



# **SERVING ENGLISH LANGUAGE LEARNERS AND FAMILIES**

**PRESENTERS: LIBIA GIL, CAROLYN SEUGLING AND MARIANNA VINSON**

**2015 PROJECT DIRECTORS MEETING**  
**U.S. DEPARTMENT OF EDUCATION, CHARTER SCHOOL PROGRAM**

# Civil Rights Issues Covered by the EL Guidance

- A. Identification and assessment
- B. Language assistance program
- C. Staffing and supporting an EL program
- D. Meaningful access to curricular and extra curricular programs
- E. Unnecessary segregation
- F. Evaluating EL students for special education & providing special education
- G. Opting out of EL programs
- H. Monitoring and exiting EL students
- I. Evaluating the effectiveness of a program
- J. Meaningful communication with LEP parents

## TABLE CONVERSATION

- **Out of the 10 main civil rights issues covered in the EL guidance, which one does my school have the most difficulty with?**
- **Which do you want to know more about?**
- **How can ED provide more information, research, knowledge and technical assistance in these areas?**

# Data Collected in the CRDC

## Enrollment & School Characteristics

- Overall Enrollment
- Prekindergarten
- IDEA and Section 504
- Interscholastic Athletics
- Single Sex Classes

## Staffing & Resources

- Teacher Experience
- Teacher Absenteeism
- Teacher Certification
- School Counselors
- School-level Expenditures

## Pathways to College & Career

- Early Childhood Education
- Gifted & Talented
- Algebra I Enrollment and Passing by grade 7 or 8, 9 or 10, 11 or 12
- Student Retention by grade

## College & Career Readiness

- Geometry: courses & enrollment
- Algebra II: courses & enrollment
- Other Advanced Mathematics: courses & enrollment
- Calculus: courses & enrollment
- Biology: courses & enrollment
- Chemistry: courses & enrollment
- Physics: courses & enrollment
- AP: Courses, Test-taking, and Test-Passing
- IB Enrollment
- SAT/ACT

## Discipline, Bullying & Harassment, Restraint & Seclusion

- Corporal punishment
- Suspensions: in-school and out-of-school
- Expulsions: with & without ed. services, zero tolerance
- Referrals to law enforcement & school-related arrests
- Students subjected to and instances of mechanical restraint, physical restraint, and seclusion
- Bullying and harassment on the basis of sex, national origin, and disability

# Find Data for Your Districts

**FOR REFERENCE**



## CIVIL RIGHTS Data Collection

CRDC > School/District Search

Find School(s)
Find District(s)

**Basic Search** (Please see user guide for additional search tips)

To find the districts(s) that you are looking for, enter one or more search criteria and click 'District Search'

District Name

Street Address

City

Zip Code

State (Choose 1 or more)

- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia

OCR Regional Offices

- Eastern - Boston
- Eastern - New York
- Eastern - Philadelphia
- Midwestern - Chicago
- Midwestern - Cleveland
- Midwestern - Kansas City
- Southern - Atlanta

States map 

NCES District ID  Survey Year

Distance  (Miles from ZIP)

**Search Tip:** If you are having difficulty finding your district, try entering only the city, zip and/or keyword in the name field.

District Search
Clear Basic Search

**Additional Search Options** (click to expand) +

**Do you know the CRDC includes data about...**

- \* Enrollment
- \* Demographics
- \* Prekindergarten
- \* Math & Science Courses
- \* Advanced Placement
- \* SAT/ACT
- \* Discipline
- \* School Expenditures
- \* Teacher Experience

[Looking for the 2011-12 CRDC?](#)

*U. S. Department of Education ~ NASTID Summer Conference 2014*

### District LEP Summary

#### District Characteristics

<b>Number of Schools: 474</b>	
Receiving Title I Funds: 289	Offering Advanced Placement: 74
Classified as Charter Schools: 107	Offering Gifted & Talented Education Programs: 382
Classified as Magnet Schools: 40	
<b>Student Enrollment: 350522</b>	
American Indian/Alaskan Native: 0.1%	Female: 48.8%
Asian/Pacific Islander: 1.2%	Male: 51.2%
Black: 23.9%	Students with Disabilities (IDEA): 10.0%
Hispanic: 65.8%	Section 504 Only: 0.0%
White: 8.3%	Limited English Proficiency (LEP): 20.1%

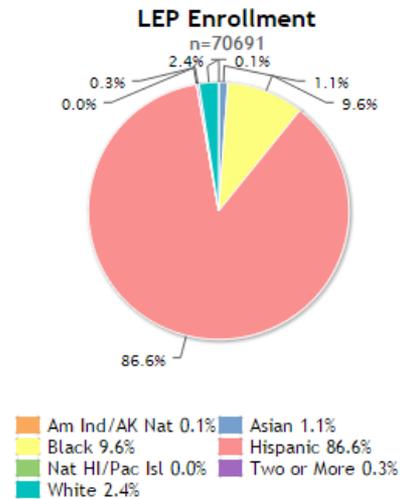
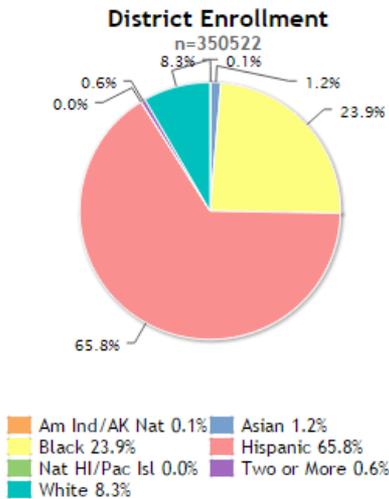
#### Additional Profile Facts Available

Characteristics and Membership >

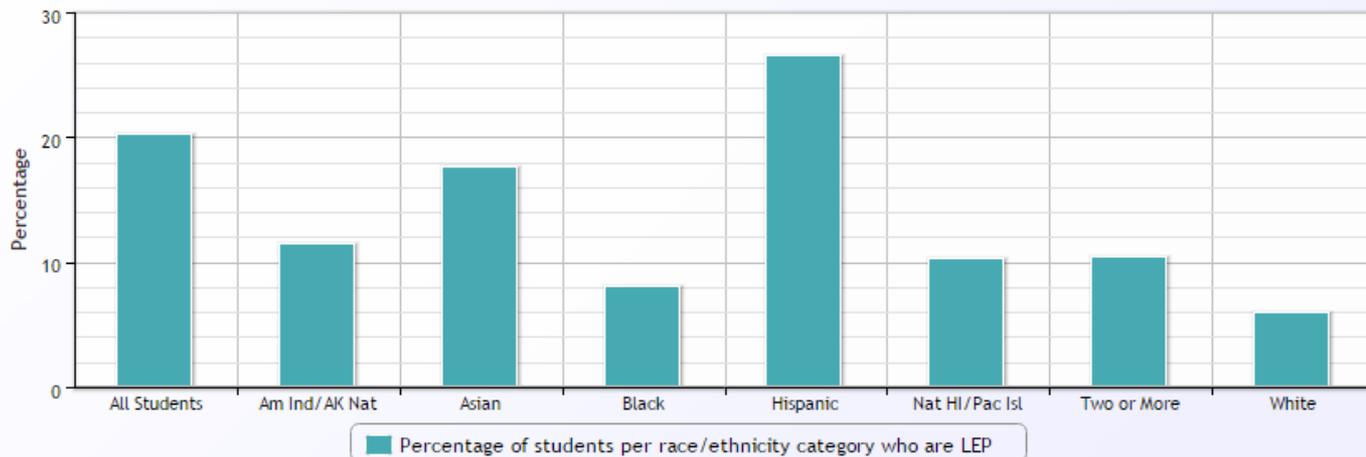
- [LEP Summary \(New\)](#)
- [Total LEP Students](#)
- [LEP Students Enrolled in LEP Programs](#)
- [Students with Disabilities \(IDEA\)](#)
- [Students with Disabilities \(504\)](#)
- [EDFacts IDEA](#)
- [Single-sex Interscholastic Athletics](#)
- [Single-sex classes](#)

#### LEP Enrollment

Compared to overall enrollment, what is the race/ethnicity of students who are Limited English Proficient?

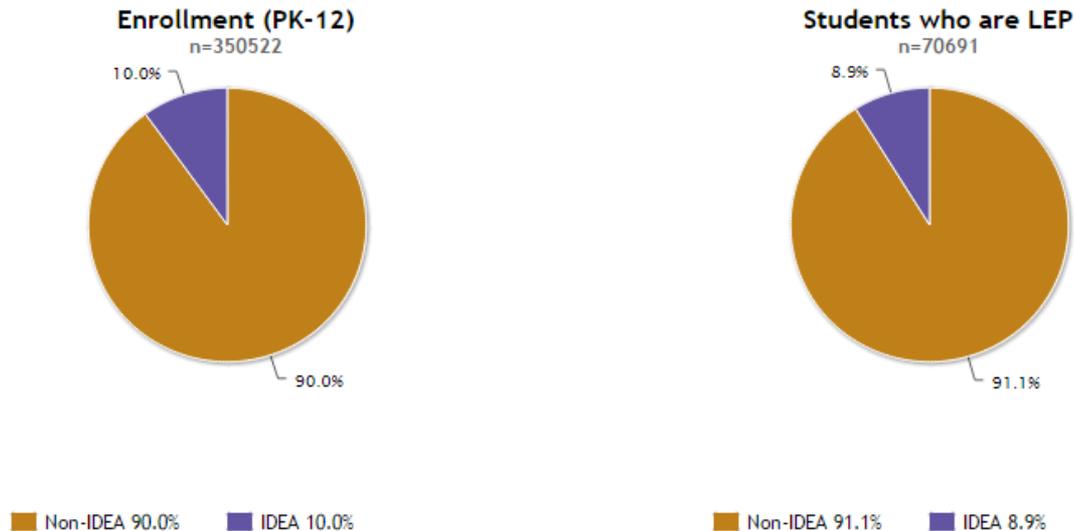


Of the students enrolled in each race/ethnicity category, what proportion is LEP?



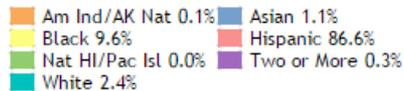
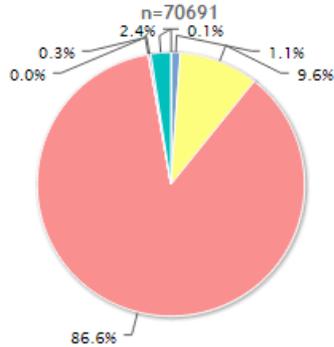
19.0% of female students are LEP and 21.3% of male students are LEP.

Compared to public school enrollment, what proportion of LEP students are also served under IDEA?

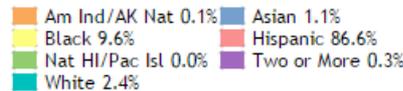
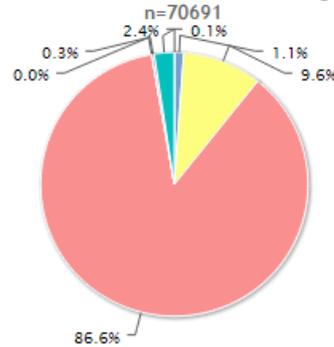


Compared to the LEP population, what is the race/ethnicity of students enrolled in English Language Instruction Educational Programs?

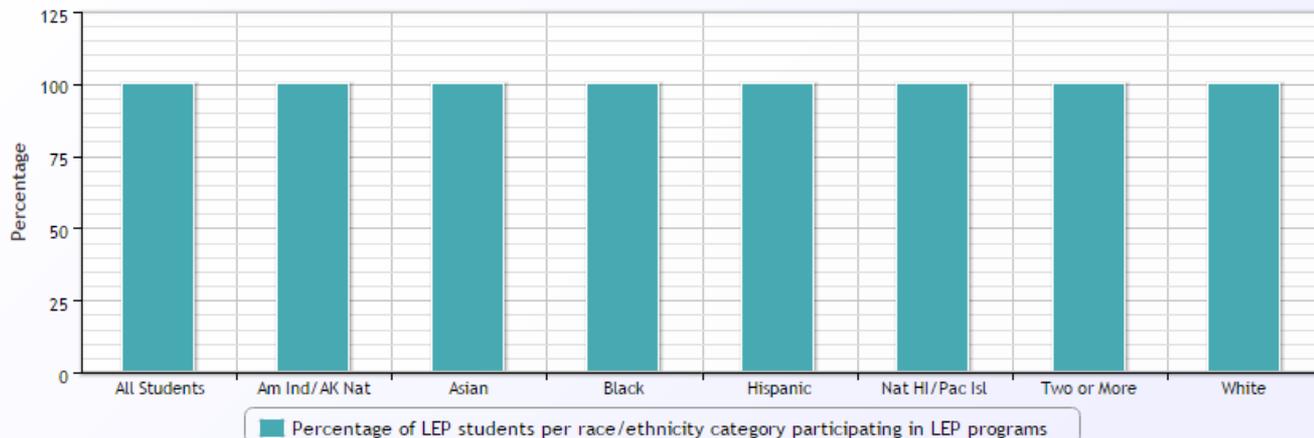
**District Students who are LEP**



**Students Enrolled in LEP Programs**



Of the LEP students enrolled in the district in each race/ethnicity category, what proportion is participating in English Language Instruction Educational programs?



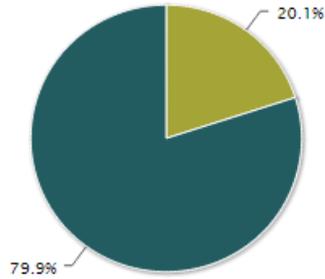
100.0% of female LEP students are participating in LEP programs and 100.0% of male LEP students are participating

Pathways to College and Career Readiness

Compared to overall enrollment, what proportion of students who are enrolled in Early Childhood programs are LEP?

District Enrollment (PK-12)

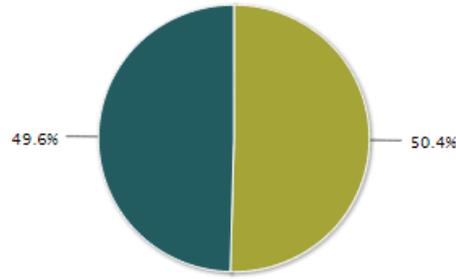
n=350523



LEP 20.1% Non-LEP 79.9%

Early Childhood Enrollment

n=7745



LEP 50.4% Non-LEP 49.6%

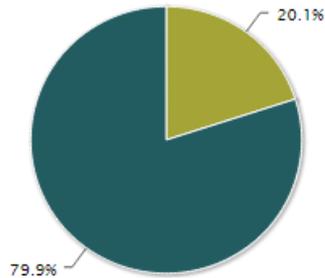
**FOR REFERENCE**

College and Career Readiness

Compared to overall enrollment, what proportion of students who are enrolled in gifted and talented programs are LEP?

District Enrollment (PK-12)

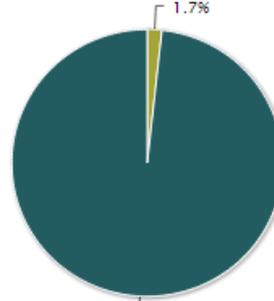
n=350523



79.9%

Students in Gifted/Talented Programs

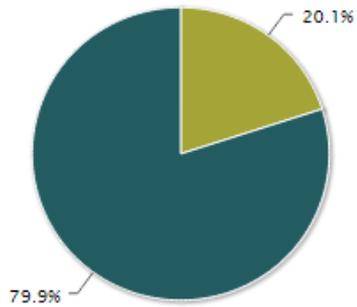
n=36505



98.3%

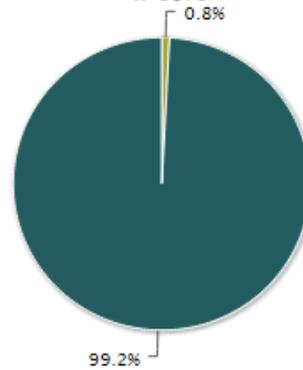
Compared to overall enrollment, what proportion of students who are enrolled in advanced math courses are LEP?

**District Enrollment (PK-12)**  
n=350523



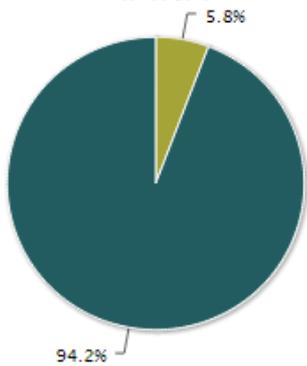
LEP 20.1%      Non-LEP 79.9%

**Calculus**  
n=3098



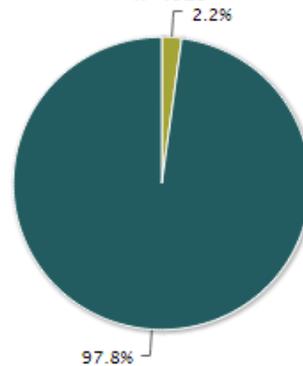
LEP 0.8%      Non-LEP 99.2%

**Chemistry**  
n=17674



LEP 5.8%      Non-LEP 94.2%

**Physics**  
n=4323



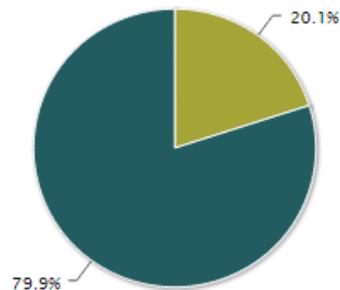
LEP 2.2%      Non-LEP 97.8%

## SAT or ACT Test-Taking

Compared to overall enrollment, what proportion of students who took the SAT or ACT are LEP?

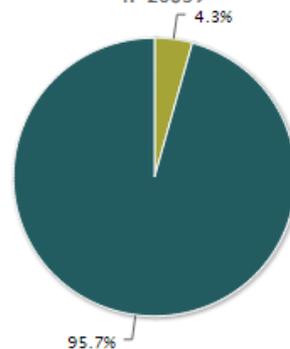
### District Enrollment (PK-12)

n=350523



### Students taking the SAT or ACT

n=26039



LEP 20.1% Non-LEP 79.9%

LEP 4.3% Non-LEP 95.7%

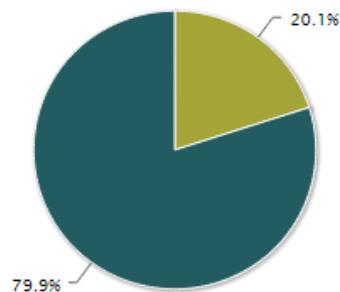
# FOR REFERENCE

## Advanced Placement

Compared to overall enrollment, what proportion of students who are enrolled in AP courses are LEP?

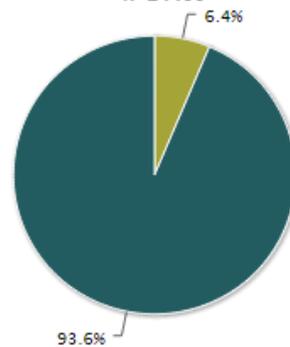
### District Enrollment (PK-12)

n=350523



### Students in at least one AP Course

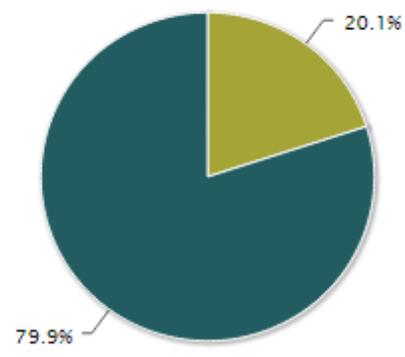
n=24466



Compared to overall enrollment, what proportion of students who were suspended or expelled are LEP?

**District Enrollment (PK-12)**

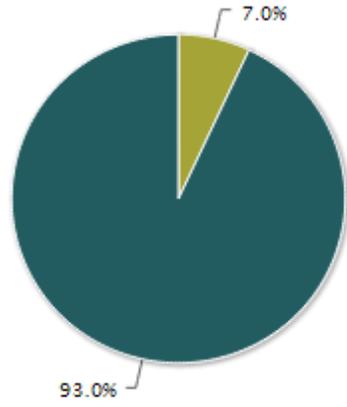
n=350523



LEP 20.1%      Non-LEP 79.9%

**In-School Suspensions**

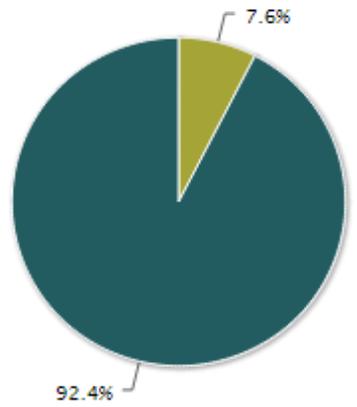
n=41839



LEP 7.0%      Non-LEP 93.0%

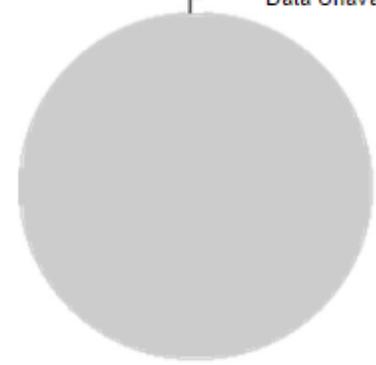
**Out-of-School Suspensions**

n=36215



**Expulsions**

Data Unavailable

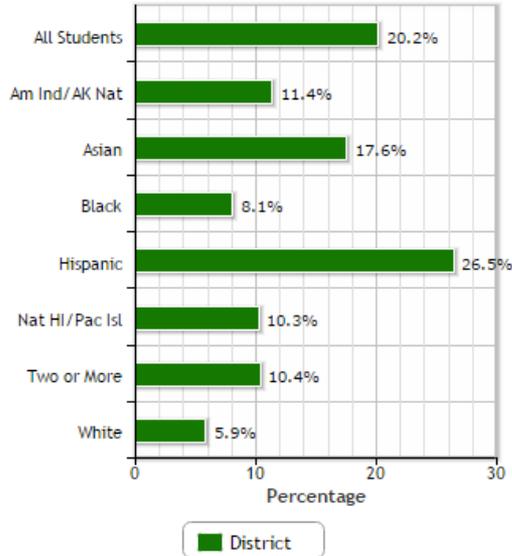
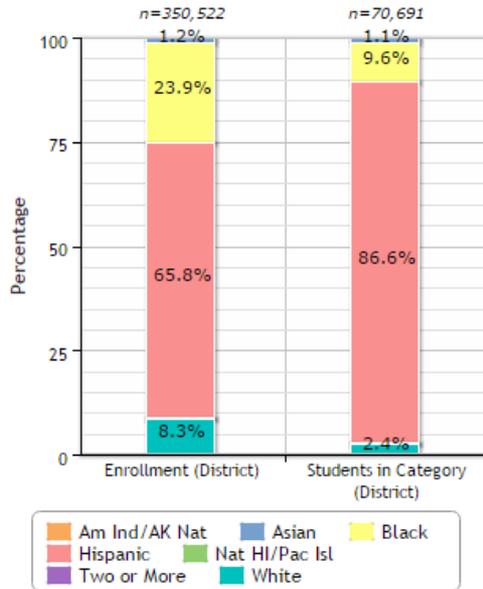


Compared to overall enrollment, what is the race/ethnicity, sex, and disability status of students who are Limited English Proficient?

Of the total students enrolled in the district, what proportion is Limited English Proficient?

FOR REFERENCE

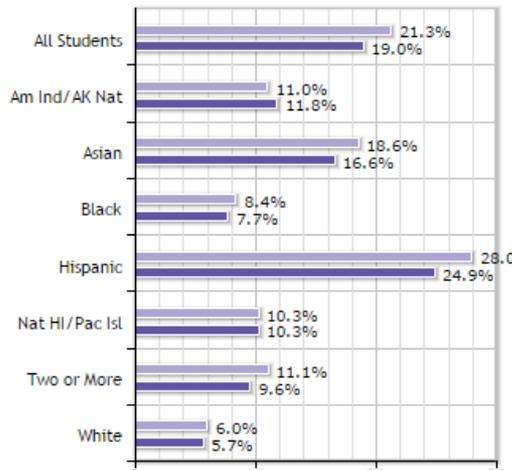
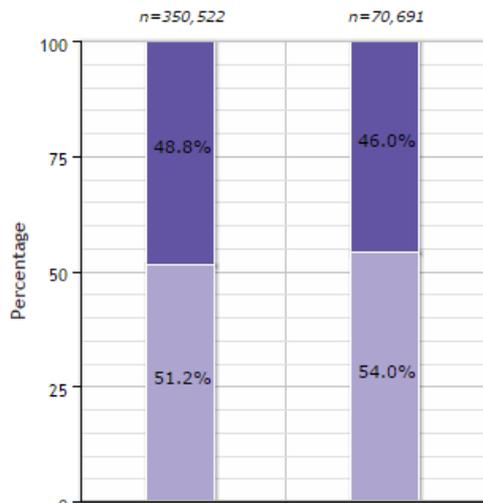
Race/Ethnicity



Additional Profile Facts Available

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  - [Students with Disabilities \(IDEA\)](#)
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  - [EDFacts IDEA](#)
  - [Single-sex Interscholastic Athletics](#)
  - [Single-sex classes](#)

Sex



# Options for Involving OCR

## ■ **File a Complaint**

- A complaint may be filed by mail or fax with any OCR office or by using OCR's electronic complaint form at

[www.ed.gov/ocr/complaintintro.html](http://www.ed.gov/ocr/complaintintro.html)

## ■ **Request Technical Assistance from OCR**

- Contact OCR's office serving your state by phone or email with questions, concerns, or requests.
- For contact information visit [www.ed.gov/ocr](http://www.ed.gov/ocr) or call OCR's customer service team at 1-800-421-3481.

# SIGNIFICANCE OF LAU V. NICHOLS



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

# OUR COMMON GOALS

- Ensuring that English Learners receive a quality education
- Protecting English Learner's civil rights so that they are not the victims of discrimination and harassment
- Promoting an educational culture that values inclusion of students of different linguistic and ethnic backgrounds
- Working collaboratively to achieve common goals

# ***SERVING ENGLISH LEARNERS AND FAMILIES***

- **COLLEGE AND CAREER READINESS STANDARDS**
- **RESEARCH INVESTMENTS**
  - **DUAL LANGUAGE**
  - **ACADEMIC LANGUAGE**
  - **EARLY LEARNING**
  - **TECHNOLOGY**
- **TEACHER PREPARATION**
- **MOVING FORWARD**

# NEW STANDARDS FOR COLLEGE AND CAREER READINESS

## IMPLICATIONS FOR ENGLISH LEARNERS

- Provides opportunities to re-conceptualize what literacy and language development means for English Learners
- Affirms that English Learners are capable of engaging in complex thinking, reading writing and comprehension



# **Fostering the Development and Educational Success of Young English Language Learners and Dual Language Learners: Toward New Directions in Policy, Practice, and Research.**

## **National Academy of Sciences (NAS)**

- Investigate the learning continuum of ELs and DLLs -birth to grade 12:  
(1) development of language and cultural influences from birth to age 8;  
(2) practices, policies and systems affecting EL and DLL children in grades K-12.
- Include evidence from international and US studies including: neuroscience, developmental psychology, linguistics, special education, sociology, public policy, and cultural anthropology.
- Identify gaps and make recommendations for policies and practices.



# Review of the Extant Data of Dual Language Education Programs: Current Policies and Practices of States

**Purpose:** review of published research and other data sources including data that has yet to be analyzed (e.g., reviews, articles, summaries, readily available state and district-level data, Title III Implementation Study data, and education publications) from the last 10 years.

- State Policies on Dual Language Education Programs
- State and district-level Eligibility and Exit Criteria in dual Language programs
- Assessment and Accountability for States
- Teachers and Professional Development



# PRESIDENT'S PROPOSED 2016 BUDGET

- **Increasing equity and opportunity**
- **Expanding high-quality early learning programs**
- **Supporting teachers and leaders**
- **Improving higher education**
- **Investing in what works**



# ESEA REAUTHORIZATION

- **Equal educational opportunity is a national priority and a national responsibility**
- **Equity and excellence matter**
- **Every child entitled to education...success for college, career and life**
- **Right to know how students are progressing annually**
- **Educational opportunity is NOT optional**

*Arne Duncan, January 2015*



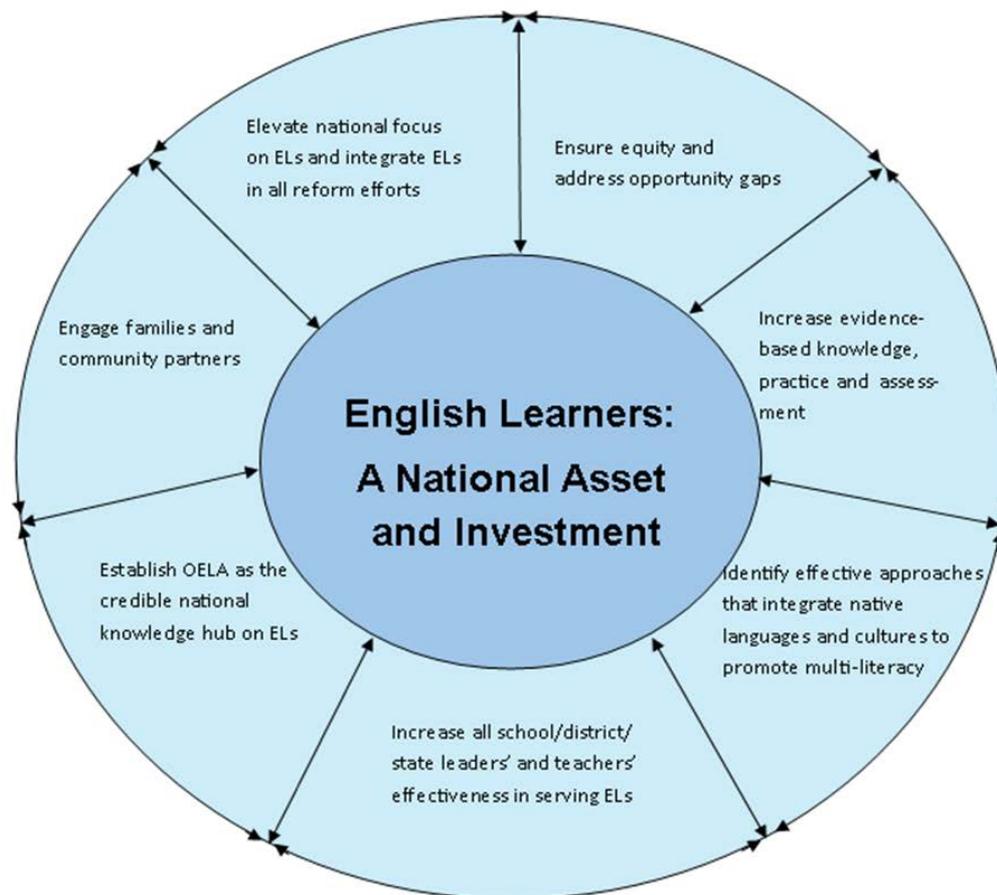
# **MOVING FORWARD**

## **A CONVERSATION**

- **How do we elevate the focus on English Learners and integrate English Learners in all reform initiatives?**
- **What supports are needed to ensure successful outcomes with a clearly defined performance system?**
- **How do we strengthen biliteracy/multiliteracy goals?**

PROPOSED

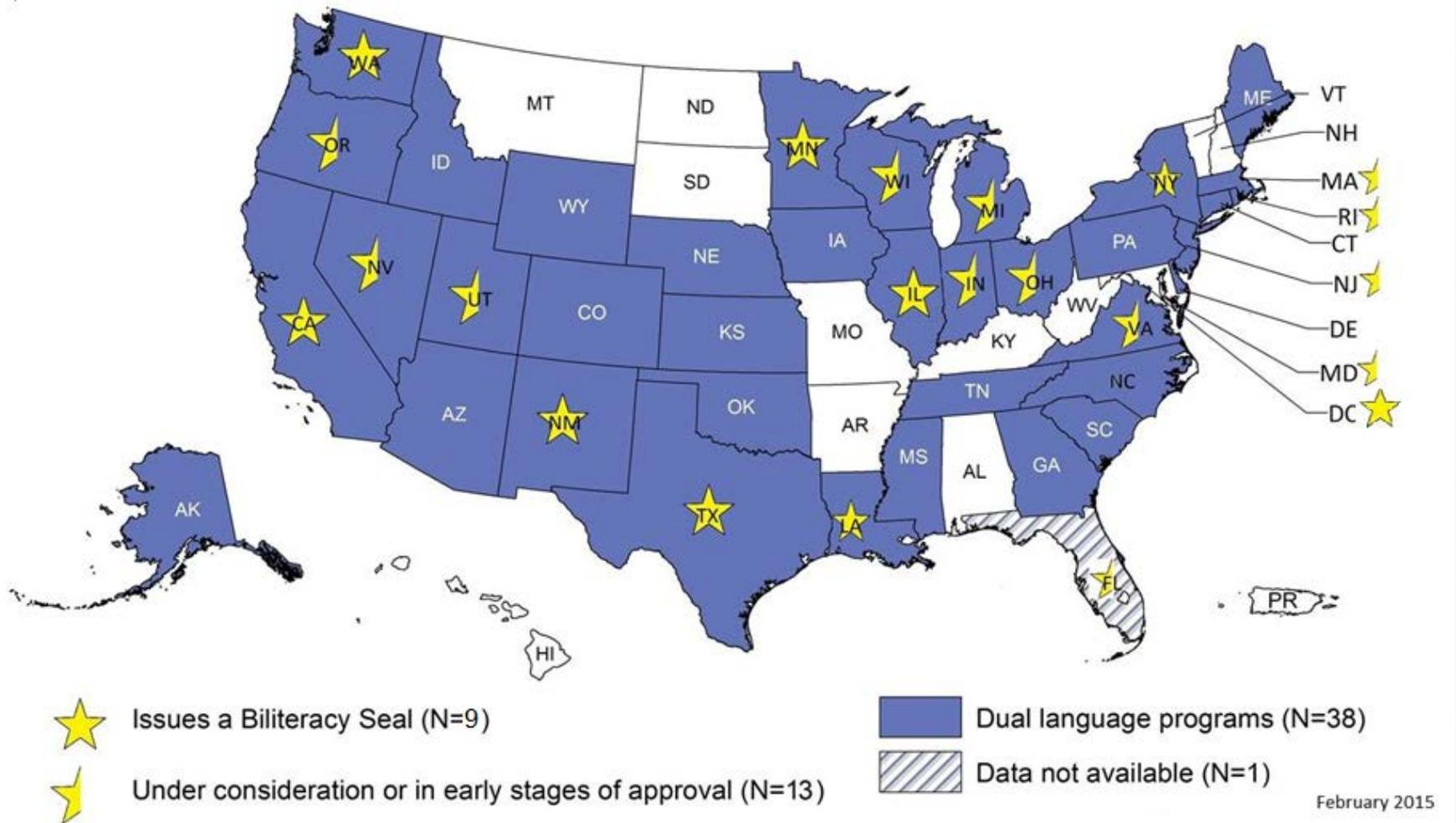
## ED's Systemic Strategy for English Learners



Goal 1: Ensure all English Learners are college and career ready for a global society by building on students' linguistic and cultural assets

Goal 2: Ensure all education policies and initiatives successfully address opportunities for English Learners

# STATES OFFERING DUAL LANGUAGE PROGRAMS IN SY 2011-12 AND SEALS OF BILITERACY IN 2015



Source: EDFacts/Consolidated State Performance Report, 2011-12 and <http://sealofbiliteracy.org/>.



# Links to Resources

ED and DoJ Guidance on English Language Learners

<http://www.justice.gov/crt/about/edu/documents/elsguide.php>

Tools and Resources for Identifying all ELs

<http://www2.ed.gov/about/offices/list/oela/eltoolkitchap1.pdf>

Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents

<http://www2.ed.gov/about/offices/list/ocr/ellresources.html>

NCSRC Report: Legal Guidelines For Educating English Learners In Charter Schools

<http://www.charterschoolcenter.org/resource/legal-guidelines-educating-english-learners-charter-schools>

NCSRC Report: Engaging English Learner Families In Charter Schools

[www.charterschoolcenter.org/resource/engaging-english-learner-families-charter-schools](http://www.charterschoolcenter.org/resource/engaging-english-learner-families-charter-schools)

NCSRC EL Case Studies:

<http://www.charterschoolcenter.org/case-studies/all>



U.S. DEPARTMENT  
OF EDUCATION