SERVING ENGLISH LANGUAGE LEARNERS AND FAMILIES

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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
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

U. S. Department of Education ~ NASTID Summer Conference 2014
### District LEP Summary

#### District Characteristics

- **Number of Schools:** 474
- **Receiving Title I Funds:** 289
- **Classified as Charter Schools:** 107
- **Classified as Magnet Schools:** 40
- **Student Enrollment:** 350,522

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1.2%</td>
</tr>
<tr>
<td>Black</td>
<td>23.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>66.8%</td>
</tr>
<tr>
<td>White</td>
<td>8.3%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>48.8%</td>
</tr>
<tr>
<td>Male</td>
<td>51.2%</td>
</tr>
</tbody>
</table>

- **Offering Advanced Placement:** 74
- **Offering Gifted & Talented Education Programs:** 382
- **Students with Disabilities (IDEA):** 10.0%
- **Section 504 Only:** 0.0%
- **Limited English Proficiency (LEP):** 20.1%

### Additional Profile Facts Available

- LEP Summary (New)
- Total LEP Students
- LEP Students Enrolled in LEP Programs
- Students with Disabilities (IDEA)
- Students with Disabilities (504)
- EDFacts IDEA
- Single-sex Athletics
- Intercholastic Athletics
- Single-sex classes

#### LEP Enrollment

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

**District Enrollment**

- Am Ind/AK Nat: 0.1%
- Asian: 1.2%
- Black: 23.9%
- Nat Hi/Pac Isl: 0.0%
- Two or More: 0.6%
- White: 8.3%

**LEP Enrollment**

- Am Ind/AK Nat: 0.1%
- Asian: 1.1%
- Black: 9.6%
- Nat Hi/Pac Isl: 0.0%
- Hispanic: 86.6%
- Two or More: 0.3%
- White: 2.4%
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**

- Am Ind./AK Nat: 0.1%
- Black: 9.6%
- Nat. Hl/Pac Isl: 0.0%
- Hispanic: 86.6%
- White: 2.4%

- Am Ind./AK Nat: 2.4%
- Black: 0.1%
- Nat. Hl/Pac Isl: 1.1%
- Hispanic: 9.6%
- White: 86.6%

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

**District Enrollment (PK-12)**
- LEP: 20.1%
- Non-LEP: 79.9%

**Early Childhood Enrollment**
- LEP: 50.4%
- Non-LEP: 49.6%

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

**District Enrollment (PK-12)**
- LEP: 20.1%
- Non-LEP: 79.5%

**Students in Gifted/Talented Programs**
- LEP: 1.7%
- Non-LEP: 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%
Compared to overall enrollment, what proportion of students who took the SAT or ACT are LEP?

**District Enrollment (PK-12)**
- LEP: 20.1%
- Non-LEP: 79.9%

**Students taking the SAT or ACT**
- LEP: 4.3%
- Non-LEP: 95.7%

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

**District Enrollment (PK-12)**
- LEP: 20.1%
- Non-LEP: 79.9%

**Students in at least one AP Course**
- LEP: 6.4%
- Non-LEP: 93.6%
Compared to overall enrollment, what proportion of students who were suspended or expelled are LEP?

**District Enrollment (PK-12)**
- LEP: 20.1%
- Non-LEP: 79.9%

**In-School Suspensions**
- LEP: 7.0%
- Non-LEP: 93.0%

**Out-of-School Suspensions**
- LEP: 7.6%
- Non-LEP: 92.4%

**Expulsions**
Data Unavailable
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?
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


February 2015
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

NCSRC Report: Engaging English Learner Families In Charter Schools
www.charterschoolcenter.org/resource/engaging-english-learner-families-charter-schools

NCSRC EL Case Studies:
http://www.charterschoolcenter.org/case-studies/all
Questions? Suggestions?
libia.gil@ed.gov