



NATIONAL  
CHARTER SCHOOL  
RESOURCE CENTER  
AT SAFAL PARTNERS

## ENGLISH LEARNER RESOURCES



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## I. EL Review Report — Purpose & Development



As public schools, charter schools have an obligation to serve English Learners (EL); as self-governing, mission-oriented, and nimble schools, charter schools have a corresponding opportunity to provide innovative, student-centered opportunities to meet those obligations. This compilation from the National Charter School Resource Center (NCSRC) is designed to provide the charter school community with access to useful information (such as research, case studies, and toolkits) in support of their work to effectively serve EL students.

The compilation draws from key stakeholders and leaders in the sector, including federal, state, and local agencies, nonprofit organizations, and research agencies that have developed resources specifically to aid charter schools in the important efforts they take to serve EL students. Other resources provide data to explain how well and to what extent charters serve those students.

This annotated resource guide identifies existing resources in the field and prioritizes those that are most recent, usable, and commonly cited. This compilation also seeks to maintain a diversity of perspectives and relevance to multiple audiences, including charter school leaders, parents, and policymakers.

EL Expert	Position and Organization
<b>Melissa Katz</b>	English Language Learner Specialist, <i>New York City Charter School Center</i>
<b>Tricia Lopez</b>	Senior Director of Special Programs, <i>IDEA Public Schools</i>
<b>Carolyn Seugling</b>	Attorney in the Office for Civil Rights, <i>U.S. Department of Education</i>
<b>Renita Thukral</b>	Senior National Advisor for Legal Affairs, <i>National Alliance for Public Charter Schools</i>
<b>Marianna Vinson</b>	Deputy Director of the Office of English Language Acquisition, <i>U.S. Department of Education</i>

We cast a wide net in a search for resources currently used in the field, with input from the experts noted below.

We synthesized the substantial volume of EL resources in table format. The matrix provides different audiences with the ability to navigate through the published resources, available as of December 2016.

## II. User's Guide



Below we detail how the charter school community can best use this compilation. Below is a table that lists resources for the EL student population. The table contains the following information:

- **Year and Resource Type:** Resource lists are organized by type, then chronologically within each type. Types include: Report, Article, Case Study, Webinar, Toolkit, Collection of Resources, Handbook, Fact Sheet, Presentation, Panel Discussion, or Online Resource.
- **Organization and Author(s):** Agency or organization responsible for producing and publishing the resource or author(s) affiliated organization, along with author(s) of the resource, if applicable.
- **Title:** Title of the resource. Each title is hyperlinked to the resource's online location.
- **Target Audience:** Audience that will receive the most direct benefit from the resource.
- **Description of Resource:** Description of the resource, including an overview of content.<sup>1</sup>

Beyond the key information listed above, the table is divided into four functional categories to help users navigate the list. The categories include:

- [U.S. Department of Education Tools, Resources & Guidance](#): Includes federal guidance and related resources such as technical resource collections, Dear Colleague Letters, handbooks, and presentations.
- [Data Compilations, Tables & Fact Sheets](#): Includes statistics-focused publications, fact sheets, tables, and other visual data representation based on surveys and research.
- [Studies & Reports](#): Includes reports on relevant research, strategies, and actionable recommendations for practitioners and stakeholders, along with scholarly articles and research studies on EL students in charter schools.
- [Case Studies, Toolkits & Illustrative Resources](#): Includes case studies (many video-based) of high-quality programs for EL students in charter schools, along with practical implementation guidance, tools, and templates.

<sup>1</sup> Note that while we sometimes use different terms for English Learners (e.g., English Language Learners) to reflect the author's language and wording, we attempt to maintain consistency in terminology where possible.

### III. Resources



Please see the tables that follow for resources in each of the four functional categories.

## U.S. Department of Education Tools, Resources & Guidance

Year / Resource Type	Organization and Author(s)	Title (source linked)	Target Audience	Description of Resource
2016 Collection of Resources	Office for Civil Rights, U.S. Department of Education (ED)	<a href="#">School's Civil Rights Obligations to English Learner Students and Limited English Proficient Parents</a>	SEAs, LEAs, and charter school administrators	<p>Information on schools' civil rights obligations to English Learner (EL) students and Limited English Proficient (LEP) parents, including:</p> <ul style="list-style-type: none"> <li>• Materials for students and parents (in multiple languages), and related information for education officials;</li> <li>• OCR policies and guidance for education officials on obligations to EL students and LEP parents;</li> <li>• Self-evaluation materials and enforcement activities; and</li> <li>• Guidance on EL rights from federal agencies and offices.</li> </ul>
2016 Collection of Resources	Office of Elementary and Secondary Education (ED)	<a href="#">Legislation, Regulation, and Guidance</a>	Education officials and charter school administrators	OESE guidance on the inclusion of EL students with disabilities in English Language Proficiency (ELP) assessments, including reference to relevant laws and regulations governing the instruction of EL students.
2015 Handbook	ED U.S. Department of Justice (DOJ)	<a href="#">English Learner Guidance</a>	SEAs, LEAs, and public schools, including charter schools	<p>Guidance jointly issued by ED and DOJ to assist SEAs, school districts, and all public schools, including charter schools, in meeting their legal obligations to EL students. The handbook includes:</p> <ul style="list-style-type: none"> <li>• Legal obligations to EL students under the civil rights laws, along with common civil rights issues;</li> <li>• Reference materials for serving EL students and LEP parents;</li> </ul>

				<ul style="list-style-type: none"> <li>• Commonly-encountered compliance issues;</li> <li>• Federal grant implementation guidelines; and obligations to parents and guardians.</li> </ul>
2015 Toolkit	Office of English Language Acquisition, ED DOJ	<a href="#">English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)</a>	SEAs, LEAs, charter schools, administrators, and teachers	Companion to the 2015 English Learner Guidance described above that compiles resources to support SEAs, LEAs, and charter schools with their responsibilities under federal law. Toolkit topics cover a wide range, from identifying and providing services to ELs to staffing and evaluating EL programs.
2015 Collection of Resources and Presentations	Office of English Language Acquisition, ED	<a href="#">Office of English Language Acquisition: Reports and Resources</a>	Education officials administering EL-related grants	<p>Online OELA collection of research, practices, and policy implications for serving EL students, including:</p> <ul style="list-style-type: none"> <li>• Video presentations on instruction and policy for EL students;</li> <li>• Links to past Biennial Evaluation Reports to Congress on the implementation of the Title III State Formula Grant Program; and Grant policies, guidance, and other reference information on administering and managing Title III projects, Title VII continuation projects, and other ED grants.</li> </ul>

## DATA COMPILATIONS, TABLES & FACT SHEETS

Year / Resource Type	Organization and Author(s)	Title (source linked)	Target Audience	Description of Resource
2016 Fact Sheets	Office of English Language Acquisition, ED	<a href="#">Fast Facts</a>	Charter schools, SEAs, LEAs, policymakers, and researchers	Recent OELA-compiled data and statistics on EL students including: <ul style="list-style-type: none"> <li>• Synthesis of key data on EL students in two-page PD fact sheets organized by topic;</li> <li>• Graphics and visual representations of the data; and</li> <li>• Key contacts and resource links.</li> </ul>
2015 Online Data Resource	National Center for Education Statistics	<a href="#">The Condition of Education: English Language Learners in Public Schools</a>	Charter school leaders, policymakers, and researchers	Recent NCES data on EL students in public schools, including charter schools. The resource includes: <ul style="list-style-type: none"> <li>• Statistics on EL students in public schools across a variety of measures and indicators;</li> <li>• Data on EL enrollment with a breakdown by geographic location, grade level, and home language, among others variables; and</li> <li>• Links to reading and math indicators.</li> </ul>
2013 Report	Center for Research on Education Outcomes at Stanford University	<a href="#">National Charter School Study 2013</a>	Authorizers, policymakers, researchers, charter school leaders, and traditional school system leaders	Comprehensive, data-heavy study of charter school performance in the U.S. that presents data and analysis on academic outcomes across 27 states, with a breakdown by EL status. Provides both demographic data on EL students as well as data on charter school impact changes with EL students in math and reading.

## STUDIES & REPORTS

Year / Resource Type	Organization and Author(s)	Title (source linked)	Target Audience	Description of Resource
2016 Journal Article	Peggie Garcia and P. Zitlali Morales, University of Illinois at Chicago	<a href="#">Exploring Quality Programs for English Language Learners in Charter Schools: A Framework to Guide Future Research</a>	Charter school educators and researchers	<p>Article exploring the quality of programs for EL students in charter schools, including:</p> <ul style="list-style-type: none"> <li>• Overview of EL access to charter schools;</li> <li>• Synthesis of existing research on EL achievement in charter schools and traditional public schools;</li> <li>• Five-component conceptual framework for developing quality EL programming and building educators' capacity of educators to serve EL students, which includes using data and family and community engagement; and</li> <li>• Discussion of the framework's implications for research, policy, and practice.</li> </ul>
2015 Report	California Charter Schools Association	<a href="#">Success for English Learners in Charter Schools</a>	Authorizers, policymakers, researchers, charter school leaders, and traditional school system leaders	<p>Study exploring trends in EL student enrollment and academic outcomes in California's charter schools. The study includes:</p> <ul style="list-style-type: none"> <li>• Analysis of publicly available data on charter school EL student performance as compared with performance at traditional public schools;</li> <li>• Interviews with leaders of charter schools that have high EL populations with strong academic outcomes; and</li> <li>• Insights into successful practices for serving EL students.</li> </ul>

2015 Report	WestEd Institute of Education Sciences	<a href="#"><u>Identifying and Supporting English Learner Students with Learning Disabilities: Key Issues in the Literature and State Practice</u></a>	Charter school leaders, SEAs, and LEAs who establish procedures on EL placement in special education programs	<p>Report that presents existing research and policies on identifying and supporting EL students with disabilities, including:</p> <ul style="list-style-type: none"> <li>• Key questions and processes for identifying ELs with learning disabilities;</li> <li>• Gaps in the existing literature;</li> <li>• Proposed framework for serving EL students with disabilities;</li> <li>• State procedures for assessing and supporting ELs with disabilities, based on 20 states with the largest populations of EL students; and</li> <li>• Implications for policymakers and education officials along with areas that merit further research.</li> </ul>
2015 Paper	Marcus Winters, Dick M. Carpenter, and Grant Clayton, Center for the Study of Government and the Individual, University of Colorado	<a href="#"><u>Headed for the Exits: Comparing Characteristics of Leavers from Charter Schools to Traditional Public Schools in Denver Public Schools</u></a>	Authorizers, policymakers, researchers, charter school leaders, and traditional school system leaders	<p>Paper on student mobility patterns in charter schools compared to traditional public schools. The paper includes:</p> <ul style="list-style-type: none"> <li>• Analysis that uses student-level longitudinal data from Denver, a large urban school district with a growing charter sector, to expand upon existing research on the characteristics of students who exit public schools;</li> <li>• A focus on understanding whether low-performing students are more likely to exit charter schools than traditional public schools; and</li> <li>• Findings that, by some measures, EL students at charter schools are significantly less likely to exit than their non-EL peers in charter schools or EL students in traditional public schools.</li> </ul>

2015 Research Paper	Elizabeth Setren, Department of Economics, Massachusetts Institute of Technology (MIT)	<a href="#">Special Education and English Language Learner Students in Boston Charter Schools: Impact and Classification</a>	Authorizers, policymakers, researchers, charter school leaders, and traditional school system leaders	MIT paper that uses charter school admission lotteries to estimate the effects of Boston's charter school enrollment on student achievement and classification for special education and EL students compared to traditional public school peers.
2014 Report	National Charter School Center (NCSRC)	<a href="#">Engaging English Learner Families in Charter Schools</a>	Charter school operators and community stakeholders	<p>NCSRC report highlighting strategies for engaging families of EL students in charter schools and funding outreach efforts. The report highlights a range of practices and funding strategies used by charter schools in three areas:</p> <ul style="list-style-type: none"> <li>• Engaging with EL families and communities during recruitment and enrollment;</li> <li>• Ensuring efficient and effective communication with family members who may have limited proficiency in English; and</li> <li>• Meeting the needs of students and families by building community and connections.</li> </ul>
2014 Report	National Charter School Center	<a href="#">Legal Guidelines for Educating English Learners in Charter Schools</a>	Charter school operators and other stakeholders interested in legal aspects of EL education	<p>NCSRC report offering legal guidelines for serving EL students in charter schools, including:</p> <ul style="list-style-type: none"> <li>• Legal parameters that charter schools need to be aware of as they attempt to serve the needs of EL students;</li> <li>• Federal and state legal framework;</li> <li>• Requirements and issues related to EL data reporting;</li> <li>• Discussion of the availability and quality of data on EL students in charter schools and gaps in the data that merit further study; and Policy implications at the federal and state levels.</li> </ul>

2014 Report	Marcus A. Winters, Center for State and Local Leadership, Manhattan Institute	<a href="#"><u>Why the Gap? English Language Learners and New York City Charter Schools</u></a>	Charter school operators, researchers, and policymakers	<p>Report exploring the causes behind the gap in enrollment of EL students in charter schools compared to traditional public schools in New York City. The report includes:</p> <ul style="list-style-type: none"> <li>• Analysis of longitudinal student-level enrollment data to explain the gap, and explores the topics of EL classifications, students entering and exiting charter schools, and differences in student mobility rates by grade level;</li> <li>• Data tables with key statistics and results of the study;</li> <li>• Findings to support that there is a gap in EL enrollment in charter schools, and the gap may be due in part to EL students being less likely to apply to and attend charter schools in certain grades compared to non-EL students; and</li> <li>• Implications for charter schools attempting to address the gap.</li> </ul>
2009 Report	Center on Instruction	<a href="#"><u>Instructional Models and Strategies for Teaching English Language Learners</u></a>	Educators and policymakers	<p>Report on research-based EL instructional models and methods, with guidance and strategies for educators and policymakers involved in designing EL programs. The report includes:</p> <ul style="list-style-type: none"> <li>• Overview of context, definitions, and considerations for teaching EL students;</li> <li>• Guiding questions to ask when deciding which instructional model or program is the best fit for a given district, school, or classroom;</li> </ul>

				<ul style="list-style-type: none"><li>• Information on a variety of research-based instructional models and their academic outcomes; and</li><li>• Implications and recommendations for developing high-quality EL programs.</li></ul>
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## CASE STUDIES, TOOLKITS & ILLUSTRATIVE RESOURCES

Year / Resource Type	Organization and Author(s)	Title (source linked)	Target Audience	Description of Resource
2016 Video Case Study	National Charter School Resource Center	<a href="#">Case Study: Camino Nuevo's Kayne Siart Campus</a>	Charter school operators and leaders	<p>NCSRC case study of a high performing charter school's inclusive/mainstream model and its success in serving EL students. The video showcases:</p> <ul style="list-style-type: none"> <li>• Use of intervention and student success teams to determine if a student is struggling due to language acquisition needs or a potential learning disability;</li> <li>• Use of co-teachers, paraprofessional, and instructional support staff to integrate flexible groupings in classroom instruction within the inclusive, or mainstream model;</li> <li>• Daily student grouping by instructional needs, regardless of their qualification for special education or EL services; and</li> <li>• Advice for other charter schools seeking to develop a strong inclusion model.</li> </ul>
2015 Video Case Study	National Charter School Resource Center	<a href="#">Folk Arts Cultural Treasures Charter School (FACTS) Case Study</a>	Charter school leaders and educators	<p>NCSRC case study featuring a charter school whose language instruction efforts and collaborative partnerships promote school-wide success. Video highlights from FACTS include:</p> <ul style="list-style-type: none"> <li>• Curriculum that builds strong academic skills and emphasizes folk arts, languages, and histories of many cultures;</li> </ul>

				<ul style="list-style-type: none"> <li>• EL program with a unique emphasis on collaborative partnerships among teachers that includes push-in, pull-out, co-teaching, and strategy groups; and</li> <li>• Administrator and teacher outreach to parents and guardians of EL students, including home visits, detailed contact logs, family nights, and parent surveys to improve EL student achievement.</li> </ul>
2015 Video Case Study	National Charter School Resource Center	<a href="#">English Learner Case Study: El Sol</a>	Charter school leaders and educators	<p>NCSRC case study of a charter school's dual immersion program in Spanish and English, regardless of students' primary home language. The video focuses on three areas of El Sol Science and Arts Academy's programs:</p> <ol style="list-style-type: none"> <li>1. Dual immersion program that stresses language acquisition and mastery first in Spanish and then English;</li> <li>2. Robust extended day program that offers supplemental academic instruction for struggling students and cultural enrichment activities; and</li> <li>3. Wellness Center that provides a range of on-site health, education, and social services as well as case management.</li> </ol>
2015 Video Case Study	National Charter School Resource Center	<a href="#">Alma del Mar Case Study</a>	Charter school leaders and educators	<p>NCSRC case study of a charter school's successful work with EL students in concert with the Expeditionary Learning model. The case study highlights Alma del Mar Charter School's:</p> <ul style="list-style-type: none"> <li>• Expeditionary Learning model that requires students to complete a three-month expedition in social studies</li> </ul>

				<p>each fall and a three-month expedition in science each spring for continued English development;</p> <ul style="list-style-type: none"> <li>• Emphasis on collective responsibility through lead teachers who have a background in EL instruction and provide direct services to support EL students in their development of speaking and listening skills;</li> <li>• Employment of a literacy interventionist to organize reading conferences and guide small reading groups; and</li> <li>• Robust family engagement and parental outreach efforts.</li> </ul>
2015 Webinar	National Charter School Resource Center	<a href="#">Serving English Language Learners and Families</a>	Charter school leadership and staff	<p>NCSRC webinar with background information on charter schools' obligations towards serving EL students and LEP parents. The webinar is set against the backdrop of 2015 ED and DOJ guidance and resources (noted above). Presenters are:</p> <ul style="list-style-type: none"> <li>• Carolyn Seugling (U.S. Department of Education, Attorney in the Office for Civil Rights) and</li> <li>• Marianna Vinson (U.S. Department of Education, Deputy Director of the Office of English Language Acquisition).</li> </ul> <p>The webinar covers a range of topics, including:</p> <ul style="list-style-type: none"> <li>• Data on EL students in charter schools;</li> <li>• EL guidance, laws, and civil rights issues;</li> <li>• Considerations for identifying and assessing potential EL students;</li> <li>• Language assistance for EL students; and</li> <li>• Staffing and supports for EL programs to meet student needs.</li> </ul>

2015 Panel Discussion	Center for English Language Learners at American Institutes for Research	<a href="#">Assessing English Language Proficiency of English Learner Students with Disabilities</a>	Charter school operators and educators	<p>Links to archived panel discussions from a 2015 ED event focused on supporting EL students through successful assessment of student needs, including how to differentiate and assess EL students with disabilities. The three panel discussions cover:</p> <ul style="list-style-type: none"> <li>• How to differentiate EL students who have language and literacy disabilities from those who may appear similar (across several language domains, including pronunciation, syntax, semantics, and discourse) only because they are in the process of acquiring English;</li> <li>• Valid and reliable ways to determine English proficiency levels in the domains of listening, speaking, reading, and writing, with a focus on ELs who have specific language disabilities, speech/language impairments, or vision or hearing impairments; and</li> <li>• Understanding alternate ELP standards, developing items and assembling test forms based on these standards, developing ELP descriptors and setting cut scores, and setting growth and attainment criteria.</li> </ul>
2014 Video Case Study	National Charter School Resource Center	<a href="#">Community Day Charter Public School Case Study</a>	Charter school leaders and educators	<p>NCSRC case study with informative video clips and select resources from Community Day Public Charter School that prioritizes three areas to achieve its EL program success:</p> <ol style="list-style-type: none"> <li>1. Family and community engagement;</li> <li>2. Increased educator capacity; and</li> <li>3. A language-rich environment to achieve its EL program success.</li> </ol>

2013 Toolkit	National Alliance for Public Charter Schools	<a href="#"><u>Serving English Language Learners: A Toolkit for Public Charter Schools</u></a>	Authorizers, policymakers, researchers, charter school leaders, and traditional school system leaders	<p>NAPCS toolkit with resources for charter schools serving EL students. Topics discussed include:</p> <ul style="list-style-type: none"> <li>• School opening/recruitment;</li> <li>• Admissions;</li> <li>• Identification/assessment;</li> <li>• Program requirements;</li> <li>• Teacher qualifications;</li> <li>• Exiting students from the program;</li> <li>• Program monitoring; and</li> <li>• Parental communication.</li> </ul> <p>The toolkit outlines legal requirements before presenting each of the above topic areas, along with spotlights on successful practices implemented around the country. It concludes with sources of technical assistance for other avenues of support.</p>
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