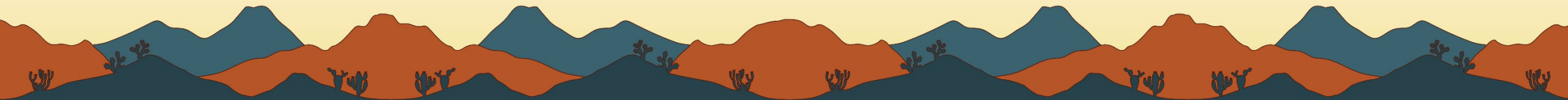


# 2017 NACSA LEADERSHIP CONFERENCE

# OUR CHOICES MATTER



# **ENGLISH LEARNER (EL) OVERSIGHT: TOOLS FOR AUTHORIZERS**

# INTRODUCTIONS

- Welcome!
- Lauren Baum, Civil Rights Solutions
- Katie Dammann, DC Public Charter School Board
- Renita Thukral, Civil Rights Solutions

# POLL – WHO IS IN THE ROOM?

- Independent authorizers, district authorizers , appellate authorizes, or not authorizers?
- Do the schools you oversee serve a high percentage of ELs? Low percentage?
- Do you have staff dedicated to EL oversight? Equity issues more generally?

# THE CIRCLE OF LIFE (AND EL OVERSIGHT) OF A CHARTER SCHOOL

- Charter Application/Developing the Charter Contract
- Monitoring: High Level and Targeted
- School Support



# DC PUBLIC CHARTER SCHOOL BOARD

- **Who are we?**
- Sole authorizer in DC
- 66 LEAs across 120 campuses
- 46% of public school students attend charter schools
- Office staff of about 38

# EVALUATING CHARTER APPLICATIONS: DC PCSB'S STRATEGIES

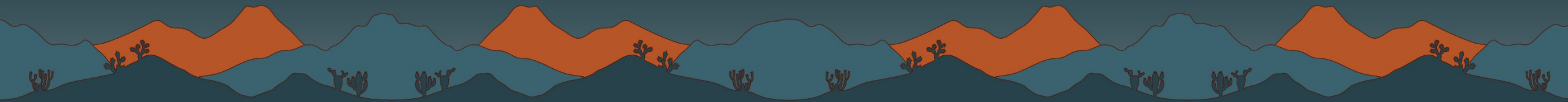
- DC PCSB's goal is to charter high quality programs. To that end, we ask prospective applicants to ensure the entire application is inclusive of, and prepared to serve, all students.
- DC PCSB's Inclusiveness Standard for Approval of an application:
  - Each element of the school program is deliberately designed to be inclusive of all students, including students with disabilities, **English learners**, students who are academically struggling or advanced, homeless students, and any other population(s) specifically targeted in the mission.

# EVALUATING CHARTER APPLICATIONS: DC PCSB'S STRATEGIES (CONTINUED)

- During staff's review of an application, we ensure the applicant has planned to serve ELs by reviewing and evaluating the following components of the application:
  - The proposed target population and anticipated location
  - Proposed instructional methods
  - Proposed resources and instructional materials
  - Proposed academic supports
  - Founding group experience and expertise
  - Proposed plan to recruit, retain, and develop EL teachers



# TABLE TALK HOW DO YOU EVALUATE EL PROGRAMS IN CHARTER APPLICATIONS?



# DEVELOPING THE CHARTER CONTRACT

- Do more than simply ask charters to affirm that they are serving EL students or complying with local and federal law re: serving EL students
- Ask for details about the following:
  - Recruitment/enrollment of EL students (including how information is accessible to limited English proficient families)
  - Identification, assessment and placement of EL students in the EL program
  - EL program model and implementation
  - Assessment and progress monitoring of EL students
  - Exiting EL students
  - Periodic evaluation of effectiveness of EL program

# RECRUITMENT AND ENROLLMENT

- Schools must recruit from all segments of the community served by the school
- Schools must make information accessible to individuals who are not proficient in English
- Schools should not ask for information during the application process that could have a chilling effect on enrollment of immigrants or non-citizens

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# IDENTIFICATION, ASSESSMENT AND PLACEMENT

- Schools must have a process in place to ensure that all potential EL students are identified and assessed within 30 days of the start of the school year
  - Home Language Survey
- Once a student is identified through the Home Language Survey as a potential EL student, schools must administer valid and reliable assessments to determine the student's English proficiency and resulting need for placement in the EL program
- Schools must notify parents of the child's placement in the EL program and given parents the opportunity to opt out

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# EL PROGRAM MODEL AND IMPLEMENTATION

- No particular EL Program required – three standards must be met
  - Program must be based upon sound educational theory or principles
  - Program must be implemented effectively
  - After a reasonable period of time, the program must result in students overcoming language barriers

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# ASSESSMENT AND PROGRESS MONITORING

- Schools must assess English language proficiency annually
- Schools should also monitor EL student progress with any other assessments that are administered to students

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# EXITING EL STUDENTS

- Schools must provide services until EL student is proficient enough in English to participate meaningfully in regular education program
- Exit criteria requirements
  - Must be based on objective standards
  - Cannot be based solely on oral language skills – must also look at reading, writing and comprehension of English
  - Academic deficits must be remediated if they are the result of a student's focus on learning English
- Schools must monitor students who have been exited to ensure that they are able to meaningfully participate in educational program

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# PERIODIC EVALUATION

- After a reasonable period of time, the program must result in students overcoming language barriers
- Evaluation should consider:
  - Is the ALP being implemented?
  - Is the ALP effective?
    - Is the ALP achieving its established goals?
    - Are EL students developing English language skills at the rate you would expect?
    - Are EL students able to participate meaningfully in the school's programs?
- Evaluation should include input from various stakeholders – i.e. teachers, students, parents – and review of data

# HIGH-LEVEL MONITORING AT DC PCSB

- At DC PCSB, all schools must submit an assurance checklist confirming that they are compliant with laws for serving EL students, including, but not limited to, the following:
  - Enrolling, Identifying and Assessing EL students
  - Parental Notification and Placement of EL students
  - Documentation Related to the School's EL program
  - Following State-approved Exit Criteria
  - Ensuring Access to the School's Educational Program
    - Ensuring the program model for providing educational services to EL students is based on a sound educational approach or legitimate experimental strategy
    - Ensuring the program has been evaluated

# HIGH-LEVEL MONITORING AT DC PCSB (CONTINUED)

- DC PCSB created an EL Monitoring Policy that outlines potential flags that may trigger additional monitoring. These flags include, but are not limited to:
  - Data
    - Low rates of proficiency and growth on the state's ELA, Math, and English language proficiency assessments
    - Low rates of re-enrollment or high rates of mid-year withdrawal for EL students
    - High rates of exclusionary discipline for EL students
  - Qualitative Observations
  - Enrollment Practices
  - Community Complaints



# TARGETED MONITORING AT DC PCSB

- Should a school be flagged for one or more issues according to DC PCSB's EL Monitoring Policy, our follow up process is to:
  - Reach out to the school for clarity and request additional information about the school's program (e.g. How have you ensured that your program is properly staffed?)
  - Ask the school leaders to adjust internal procedures to ensure full compliance with legal requirements
  - Meet with the school to review policies or data and/or conduct a qualitative observation
  - Should concerns persist, we will elevate the issue to the DC PCSB Board and a Notice of Concern may be publicly issued to the school



## TABLE TALK

WHAT DO YOU THINK OF THE  
MODEL CONTRACT LANGUAGE?

HOW DO YOU MONITOR EL  
PROGRAMS?

# SCHOOL SUPPORT AT DC PCSB

- Last school year, DC PCSB founded the EL Professional Learning Community (EL PLC). The EL PLC is a group of school staff and other education professionals who come together to:
  - Share best practices for working with English Learners (ELs).
  - Learn from the knowledge and experience of their peers.
  - Discuss local and federal policies impacting ELs
- Our goal is to develop educators through discussion and collaboration.

# SCHOOL SUPPORT

- Other examples of support:
  - In planning year and ongoing
  - Pre-opening checklists
  - Training
  - Self-assessments
  - Training
  - Toolkits/guidebooks
  - Lists of resources

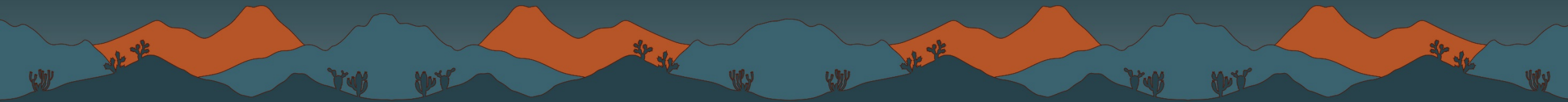
# TABLE TALK:

WHAT SUPPORT DO YOU THINK  
AUTHORIZERS SHOULD PROVIDE?

ARE THERE ADDITIONAL SUPPORTS  
YOU WOULD CONSIDER?

# TABLE TALK:

WHAT IS ONE STRATEGY YOU WILL TAKE  
WITH YOU TODAY?



# THANK YOU!



# PLEASE KEEP IN TOUCH!

- Lauren Baum, Civil Rights Solutions - [lauren@civilrightssolutions.com](mailto:lauren@civilrightssolutions.com)
- Katie Dammann, DC Public Charter School Board – [kdammann@dcpcsb.org](mailto:kdammann@dcpcsb.org)
- Renita Thukral, Civil Rights Solutions - [renita@civilrightssolutions.com](mailto:renita@civilrightssolutions.com)



nacsa

NATIONAL ASSOCIATION OF  
CHARTER SCHOOL AUTHORIZERS

