parent and family engagement in the education of their children (Weiss & Lopez, 2009; Henderson & Mapp, 2002). Parent engagement can have a positive effect on students' overall academic achievement and social adjustment. It creates a solid relationship between the school and the parents, and can benefit students from the early grades through higher education (Weiss & Lopez, 2009; Jeynes, 2003). Studies suggest that it builds a link between the school and the community as well. In a meta-analysis of 21 studies of parental involvement, Jeynes (2003) found that regardless of racial and ethnic group, there are positive results on academic achievement when parents are involved in supporting the education of their children. Students at all grade levels are more likely to be successful academically and behaviorally if parents and families are well informed, encouraging, and engaged in their education (Weiss & Lopez, 2009; Westmoreland, Rosenberg,

et.al, 2009; Henderson & Mapp, 2002).

According to Joyce L. Epstein (2011), educators, parents, and the community share responsibilities for children's development and learning. It makes sense, then, that the increase in the number of English learners (ELs) in Utah schools over the last decade requires specific action by educational communities to ensure optimal and equitable learning opportunities for all students. It is essential for local education agencies (LEAs) and schools to develop an ongoing and effective way to address the linguistic, cultural, and educational strengths and needs of ELs and their families.

6.3 Elements for Consideration in Parent/Family Engagement

It takes time, resources, and consistent effort on the part of the school staff to increase parent and family engagement—especially for families that are culturally and linguistically diverse. "Engaging parents and community members [in schools] has become just as critical to a school's success as lesson planning, classroom instruction and testing" (SEDL, 2000).

When developing programs and opportunities for parent and family engagement, educators need to first determine the strengths and needs of the families and community the school serves. This may be done through questionnaires, surveys or other methods. As school leaders and teachers become aware of the linguistic, cultural, and educational strengths of parents and community members, they can create ways to engage them in student learning both during and after school hours.

6.4 Promoting Parent and Family Engagement

Although there are numerous ways schools can promote parent and family engagement, it is important for LEAs and schools to begin by determining the strengths and needs of students and their families. The following table provides information about ways to increase parent, family, and community engagement with schools.

Promoting Parent/Family Engagement		
Area of Focus	**School**	**LEA/Charter**
Establish importance of family engagement for ELs.	• Make engagement of parents and families who are culturally and linguistically diverse a priority by connecting it to the school's improvement plan. • Ensure that administrators demonstrate a commitment to parents and families. • Expect all staff to provide a respectful, inclusive, and family-friendly atmosphere. • Build trusting, relevant relationships among teachers, *(Continued on column 2, next page)*	• Make engagement of parents and families who are culturally and linguistically diverse a priority by connecting it to the district's improvement plan. • Designate an upper-level administrator to provide leadership for school-family-community engagement. • Set clear LEA goals for school-family-community engagement. • Provide technical assistance to schools.

Promoting Parent/Family Engagement		
Area of Focus	**School**	**LEA/Charter**
	families, staff, and community members. • Work on LEA goals for school-family-community engagement.	• Monitor progress on family engagement goals.
Engage in two-way communication with families.	• Provide two-way communication in the families' native languages, where practicable. • Be easily accessible as a school staff to parents, families, and community members. • Make home visits—pairs of teachers visit the homes of students, deliver school information, and build connections with families. • Make phone calls—enlist volunteers to call parents to invite them to school events. • Send or email a school newsletter to keep parents informed—in their native language, where practicable. • Provide translations of important school documents, where practicable. • Employ interpreters for parent conferences and other school meetings.	• Notify the families of ELs about events and issues, in parents' native language where practicable (e.g., AMAO report). • Provide translations of enrollment and consent forms and policies, where practicable. • Employ competent interpreters for meetings with parents.
Develop school outreach programs for families of ELs. NCLB, 2001, authorizes LEAs to provide community participation programs, family literacy services, and parent outreach and training activities to ELs and their families. (See ESEA, Title III, Part B, Subpart 4; Part C.)	• Develop an outreach program that provides resources and learning opportunities for parents and families. Below are suggested resources and programs. • Provide training to help families create home environments to support children as students (Epstein, 2011). • Make available materials to help with language development. • Create school handbooks and calendars in parents' native languages, where practicable. *(Continued on column 2, next page)*	• Provide guidelines and support for school outreach programs. • Oversee and fund adult education classes.

Promoting Parent/Family Engagement		
Area of Focus	**School**	**LEA/Charter**
	• Hold EL family and community activity and/or culture nights. • Provide for families classes related to leadership, advocacy, parenting, and adult education for GED preparation, literacy and English language instruction. • Deliver in-depth information about how the school system works and how parents can voice concerns. • Inform parents about how to participate on a school council, a parent-teacher organization, or other decision-making group. • Organize an advisory group that offers assistance to families who are new to the area. • Enlist parents who have strong English language skills to mentor those who do not. (Epstein, 2011; Simon & Epstein, 2001.)	
Define ways schools can support parents and families of ELs.	• Determine the strengths and needs of the families in the school community. • Train all school staff on how to welcome, assist, and build strong relationships with families of culturally and linguistically diverse students. • Create effective ways for school-to-home and home-to-school communication. • Understand that children from diverse cultural backgrounds tend to make better progress when parents and educators collaborate to bridge the gap between the culture at home and the culture at school. *(Continued on column 2, next page)*	• Assist schools in determining the strengths and needs of the families in the school community. • Provide access to important information through translated documents (e.g., the Home Language Survey, Parent Notification Forms for EL services, etc.).

Promoting Parent/Family Engagement		
Area of Focus	**School**	**LEA/Charter**
	• Provide access to important information through translated documents. • Provide interpreters for parent-teacher conferences, back-to-school nights, and other activities. • Inform parents and families about school goals, objectives, and curriculum. • Notify parents and families regularly about their students' progress and academic or behavioral concerns. • Inform families about post-secondary education, vocational programs and scholarship opportunities. (Epstein, 2011; PTA, 1998, in Henderson & Mapp, 2002.)	
Empower parents and families of ELs to support learning.	The families of linguistically diverse students play an essential role in the academic achievement of their children by supporting learning in their homes. Ways parents can support learning in their homes include: • Model a positive attitude about schooling and learning. • Demonstrate the importance of schoolwork by providing children with a place to study away from distractions such as television or other electronics. • Provide relevant materials and supplies. • Help children develop strong oral language and literacy skills in their first language which will support and expedite their learning of English. • Encourage daily reading (in English and/or in the first language). *(Continued on column 2, next page)*	

Promoting Parent/Family Engagement		
Area of Focus	**School**	**LEA/Charter**
	• Communicate regularly with teachers and staff in order to be informed about children's progress. • Review schoolwork with their children. • Encourage and support participation in extracurricular activities. • Volunteer in the schools, when possible. (Epstein & Simon, 2001; Kirk, 2013; Riches & Genesee, 2007.)	
Create a welcoming school culture and environment for culturally and linguistically diverse parents and families.	• Understand that families of ELs may be unfamiliar with the school culture. Train all staff members to welcome parents and families of culturally and linguistically diverse students, and implement culturally responsive teaching. • Develop a plan for informing parents and students about school policies for attendance, behavior, homework, graduation, etc. (Egan, et al., 2011; Simon & Epstein, 2001.)	

6.5 Forming School-Family-Community Partnerships Numerous studies demonstrate the benefits to schools, families, and communities when strong partnerships exist among them. These partnerships can be especially beneficial for families as schools seldom have the staff, space, or funds to involve families in the activities they would like to offer. Jeynes (2003) found that when immigrants to the U.S. become involved in school-family-community partnerships, their confidence, self-reliance, and knowledge increase. As schools procure support from public and private agencies within the community to provide additional resources to support learning, it will eventually benefit all those who are affected by the quality of education children receive.

Building School-Family-Community Partnerships		
Schools	**LEA/Charter**	**USOE**
• Create opportunities for public and private community agencies and businesses to collaborate with the school and understand what they can contribute to support student achievement. • Include parents in making school decisions. • Empower parents as leaders and representatives of the school. • Recruit and organize parent volunteers, drawing on their cultural, academic, and linguistic strengths. • Recruit retired or other community members to volunteer at the schools. • Invite parents to attend all school events, not just EL nights or cultural fairs. • Invite parents to share their "funds of knowledge" during specific lessons or school events. • Hold meetings in neighborhoods or local libraries. • Provide interpreters for school events, when practicable. • Link new families with a "buddy family" that can offer assistance. • Connect families with local faith-based organizations who may offer tutoring services for children and youth. (Adapted from Epstein, 2011; PTA, 2009; NCPIE, n.d.; SEDL, 2000 in Egan, et al.)	• Establish policies for active community engagement. • Include school administrators, teachers, parents, public and private community agencies, and businesses in creating a shared vision for the development of partnership programs. • Provide support and training in effective communication methods with parents of ELs and the community. • Engage community members in planning, writing, and implementing grants. • Enlist the help of local newspapers to advertise and report school events.	• Advocate for funding of school, family and community partnerships • Support LEAs/charters with technical assistance, funding, and resources to develop partnership programs. • Provide models of effective partnership programs.

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APPENDICES

APPENDIX A **GLOSSARY**

A.1 Glossary

Academic content standards: Statements that define what students are expected to know and be able to do in order to attain competency in challenging subject matter associated with schooling.

Academic language: The language used in the school content, texts and assessments.

ACCESS for ELLs®: The English language proficiency assessment developed by WIDA and adopted by the USOE in 2013 that is given to ELs annually to measure growth in language acquisition.

Accommodations: Changes in curriculum, instruction or assessment that are necessary to provide access for a student to participate in a course or assessment. They do not fundamentally alter or lower the standards or expectations, and should usually be the same accommodations that are used in instruction.

Acculturation: The process by which individuals adapt to a new culture and integrate their values with those of the dominant cultural group.

Achievement gap: The difference in the performance between each ESEA subgroup within a participating LEA or school and the statewide average performance of the LEA's or State's highest achieving subgroups in reading, language arts and mathematics as measured by the assessments required under the ESEA.

Alternative Language Services (ALS): The English language instruction and services provided to ELs.

Annual Measurable Achievement Objectives (AMAOs): A federal accountability system to measure progress and attainment. Each state must develop and implement AMAOs for holding all Title III-funded local education agencies accountable for ELs' achievement in the following areas:

AMAO 1: Measures progress—annual increases in the number or percentage of LEP/ELLs making progress in learning English.

AMAO 2: Measures attainment annual increases in the number or percentage of LEP/ELLs attaining English language proficiency.

AMAO 3: Measures adequate yearly progress (AYP) for LEP/ELL subgroup in meeting grade-level academic achievement standards in English language arts and mathematics.

Assessment: An educational practice with the purpose of collecting evidence of student learning.

Authentic assessment: Assessments that require students to perform complex tasks representative of activities actually done in out-of-school settings (NRC, 2001). Basic interpersonal communication skills (BICS): Language used in face-to-face communication for social interaction. It is sometimes called playground language and may take students one to three years to acquire.

Cognitive academic language proficiency (CALP): The language needed to learn new information, think in more abstract ways, and engage in communication and discourse required by the core curriculum. CALP proficiency can take English learners five to seven years to acquire.

Comprehensible input: Language and instruction delivered at a level understood by a learner.

Content standards: Statements of the subject-specific knowledge and skills that schools are expected to teach and students are expected to learn. They indicate what students should know and be able to do. The Utah Core Curriculum represents the content standards for Utah.

Criterion-Referenced Test (CRT): A standardized assessment that measures to what degree students have learned the Core Curriculum based on a pre-established, specific performance standard.

Culturally and linguistically diverse (CLD): Students whose culture, heritage, and native language differ from those of native English U.S. speakers.

Dual language program: Also known as two-way or developmental, these bilingual programs allow students to develop proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

Elementary and Secondary Education Act (ESEA): Enacted in 1965, this was the first formal effort by the federal government to support K-12 education reform. It was enacted in 1965, and its IASA amended this act. No Child Left Behind (NCLB) was the 2002 reauthorization of the ESEA.

English as a Second Language (ESL): Refers to programs intended to teach English to speakers of other languages.

English language development (ELD): Instruction designed specifically to advance English learners' knowledge and use of English. ELD helps speakers of other languages learn and acquire English to a level of proficiency that maximizes their capacity to engage successfully in academic studies taught in English. ELD instruction should not be confused with sheltered instruction. In ELD instruction, language is the primary objective and content is secondary. In sheltered instruction, content is primary and language is secondary.

Family Educational Rights and Privacy Act (FERPA): Law that requires schools to ask for written consent before disclosing a student's personally identifiable information to individuals other than his or her parents.

Formative assessment: Frequent, ongoing assessments to provide learning experiences for students as well as to inform teachers about how they need to modify instruction.

Frustration level: Frustration level is when a student has made five consecutive scores of "0" or is obviously unable to respond to test prompts. The concept of frustration level allows for test administration to be stopped if a student is obviously unable to respond to the test prompts.

High-needs student: A student at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools, who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English learners.

Home Language Survey (HLS): This is a form that parents complete when enrolling their children in a school in order for schools to determine if a language other than English is spoken in the home or if a student's language development has been influenced by another language spoken in the home.

Immigrant: An individual (aged three–21) enrolled in a school who was not born in the United States and who has not been attending schools in the United States for more than three (3) full academic years.

Individualized Education Program (IEP): Under IDEA, each publlc school child who receives special education services must have an IEP that documents the services and support the child is required to receive.

Individuals with Disabilities Education Act (IDEA): Federal law enacted to guarantee students with disabilities access to a free appropriate public education. It was enacted in 1975.

Individuals with Disabilities Education Improvement Act (IDEIA): Federal law that guarantees all eligible children with disabilities between the ages of three and 21 (or until the child graduates) the right to a free appropriate public education designed to meet their individual needs. On August 14, 2006, the IDEIA 2004 regulations were published in the Federal Register.

Informed parental consent: Parental permission to enroll a child in an EL program, or the refusal to allow the child to participate in such a program after being given notice of the district's educational recommendation.

Language 1 (L^1): This acronym is shorthand for referring to someone's native or first language.

Language 2 (L^2): The language a person knows, is learning or is acquiring in addition to his or her native language.

Language acquisition: The developmental process consisting of the following:

(1) the ability to distinguish the speech sounds of a language from others in the environment;

(2) The ability to organize linguistic events into appropriate classes which can later be refined;

(3) Knowledge that only a certain kind of linguistic system is particular to a language, and that others are not; and

(4) The capacity to engage in constant evaluation of the developing linguistic system so as to construct the most efficient process for the analysis of linguistic data encountered in the future.

Language domains: The areas of language proficiency—listening, speaking, reading, and writing; also called modalities.

Language dominance: The degree to which a student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics, and including the areas of pragmatics of language use within various domains or social circumstances.

Language instructional education program (LIEP): An instruction course in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic content and student academic achievement standards. It also makes instructional use of both English and a child's first language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if the course is designed to enable all participating children to become proficient in English and a second language.

Language proficiency: The level of speaking, comprehending, reading, and writing ability in a particular language. A person with full proficiency can be compared to a native speaker of a similar age.

Language proficiency levels: The demarcations along the second language acquisition continuum that are defined within the standards by a series of model performance indicators (WIDA™).

Language proficiency standards: Statements that define the language necessary for English language learners to attain social and academic competencies associated with schooling (WIDA™).

Learning disability: A disorder in one more of the basic psychological processes involved in understanding or using language, which may be manifested by a limited ability to listen, think, speak, read, write, and/or spell.

Local educational agency (LEA): A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools, in a city, county, township, school district, or other political subdivision of the state, or a combination of school districts or counties that is recognized in the state as an administrative agency for its public elementary schools or secondary schools.

No Child Left Behind Act (NCLB): This reauthorization of the Elementary and Secondary Education Act was passed into law in January 2002.

Office for Civil Rights (OCR): The department of the federal government that watches out for violations of civil rights laws. They can also be contracted by parents and teachers

to report violations by school districts with regard to ethnicity or language discrimination.

Primary or Home Language Other Than English (PHLOTE): Also called a Home Language Survey (HLS), this is a form that parents complete when enrolling their children in a school in order for schools to determine if a language other than English is spoken in the home or if a student's language development has been influenced by another language spoken in the home.

Productive language: Language that is acquired and produces a message through speech or written text that others can understand.

Receptive language: Language that decodes communication in verbal and written form.

Scaffolding instruction: A method of instruction whereby the instructor breaks content down to more manageable parts for students, and then goes through those parts to help students gain a better, more complete understanding of the content being taught.

Second Language Acquisition (SLA): Refers to the body of research into language acquisition by non-native speakers. The field of second language acquisition research investigates the influences on and rate of L^2 development.

Sheltered instruction: See SIOP.

Sheltered Instruction Observation Protocol (SIOP): An instructional approach developed by to make core content instruction understandable to ELs. Teachers use a wide range of instructional strategies to promote concept development in language arts, math, science, social studies, as well as other subjects.

Specially designed academic instruction in English (SDAIE): An approach intended for teaching various academic content using the English language to students who are still learning English. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

Standardized assessment: Assessment in which all students perform under the same conditions; that is, uniform and consistent procedures for administering and scoring a test.

State educational agency (SEA): The state entity that reviews district and charter school policy and practice to ensure compliance with federal and state regulations.

Structured English immersion program: Program in which all instruction is in English, with the goal that EL students can succeed in an English-only mainstream classroom. Teachers have specialized training in meeting EL students' needs and possess a bilingual education and/or ESL teaching credential as well as strong receptive skills in the students' primary language.

Student Assessment of Growth and Excellence (SAGE): Utah's new computer adaptive assessment system, aligned to the state's English language arts, mathematics, and science standards. This comprehensive testing system includes summative, interim, and formative components. Starting in school year 2013-14, SAGE will replace the Criterion-Referenced Tests (CRTs).

Student growth: The change in student achievement for an individual student between two or more points in time.

Student Information System (SIS): A software application for education establishments to manage student information.

Student with Interrupted Formal Education (SIFE): SIFE refers to students with limited or interrupted formal education.

Summative assessment: An evaluation which tests students' performance to determine their overall learning of course material and/or the effectiveness of instruction.

Supplant: Replace. Refers to services provided with Title IIIA federal funds which are in addition to, and do not replace, do not substitute or supplant services that students would otherwise receive. Examples of supplanting: Services that the SEA or LEA was required to make available under other federal, state, or local laws; services that the SEA or LEA provided with other federal, state, or local funds in the prior year; or the same services to Title III students as provided to non-Title III students with non-Title III funds.

Supplement: Addition. Refers to services provided with Title IIIA Federal funds, which shall be used so as to supplement the level of Federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for EL and immigrant children and youth, and in no case to supplant such federal, state, and local public funds.

Title I: The largest program under ESEA. Title I, Part A includes all of NCLB's major accountability requirements. Title I provides funds to schools to assist in the education of disadvantaged children.

Title III: Federal program designed to improve the education of EL children by helping them learn English and meet challenging state academic content and student academic achievement standards. Funding from Title III is used by local education agencies to implement language instruction educational programs designed to help EL students achieve these standards.

Title VII: Federal program designed to address the unique education and culturally related academic needs of American Indian/Alaskan Native students, including preschool children.

Transitional Bilingual Education (TBE): Also known as early-exit bilingual education. This is an instructional program in which subjects are taught in two languages—English and the native language of the EL students—and English is taught as a second language. Its primary purpose is to facilitate the EL student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary.

Utah's Comprehensive Accountability System (UCAS): UCAS is an accountability system that provides a straightforward determination of school performance. UCAS is centered on two components: achievement and growth. This system replaces Adequate Yearly Progress (AYP).

U.S. Department of Education (U.S. DOE): A cabinet-level department of the U.S. government administered by the U.S. Secretary of Education. The department funds and enforces federal education laws such as NCLB and IDEA.

World-Class Instructional Design and Assessment (WIDA™): Utah's English Language Proficiency Standards. These standards are meant to help facilitate the instruction of academic content to EL students in core content classrooms. They are a tool to be used throughout the state to help instruct classrooms where EL students are present.

List of **ACRONYMS**

A.2 Acronyms

ALS: Alternative Language Services
AMAO: Annual Measurable Achievement Objective
AP: Advanced Placement
BICS: Basic interpersonal communication skills
CALP: Cognitive academic language proficiency
CLD: Culturally and linguistically diverse
ELD: English language development
ESEA: Elementary and Secondary Education Act
ESL: English as a Second Language
FERPA: Family Educational Rights and Privacy Act
GT or G/T: Gifted and Talented
HLS: Home Language Survey
IDEA: Individuals with Disabilities Education Act
IDEIA: Individuals with Disabilities Education Improvement Act
IEP: Individualized Education Program
LEA: Local educational agency
LIEP: Language instructional education program
NAGC: National Association for Gifted Children
NCLB: No Child Left Behind Act
OCR: Office for Civil Rights
RTI: Response to intervention
SAGE: Student Assessment of Growth and Excellence
SDAIE: Specially designed academic instruction in English
SEA: State educational agency
SIFE: Student with Interrupted Formal Education
SIS: Student Information System
SIOP: Sheltered Instruction Observation Protocol
U.S. DOE: United State Department of Education
W-APT: WIDA Access Placement Test
WIDA: World-Class Instructional Design and Assessment

APPENDIX B SAMPLE FORMS & LETTERS

Home Language Survey Samples

Although it is a very important document for identifying potential English learners, there is no federal model for the Home Language Survey. Because parents who likely speak a language other than English will complete the HLS, it must be written in a language they speak or understand. The length of the survey will depend on the information the LEA desires to gather from the parents about the student. Most schools include the HLS as a part of the student registration process.

SAMPLE B.1 HOME LANGUAGE SURVEY

Insert School District Name and Logo

HOME LANGUAGE SURVEY

During the student registration process, Utah schools are required to obtain the following information in order to comply with federal and state educational guidelines. Please complete the information requested below. If needed, school personnel may provide you with assistance.

Student Name:	*(Last)*	*(First)*		*(Middle)*
School:			**Grade:**	**Date:**
Birthdate:	Parent/Guardian Name:			
Was the student born in the United States? Yes ☐ No ☐				
If no, list the date (month/day/year) he/she enrolled in a U.S. school. Date:				
1. What was the first language that the student learned to speak?				
2. Which language is used most by the student?				
3. What is the language used most often at home?				
4. What language do you prefer for school to home communication?				

NOTE: If there is another language at home other than English, students will automatically be tested for English language proficiency to determine whether they require alternative language services.

SAMPLE B.1 HOME LANGUAGE SURVEY

Insert School District Name and Logo

Alternative Language Services

HOME LANGUAGE SURVEY (HLS)

Student Name: *(Surname/Family Name)*		*(First)*	*(Second Given Name)*
Country of Birth:		Date of Birth:	Grade:
Parent/Guardian Name:			
Address: *(Street)*		*(City)*	Phone:
Number of years of previous schooling:			
If student was not born in the U.S., provide date first enrolled in a U.S. school:			

Federal and state regulations require schools to determine the language(s) spoken and understood by each student. This information is necessary for schools to provide appropriate instruction.

1. What language or languages did your child use when he/she first began to speak?
2. What language or languages does your child speak with you at home?
3. What language or languages do you (parents or guardians) use when you speak to your child?
4. Do the adults in your home (parents, guardians, grandparents or any other adults) speak to each other in a language other than English? NO ☐ YES ☐

   If yes, what language?

   In what language do you prefer to receive school correspondence?

   ☐ English ☐ Other, please specify:

I understand that if my child first spoke a language other than English, or if another language other than English is spoken in the home, my child's English language proficiency will be evaluated.

Parent/Guardian Signature _____ Date _____

SAMPLE B.1 HOME LANGUAGE SURVEY

Insert District Name and Logo

Alternative Language Services

HOME LANGUAGE SURVEY (HLS)

English Form

TO BE FILLED OUT BY PARENT and SCHOOL SECRETARY

Note: This form must be completed for every student who speaks a language other than English or who comes from a home where a language other than English is spoken (refer to school registration form). This does not include students or parents who have learned a foreign language by taking classes or by other means.

Date: / / School:	Grade:	Birthdate: *Day/Month/Year*	
Last Name:	First Name:	Initial:	Gender: M ☐ F ☐
Parent's Names:		Telephone:	
Address:	City:	Zip Code:	
Student's Country of Birth:		Ethnicity of Student:	
Ethnicity of Parents: Mother:		Father:	

If student was not born in the United States, date first enrolled in a U.S. school: ____ /____ /____
1. Is a language other than English used in the home? ☐ YES ☐ NO What language?
2. Was the student's first language English? ☐ YES ☐ NO If no, what language did the student first learn to speak?
3. Does the student speak a language other than English? ☐ YES ☐ NO What language?
Primary language spoken by Student: Father: Mother: Guardian:
What language do you prefer for school-to-home communication?

Back of Sample

School History: Where did the student attend school for each grade?

Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
Years of School Completed:

NOTE: If there is another language other than English spoken at home, students will automatically be tested for English language development services.

SAMPLE B.2 PARENT NOTIFICATION LETTER

District Name and Logo

Alternative Language Services

Date:

Dear Parent(s):

Your student was given an assessment to determine his/her English language proficiency because of your responses on the Home Language Survey.

Test results indicate that your student _____ qualifies for and would benefit from Alternative Language Services. He/she is at the _____ level of English language proficiency.

There is no charge for this service. Students in this program are given instruction in listening, speaking, reading, and writing English.

Your student will take the ACCESS for ELLs® test each year to measure his/her progress learning English and the academic language he/she needs for school success.

You will be notified of your student's scores each year.

Students are exited from ALS programs when they demonstrate proficiency on the ACCESS for ELLs® assessment. Their progress will monitored for two years following exit.

As a parent/guardian, you have the right to decline ALS services at any time. This must be done in writing each year. Refusing services does not exempt students from taking the yearly assessment to measure their English language proficiency.

Please contact your student's school for more information.

Sincerely,

School District Name and Logo

Alternative Language Services

Refusal of Services Form

Date:

To Whom It May Concern:

I request that my child **not** receive direct services in the Alternative Language Services programs. I understand that testing will continue until my son/daughter scores Fluent on Utah's English language proficiency assessment, ACCESS for ELLs. **I understand that this refusal of services is valid only for the current school year and must be renewed each year.**

Student's Name:	**School:**	**Grade:**
Reason for refusal of service:		

_____ _____

Parent/Guardian Signature

_____ _____

Address *Telephone Number*

_____ _____

Principal/ALS Site Coordinator Signature *Date*

Documentation Folder Checklist

Student's Name:	Date:

- ☐ PHLOTE form completed and dated
- ☐ Initial English proficiency assessment with scores and date
- ☐ Copy of parent notification letter
- ☐ ACCESS for ELLs® Parent Report with date, scores, and level
- ☐ Student's test results (e.g., DIBELS, IOWA, DWA, SAGE)
- ☐ Individualized Language Development and Instructional Plan
- ☐ Written parent refusal of ESL services (if needed) (yearly)
- ☐ Documentation of exit (see exit form)
- ☐ Copy of parent notification of exit
- ☐ Teacher Monitor form at end of 1st and 3rd terms (for two years following exit)
- ☐ Monitor form at end of 1st and 3rd terms for two years following exit
- ☐ Anecdotal records and informal test data to indicate student's progress (e.g., reading scores, math benchmark scores, etc.)

Insert here a list of accommodations for testing that educators can use to document the accommodations provided for ELs.

SAMPLE B.5 EXIT LETTER TO PARENTS

School District Name and Logo

Alternative Language Services (ALS) Program

Parent Notification of Exit from ALS Program

Student's Name:	School:

Date:

Dear Parent/Guardian:

Your child_____ has met the requirements to exit the Alternative Language Services (ALS) Program. He/she has demonstrated proficiency on the ACCESS for ELLs® test, which measures progress in English language acquisition. He/she will be monitored for two years after the exit date.

In the event that your child needs additional support, a team of educators will determine a plan of action that will best support your child. All options will be considered, including returning your child to Alternative Language Services, if needed.

If you have any questions, please contact _____.

Sincerely,

APPENDIX C PROGRAM EVALUATION & MONITORING FORMS

Title III Monitoring Tool

For the following questions, please provide a detailed response that would help us better understand the services being offered to your EL students. Our goal is to be able to familiarize ourselves with your program before we visit your school sites.

1. **What is your standard process for identification and placement of ELs?**

2. **How are the results of a student's placement into a language instruction program communicated to the parents, students, and the school?**

3. **What program is in place to help ELs learn English so that they may eventually participate in mainstream content classes without linguistic support?**

4. **What system is in place to ensure that staff members are adequately qualified to assist ELs with becoming proficient in English and experiencing success in academic content classes?**

5. **What process for standardized English Language Proficiency Assessment (WiDA ACCESS) is in place to determine whether ELs are making progress in learning English and exiting the language program in a reasonable timeframe?**

6. **What protocol is in place to ensure that parents and guardians of ELs are informed of their child's progress in learning English on the ACCESS as well as their performance on the SAGE assessments?**

7. **What is the process for transitioning ELs out of the language instructional program?**

8. **What system is in place to monitor the performance of former ELs to ensure that their English skills are sufficient for them to perform successfully in regular academic classes? What services are provided if they are not successful?**

9. **What instructional support is evident in your classrooms that would help ensure that EL students are receiving the scaffolding they need to be supported in academic content?**

10. **What system is in place to ensure that ELs have access to and are participating in the same programs and services as all other students? Is the ratio of EL students in programs such as AP and IB similar to the overall school's site demographics?**

11. **Is there a system in place to support ELs in graduating from high school and accessing post-secondary options?**

12. **Is there a protocol in place to ensure that parents or guardians of ELs are involved in the program planning process?**

13. **What expenses have been paid with Title III funds? How are these helping support better instructional services for ELs?**

14. **What protocol is in place to evaluate the effectiveness of your EL program (aside from state assessments)?**

SAMPLE C.2 KEY ELEMENTS FOR VISIT

Utah State Office of Education

Title III Monitoring Indicators: Key Elements for Visit Documentation and Information

District Name:	Contact Name:	Phone #:

Key: C = Compliant; IP = In progress; N/A = Not applicable; NC = Non-compliant

POLICIES AND PROCEDURES	ACTIVITIES TO BE REVIEWED		SOURCES OF INFORMATION	KEY: C; IP; N/A; NC
A. Required Title III-Funded Activities	**Yes**	**No**	**Documentation/Interview**	**Compliance/Next Steps**
1. Provide high-quality language instruction educational programs that are based on scientific research demonstrating effectiveness in increasing English proficiency and student academic achievement (§3212).				
1.1 Does the district have a program of educational service that provides coherent, sustained English language development based on research or accepted theory (§3115)?				
1.2 Does the district have a process for certification of teacher English fluency and fluency in any other language used for instruction (§3116[c] Utah Rule R277-520; R277-716-5)?				
1.3 Are the district's language instruction educational programs staffed with appropriately licensed/ certified/endorsed teachers (Utah Rule R277-520; R277-716-5)?				
1.4 Does the district's educational program design include provisions for language minority students to meet state academic content and performance standards required of all students (§3116)?				

Key: C = Compliant; IP = In progress; N/A = Not applicable; NC = Non-compliant

1.5 Does the district have a program of services for ELLs that includes: • A comprehensive high school education leading to graduation? • Meaningful access to elective classes as well as special programs? • A referral process for special education eligibility (§§3127, 3115, 3121,3122)?				
1.6 Does the district have evidence that appropriate interventions are made when reclassified students are not succeeding, such as tutorials, intensified instruction, and extended day/year (§3115)?				
2. Provide high-quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel (§3212).				
2.1 Does evidence exist that high-quality professional development is in place to: • Improve instruction and assessment of ELLs? • Enhance the ability of teachers to understand and use curricula, assessment, and instructional strategies? • Substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers (§3115)? • Implement the ELP Standards in the classroom (§3113)?				
3. Provide for the assessment of ELLs for English proficiency, including students' level of comprehension, speaking, listening, reading, and writing in English; and for assessing the students' attainment of challenging state academic achievement standards as outlined in §1111(b)(3), and their progress in meeting the AMAOs (Annual Measurable Achievement Objectives) as described in §3122.				
3.1 Does the district have processes in place to annually measure the English proficiency of ELLs (§3116)?				

• Has the Utah Consolidated Application (UCA) been signed?				
3.2 Does the district have processes in place to notify parents of ELL students participating in a Title III language instruction educational program of any failure of the program to make progress on the AMAOs described in section 3122 of Title III (§3122, §3121)? • Does the district have an improvement plan process in place if the district fails to meet AMAO targets? • Is the notification provided in an understandable and uniform format, and to the extent practicable, in a language that the parent can understand (§3302(b)(c)?				
3.3 Does the district have on file: • A description of the progress made by former ELL students reclassified as Fluent (F) in meeting state academic content and performance for each of the two years after exiting the language instruction program (§3121)? • Evidence that all students with a primary home language other than English have been assessed for English proficiency within 30 days at the beginning of the school year, or two weeks if enrolled during the school year, and placed in an appropriate instructional program (§3115, §3127)? • Procedures to inform parents promptly (within 30 days after the beginning of the school year or two weeks during the school year) of the placement of the student in the language instruction program (§1112)?				

Key: C = Compliant; IP = In progress; N/A = Not applicable; NC = Non-compliant

Key: C = Compliant; IP = In progress; N/A = Not applicable; NC = Non-compliant

B. Allowable Title III-Funded Activities	Yes	No	Documentation/Interview	Compliance/Next Steps
1. Provide community participation programs, family literacy services, and parent outreach and training activities to ELL students and their families (§3116).				
1.1 Does the district disseminate to parents information clearly describing how parents can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and any complaint procedures (General Provision Regs., §299.11)?				
2. Provide for the participation of ELL students and teachers in private schools (NCLB §9501).				
2.1 Does the district have evidence of: • Policies and provisions for equitable provision of services to eligible LEP students attending private schools? • Regular monitoring of Title III services to private school students? • Letters of invitation to private schools inquiring if they have students who qualify for Title III services? • The number of students enrolled in private schools? • Consultations between private schools and the district?				
3. Provide a review process to determine whether ELL students are making progress toward AYP and attaining English language proficiency (§3116).				
3.1 Does the district have procedures to determine the effectiveness of the programs and activities used to determine whether ELL students are making progress toward AYP and attaining English language proficiency?				
3.2 If necessary, does the district have a plan for restructuring and improvement of language instruction and academic content instruction programs?				

Key: C = Compliant; IP = In progress; N/A = Not applicable; NC = Non-compliant

C. Immigrant Activities (Where Applicable)	Yes	No	Documentation/Interview	Compliance/Next Steps
1. Provide enhanced instructional opportunities for immigrant children and youth (§3114).				
1.1 Does the district offer instructional services designed to assist immigrant children and youth to achieve in elementary and secondary schools by: • Providing family literacy, parent outreach, and parent training designed to assist parents to become active participants in the education of their children and activities coordinated with community-based organizations? • Providing support personnel specifically trained to deliver services to immigrant children? • Identifying and acquiring curricular materials, etc., to be used in the program? • Providing programs which help immigrant children to succeed in school, such as introductions to the educational system and civics education (§3114[d])?				
1.2 Does the district have records of: • The number of immigrant students being served? • The plan approved by the SEA? • A plan demonstrating the method used to distribute Title III immigrant funds?				

Key: C = Compliant; IP = In progress; N/A = Not applicable; NC = Non-compliant

D. Fiscal Reporting	Yes	No	Documentation/Interview	Compliance/Next Steps
1. Provide for monitoring the expenditure of Title III funds.				
1.1 Does the district have a process in place to monitor the expenditure of allocated Title III funds by: • Documenting activities, purchase orders and requisitions, and vendor contracts? • Describing the purchasing process for the obtaining and disposition of equipment necessary to effectively operate Title III programs (EDGAR 76.533, 80.32) (§§3114 and 3115)?				
1.2 Does the district have evidence of the process used to address concerns regarding supplementing, not supplanting with Title III allocated funds (§3115(g))?				
1.3 Has the district submitted a current Title III budget narrative as part of the UCA?				

Key: C = Compliant; IP = In progress; N/A = Not applicable; NC = Non-compliant

POLICIES AND PROCEDURES	ACTIVITIES TO BE REVIEWED		SOURCES OF INFORMATION	KEY: C; IP; N/A; NC
A. Identification of English Language Learners and Home Language Survey (HLS)	**Yes**	**No**	**Documentation/Interview**	**Compliance/Next Steps**
1. What is the district's process for initial identification and placement of eligible EL students ages 3 to 21? (Title VI of the Civil Rights Act of 1964—OCR Guidelines)			Procedures for identification and placement of potentially eligible EL students	
2. Does the district have a home language survey to identify student's first or home language? (Title VI of the Civil Rights Act of 1964—OCR Guidelines)			Copy of Home Language Survey Procedures for administering the Home Language Survey	
3. Which "screener" or "placement test" the district use?			Procedures for handling Home Language Survey and LEP/EL eligibility documentation Evidence of training for staff assisting parents who are completing Home Language Survey Documentation demonstrating information gathered from Home Language Survey	
4. Does the district have evidence that all students with home or primary languages other than English have been assessed for English proficiency within 30 days at the beginning of the school year, or two weeks if enrolled during the school year? (ESEA Sec. 3302 and Title VI of the Civil Rights Act of 1964—OCR Guidelines)			Documentation of data gathered from English proficiency test List of potentially eligible EL students with UALPA test results	

5. Does the district have procedures for determination of language proficiency by trained personnel?			Entrance/Exit Criteria	
6. Does the district ensure that all eligible EL students receive services?			Procedure for determining eligibility	
7. What are the entrance and exit criteria used by the district? (ESEA Sec. 3302 and Title VI of the Civil Rights Act of 1964—OCR Guidelines)			Documentation of training provided regarding the administration of Screener and UALPA, and for determination of language proficiency levels and required services for ELs	

SAMPLE C.3 UTAH STATE OFFICE OF EDUCATION TITLE III MONITORING REPORT

School District:

Name of Monitor(s):

Other Participants:

Meeting Location:

Superintendent:

ALS Director:

Sites Visited:

SY 2013–2014

Title III Monitor Visit Report

A. Required Title III Funded Activities	Yes	No	N/A	Comments
A.1. Provides high-quality English language instruction				
A.1.1 Program provides coherent, sustained English language development (§3115)				
A.1.2 District has certification process for teachers				
A.1.3 District has ESL-endorsed teachers (how many?)				
A.1.4 District's language educational program meets state academic standards				
A.1.5 District's program tailored to appropriate age groups and abilities and research based				
A.1.6 Describe procedures to determine effectiveness of programs				
A.1.7 Tutoring and extra courses available				
A.2. Provides high-quality professional development to teachers, principals, administrators, and other personnel to improve instruction and assessment				

A.3. Describe identification and screening procedures				
A.3.1. Annually measures English proficiency by providing annual ELP assessment of ELs				
A.3.2 Parental notification in a language that the parent can understand, to the extent practicable, §3302(c) LEA to provide samples of Placement, Assessment, Exit, Failure to meet AMAO Forms				
A.3.3 Keeps records of EL students' grades, performance, assessment, and notifications Past AMAO failure? When?				
A.3.4 Describe steps in restructuring an improvement plan, if applicable				
B. Allowable Title III-Funded Activities	**Yes**	**No**	**N/A**	**Comments**
B.1. Provides community outreach and participation programs				
B.1.1 Information about community programs is presented clearly				
B.1.2 Describe level of parental involvement (is it strong?)				
B.1.3 Describe process of consultation with private schools				
B.2. Provides evidence of polices, agendas, invitations, number of students, monitoring, and consultations with private schools				
B.3. Provides a review of the process to serve students whose parents have refused ESL services				
C. Immigrant Activities	**Yes**	**No**	**N/A**	**Comments**
C.1. Describe definition of Title III immigrant				
C.2. Provides enhanced instructional opportunities				
C.2.1 Family literacy				
C.2.2 Parent outreach				

C.2.3 Provides support personnel trained to deliver services to immigrant children				
C.3 Records				
C.4 Number of immigrant students being served				
D. Fiscal Reporting	**Yes**	**No**	**N/A**	**Comments**
D.1. Provides monitoring of Title III funds				
D.1.1 Documents activities				
D.2. Describes allowable purchases (supplement vs. supplant)				
D.2.1 Has reserved no more than 2% for administration costs				
D.2.2 Knowledgeable about current Title III budget				
D.3. Knowledgeable about UCA application				
E. List of documents turned into USOE				
F. Commendations				

G. Recommendations

H. Conclusion

APPENDIX D

Data Resources for Student Privacy

1. **Data Quality Campaign:** The Data Quality Campaign (DQC) provides tools and resources that will help states implement and use longitudinal data systems, while providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focused on improving data quality, access and use. Search the DQC Website for "privacy and security resources," including ***http://dataqualitycampaign.org/blog/2013/02/keeping-privacy-primary-while-supporting-effective-data-use/.***
2. ***EdWeek* blog posting: "**Ed. Dept. Proposes New Student Data Privacy Rules"

   Privacy Technical Assistance Center (PTAC). These materials, collectively referred to as a "Privacy Toolkit," include a list of FAQs; short issue briefs on critical privacy topics; presentation and webinar materials covering the most vital security issues; checklists of important items to include in data management and data security plans; a library of commonly cited resources related to data privacy, confidentiality, and security; Family Educational Rights and Privacy Act (FERPA) guidance developed by the Family Policy Compliance Office; and a series of State Longitudinal Data Systems (SLDS) Technical Briefs.
3. **NCES —The Statewide Longitudinal Data Systems (SLDS) Grant Program:** ***http://nces.ed.gov/Programs/SLDS/index.asp***
   - Basic Concepts and Definitions for Privacy and Confidentiality in Student Education Records: ***http://nces.ed.gov/pubs2011/2011601.pdf***
   - Data Stewardship—Managing Personally Identifiable Information in Electronic Student Education Records: ***http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011602***
   - Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting: ***http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011603***
   - Best Practices in Stakeholder Communication: ***http://nces.ed.gov/Programs/SLDS/pdf/best_practices.pdf***
   - Detailed description of an approach used by Florida to gather and prioritize user needs: ***http://ACCESS for ELLs.fldoe.org/ARRA/pdf/LIIS-MinStdHistory.pdf.***

APPENDIX E

Federal FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law designed:

1. To protect the privacy of education records.
2. To establish the right of students to inspect and review their education records.
3. To provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.

LEAs receiving federal funding must comply with FERPA. Federal law prohibits LEAs and schools from releasing information without permission. Most information about students cannot be made public without the consent of parents or guardians.

Here are some **key FERPA regulations** that LEAs should know:

- Parents and eligible students may inspect, review, and request to amend education records.
- FERPA protects most of the information collected by schools about students. However, sole possession records (e.g., teachers' informal notes), records of school-based law enforcement units, and employment records do not fall under the jurisdiction of FERPA.
- FERPA prohibits matching of students' education records and has a restriction on parties who may access the personally identifiable information. It also levies penalties for inappropriate re-disclosure by third parties.
- Records pertaining to the identification, evaluation, and educational placement of children with disabilities must be available for inspection by parents.
- Any participating agency or institution that collects, maintains, or uses personally identifiable information about students with disabilities must protect the privacy of these special education records.
- Once a student reaches 18 years of age or attends a post-secondary institution, he/she becomes an "eligible student." All rights that were formerly given to parents under FERPA are transferred to the student at this time.

State FERPA (Utah Code 53A-13-301 through 302)

The state FERPA law is an expansion of the Hatch Act/Grassley Amendment that is found at the end of the federal FERPA law. The state law was passed by the Utah Legislature in 1994 and amended the next year.

The purpose of the law is to establish that certain issues are best discussed in a private or family setting and should only be discussed in a school setting, or with school personnel, with parental permission. An additional purpose is to direct educators to contact parents

or guardians if the educator knows that a student is in a dangerous situation. ***http://www.schools.utah.gov/law/Papers-of-Interest/FERPA-Summary.aspx - 2011-11-29***

APPENDIX F

English Learner and Immigrant Count Charts

The following charts provide background on EL enrollment in Utah since 2008.

Chart 9. Utah Total Count of English Learners, 2010 to 2013

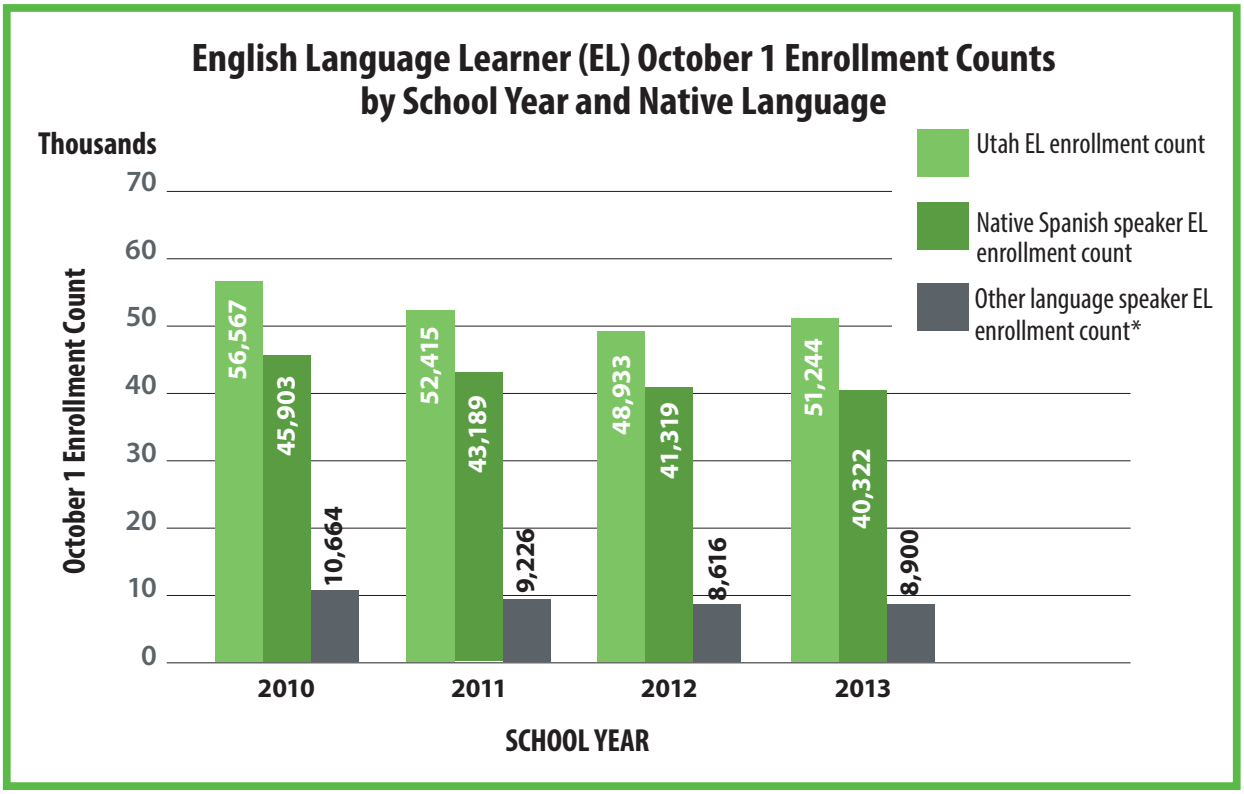


Chart 10. Utah Total Count of Immigrants, 2011–2013

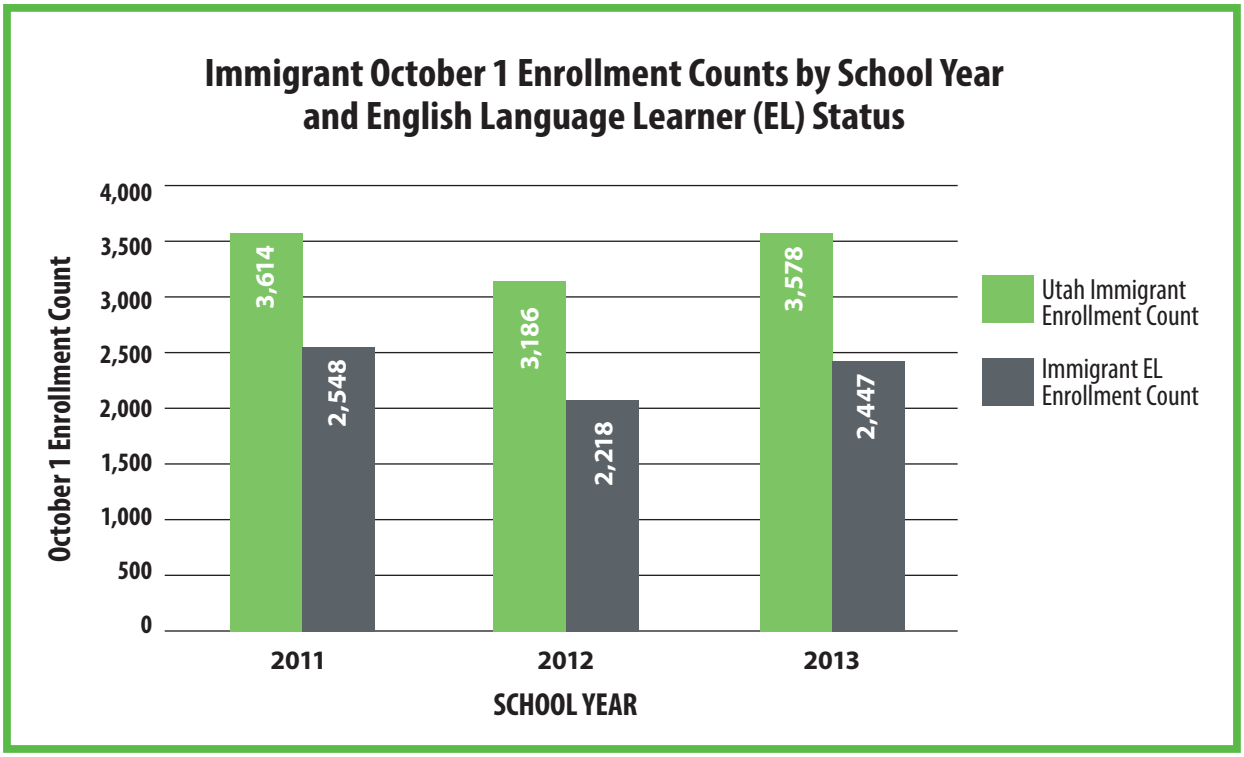


Chart 11. Percent Change in EL Enrollment by School Year Span, 2008 to 2013

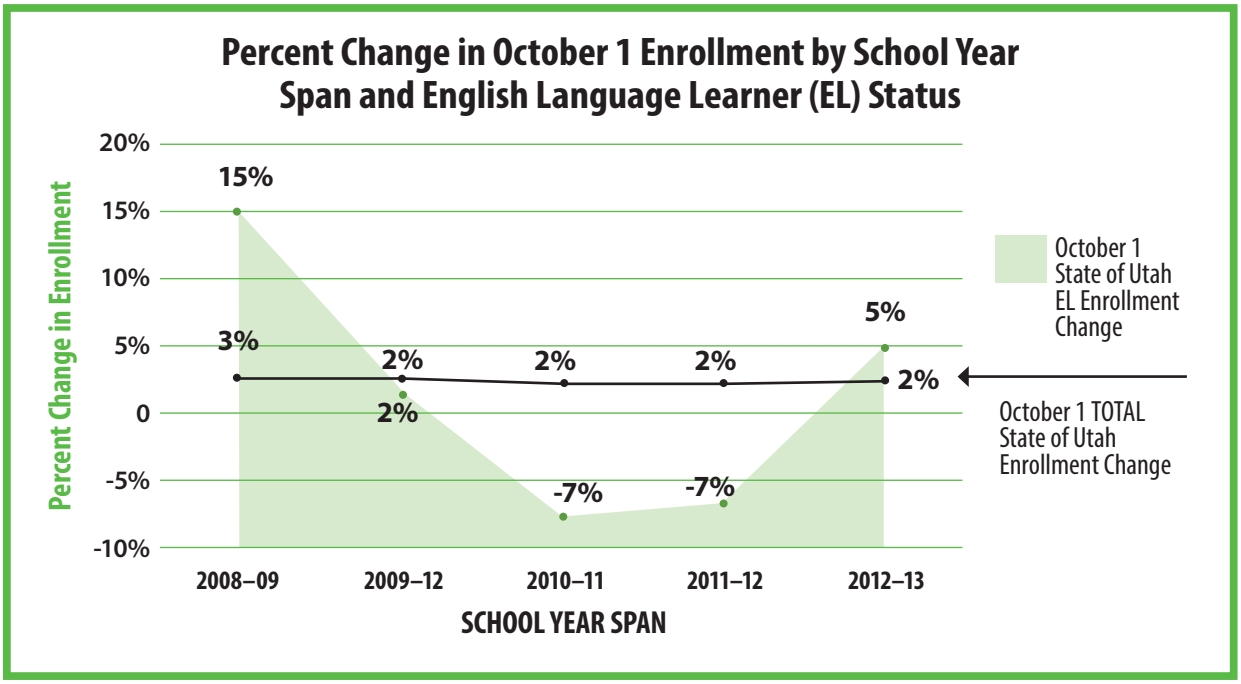
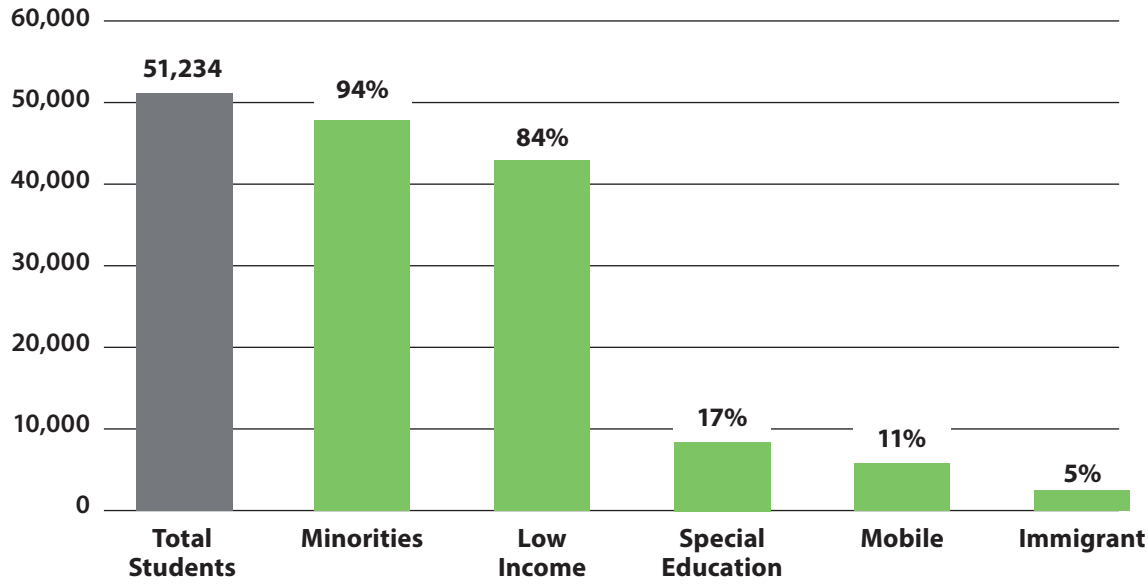


Chart 12. Demographics of ELs in Utah, 2013



APPENDIX G

Sample Activity That Supports Training on Data Analysis: "Data Digs"

Adapted from a Webinar entitled "Using Data Digs With Your State El Advisory Committee," provided by Whipple and Shafer Willner (2011)

Pre-Data Dig Activities

Overall approach by leader to working with advisory committee: Introduce the concept of data digs using a "gradual release of responsibility model" of instruction in meetings. (I do/we do/you do in pairs/you do individually.)

A. Teach committee about continuous improvement using data ("I do").

a. Discuss committee work in relation to the cycle of continuous improvement.
   i. Wanted to avoid "blank slate"
   ii. Wanted to avoid "analysis paralysis" — too much information and too many avenues to explore

b. Sample data set from Malcolm Gladwell's *Outliers* to practice using the cycle with a data set. (This is a fun way to start looking at data.)

c. Set the expectation for group to make decisions based on evidence.

B. Conduct data analysis activity during a face-to-face state meeting two meetings prior to the data dig ("we do").

a. Staff-created worksheet as pre-meeting homework—compile data on students who have overall ACCESS score of 4.8 and above, compare to other assessments and teacher recommendation—use to inform exit criteria decision (low-tech, small sample, easy to access information on the students).

b. The group examines the data in a whole group and comes to a conclusion on appropriate exit criteria.

Worksheets Used With the First Two Pre-Data Dig Activities

The questions ask participants to:

- **Predict:** Don't use the data yet, just think about your experience.
- **Explore:** Just look at data sets, use observation words ("It appears…" "I see…"). Here, use of sentence starters helps.
- **Explain:** Examples: We found an outlier (looked like he should be exited, but teacher said no), found explanation in behavior data.
- **Prepare to plan:** Have participants put out ideas, then look back at data and from there at how to improve services provided to ELLs.

Analysis Step One: PREDICT

Purpose: Activate interest and access prior knowledge and personal biases regarding the data.

Prediction Sentence Starters:

I predict . . .
I expect to see . . .
I anticipate . . .

Questions:

Why did I make that prediction?
What is the thinking behind my prediction?
What do I already know that led me to make that prediction?
What experiences have I had that are consistent with my prediction?

Analysis Step Two: EXPLORE

Purpose: Generate observations about the data.

Process:

1. Interact with the data individually.
2. Look for patterns and trends.
3. Brainstorm a list of observations as a group.
4. Prioritize the list.
5. Choose one or two and rephrase as a problem statement.

Prediction Sentence Starters:

It appears . . .
I see that . . .
It seems . . .

Avoid: Statements that use the word "because."

Analysis Step Three: EXPLAIN

Purpose: Generate theories about causation.

Process:

1. Brainstorm explanations.
2. Affinitize, narrow, and prioritize the list.
3. Get to the root cause.
4. Validate with other data.

Prediction Sentence Starters:

Perhaps it is because . . .
Maybe . . .
One theory is . . .

Questions:

What might have caused this pattern?
Is this our best thinking?
How can we narrow our explanations?
What additional data sources should we explore?

Analysis Step Four: PREPARE FOR PLANNING

Purpose: Identify possible solutions, plan for action, and plan for monitoring progress.

Process:

1. Convert problem statements into goals.
2. Determine how we will know when our goal has been met.
3. Identify action steps that reduce the "root cause."
4. Identify data to track over time for the purpose of monitoring.

Cautions:

- Make sure there is a direct causal link between the goal and the action steps.
- State goals in measurable format.
- Clearly define what success looks like.
- Measure it.

C. One meeting prior to the data dig ("You do in pairs")

a. Talk about what can be accomplished in a data dig, what are the limits of the data sources (overview of state reporting elements).

b. Send them out with homework at end of each meeting: What questions do you want to explore?

c. Have questions sent in by district members three months prior to data dig (but one month could suffice).

D. Individual examination of the data ("You do")

a. Done on actual day of data dig—individual analysis of data.

b. Consultant asks if anyone wants more information on some aspect of a report.

c. Limitations of data—how to improve cleanliness of data, and suggestions for revised or additional data that could be submitted.

DATA DIG MEETING ACTIVITIES

IMPORTANT: Background on long-term goal for this meeting: **Develop indicators for EL students.** Why? As a state, we need to use our data more effectively. To know where to go, you need to know where you've been. We need to determine: Where do we want to put our efforts?

"We're going to look at the data and see where it takes us…."

MEETING AGENDA

Schedule	*Agenda Item*
8:15–8:30 a.m.	Registration
8:30–8:40 a.m.	Welcome, introductions
8:40–9:00 a.m.	Review questions, goals for the day
9:00–10:30 a.m.	Review reports
10:30 a.m.–12:00 p.m.	Review data
12:00 p.m.	Working lunch
12:00–3:00 p.m.	Continue reviewing data
3:00–4:00 p.m.	Next steps/recommendations

Prior to data dig, request questions to explore.

Sample:

Time-in-Program Questions

- Is time in program dependent on country of origin or language? Is this dependent on grade level at entry?
- How long is the average EL student in the ALS program? What's the maximum? What's the minimum?
- Are there certain student subgroups that do not seem to make it through to exit in the program?

ACCESS and SAGE Growth Questions

- Is level 5.0 a "good" exit score? We could look at SAGE scores for 4.5s, 5.0s, 5.5s.
- What is the average growth of EL students with disabilities?
- Do students at different ages/grades progress through the program at different rates?
- What's the average change in proficiency score from year one to year two? Year two to year three? Year three to year four?
- How do different types of EL (migrant vs. newcomer vs. Native American students) grow (annual ELP)? Does growth happen at different rates?
- How do students with different proficiency profiles (high oral low literacy, low oral-high literacy, etc.) show what they know and can do on the SAGE?
- What effects do ALS program types have on proficiency and academic achievement growth?
- How do exited EL students do academically after the two-year monitoring period is over?

SAGE Accommodations Questions

- Do different types of EL students benefit from different accommodations on SAGE?

Attendance and Dropout/Graduation Rate Questions

- What is the statewide attendance rate for ELLs?
- What type of an effect does attendance have on English proficiency and academic achievement?
- Do ELLs graduate or drop out at different rates than the state averages?
- Example: Program type—because…

Before Reviewing Data, Conduct Mini-Training on Reading Data Reports.

A. Have a data analysis staff at your meeting so you can do additional searches upon request.

B. With your data person, walk through the report to understand how to interpret it. Pass out paper copies of the first set of data reports—begin with simple data on demographics. (Ease participants in by looking at ***who*** the kids are before examining how they did.)

   Give a lesson on how to read the report. Begin with a demographic report.

   First, explain where the data comes from:
   a. This is from what you report in your student enrollment system.
   b. This is what you report in your EL data system.
   c. This is what is reported in the assessment system (could be one system or multiple systems).

   Second, explain anomalies/faults in the data:
   a. Missing data
   b. Where it's wrong—why are things not adding up to 100 percent? This is a great lesson for explaining why clean data is important, and shows improvements in the data collection system (if validation system improved).

c. Get common understanding of the terms/categories.
d. Do additional data searches upon request: "Let me know if you'd like any further drill-downs of the data…Anything else you see that you want to know more about?"
e. During the day, remember you (the training leader) may not always have control of the group's inquiry; the focus of group will be generated by what's in the reports and what the group is interested in exploring. Meeting staff will serve as a facilitator by asking/answering: Is this a question we can drill down to help answer or is this a bigger issue with how we collect and/or report data?

As the Group Works Together, Talk About the Data (and What You Can Ask of It):

A. There are differences in data sets—what do you want to start with? Are you interested in students who were here during the current year (and if so, at the beginning of the school year or right now) or students who were also enrolled during the previous year (longitudinal data)?

B. State database doesn't have an archive process (for example…need a rule-driven system to always pull the fall numbers, unduplicated, exited students removed, EL number). How do you choose what's going to be stable, and consistent? Can we use this rule in future years to compare apples to apples?

[See earlier worksheets that we used with the first two pre-data dig activities for sample analysis questions.]

END-OF-MEETING ACTIVITIES

Did We Answer the Questions We Set at the Beginning of the Day?

A. Yes.

- Did you think we answered this?
- How did we answer this?
- What data did we use to answer this?
- Could this data be on the state website?
- For year-to-year tracking: the state system does not archive; also districts can sometimes update/correct data.
- Over time, we'll keep data on these things. We'll have a consistent set of data (develop own set of indicators for state).

B. No—Why not?

Plan Follow-Up

A. Come to agreement on what was found.

B. Investigate assumptions.

C. Plan changes.

Lessons Learned

A. This was a new process for many; did it lead to concrete outcomes?

B. Were there lots of conversation about demographics?

C. Some of us need to go back and change the way we're doing things.

References

Whipple, K. and Shafer Willner, L. (2011). Cross-regional SEA sharing session: Conducting a data dig with your state ELL advisory committee. August 1, 2011 Webinar sponsored by the George Washington University Center for Equity and Excellence in Education. Arlington, VA: Author.

APPENDIX H

ESL Endorsement Program Standards

All students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society.

We believe teachers are professionals who meet their obligations to secure optimum opportunities for the education and development of English learners (ELs). Teachers understand the need for ongoing professional development and demonstrate the ability to reflect on, change, and adapt their practice to better meet the needs of ELs.

> Teachers are dedicated to making knowledge accessible to all students and act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students from one another and taking account of these differences in their practice. Teachers adjust their practice, as appropriate, on the basis of observations and knowledge of their students' interests, abilities, skills, knowledge, family circumstances, and peer relationships.
>
> Teachers understand how students develop and learn and incorporate the prevailing theories of cognition and intelligence in their practice. Teachers are aware of the influence of context and culture on behavior and develop students' cognitive capacity and respect of learning. Equally important, they foster students' self-esteem, motivation, character, sense of civic responsibility, and respect for individual, cultural, and ethnic differences.

As a committee we reviewed (research documents and TESOL 2006 Standards), for the purpose of revisiting and reconsidering the Utah State ESL Endorsement Standards to provide requirements through which candidates will become effective ESL teachers and leaders. We identified five standards for this endorsement, with an additional observed instructional practice component. They are:

Language/Linguistics	3–4 credits*
Cultural Diversity	2–3 credits
Instruction	3–4 credits
Assessment	2–3 credits
Family and Community Involvement	2–3 credits
Instructional Practice with EL Students	2–4 credits
Total Credits	**18 credits**

**** The number of credits per course offered by universities may vary. Check with your university advisor to ensure you meet the correct requirements.***

LANGUAGE/LINGUISTICS

Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language learners' development of literacy. Candidates have knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.

- Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.
- Employ theories of acquisition of a primary and new language in instruction.
- Employ theories of first and second language acquisition in teaching literacy.
- Employ theories of first and second language acquisition in teaching content area subjects.

CULTURAL DIVERSITY

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups. Candidates create a learning environment that is sensitive to and supportive of English language learners' cultural identities, language and literacy development, and content area knowledge.

- Communicate a personal acceptance and acknowledgment of the dynamics of culture in the lives of all students.
- Interpret the historical context of diversity and discrimination, and evaluate how it affects current practices.
- Demonstrate how culture affects language development and academic achievement.
- Apply knowledge of how cultural identities affects language learning and school success by creating an environment that is inclusive of all students.

INSTRUCTION

Candidates know, understand, and use the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.

- Use language and content objectives in teaching standards-based ESL instruction, Utah ELP Standards (WIDA 2012), and the Utah Core Curriculum.
- Demonstrate ability to plan standards-based ESL and content instruction through best practices, such as sheltered instruction.
- Demonstrate ability to manage and implement standards-based ESL and content instruction.
- Employ a variety of strategies, materials and resources in standards-based ESL and content instruction.
- Demonstrate knowledge of local, state and federal laws and policies as they pertain to ELs and their instruction.
- Synthesize ESL research and history and apply it in practice.
- Collaborate with colleagues and stakeholders to improve English learning.

ASSESSMENT

Candidates understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction.

- Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs.
- Critically evaluate standardized language proficiency instruments and their uses.
- Demonstrate knowledge and use of a variety of ongoing, classroom-based assessments adapted to ELs' needs.
- Use assessment data to plan, adapt and implement instruction for English language learners according to their level of English language proficiency.
- Demonstrate knowledge of local, state and federal laws and policies as they pertain to ELs and their assessment.

FAMILY AND COMMUNITY INVOLVEMENT

Candidates understand the role and contribution of family and community in the cognitive, linguistic and social development of students. Candidates provide support and advocacy for ELs and their families and understand the history, laws, and policies of ESL teaching. Candidates work in partnerships with families and communities to create positive learning environments.

- Acknowledge and follow local, state, and federal laws and policies as they pertain to ELs and their families.
- Employ strategies to empower parents/ families to participate in their child's education.
- Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.
- Demonstrate knowledge of how to use family and community members as a resource in learning.

FACE-TO-FACE TEACHING WITH ELS

# of hours for pre-service – 60 hours of observed ESL instruction
# of hours for in-service – 45 hours of observed ESL instruction

LAYOUT & DESIGN: LEE GRAY

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