



NATIONAL
CHARTER SCHOOL
RESOURCE CENTER

English Learners in Charter Schools

*A Learning Experience Focused on English Learner Instruction
Part 2 – Implementation Support*

2021

charterschoolcenter.ed.gov

About the NCSRC

The National Charter School Resource Center (NCSRC) provides technical assistance to federal grantees and resources supporting charter sector stakeholders. NCSRC is funded by the U.S. Department of Education (ED) and managed by Manhattan Strategy Group (MSG) in partnership with WestEd.

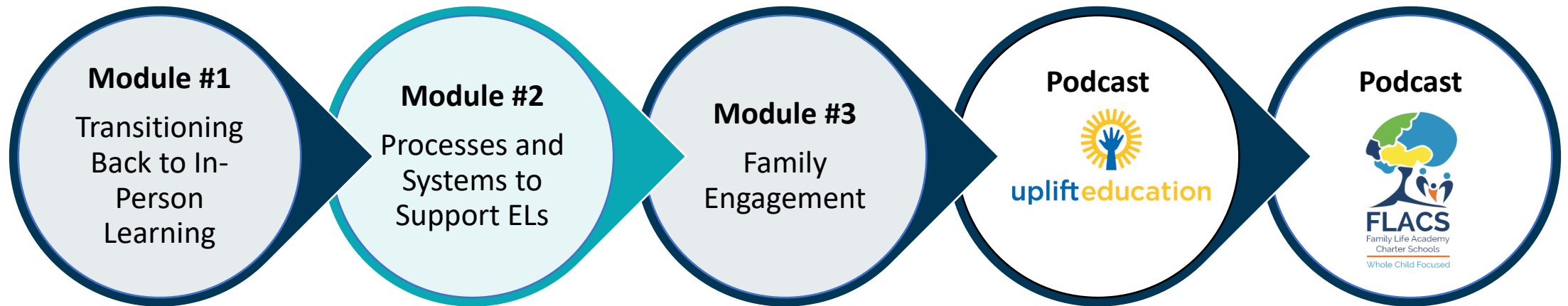


Setting Up Processes and Systems to Serve ELs in Charter Schools

Learning Module #2



Overview of Your Learning Experience



Learning Experience Audience



Charter School Leaders, Directors of Academic Programming, Charter School Authorizers

Learning Objective:

Provide charter schools with helpful guidance to ensure they are providing students classified as English Learners with rigorous, yet supportive, learning environments and are compliant with state and Federal requirements.



At the end of this learning module, you should understand:



How to conduct the EL student intake process



How to take action on EL student intake data



Ideas to help your school better serve its EL student population



Serving students classified as English Learners takes processes and systems, all geared towards ensuring students master English and excel in their learning environments.

English Learners and the Law

1964 – Title VI, Civil Rights Act

“No person in the United States shall, on the ground 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.”

1974 – Equal Educational Opportunities Act

“No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, ... the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

2015 – Title III, Every Student Succeeds Act (ESSA)

“The purposes of this part are to ... help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.”

“Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

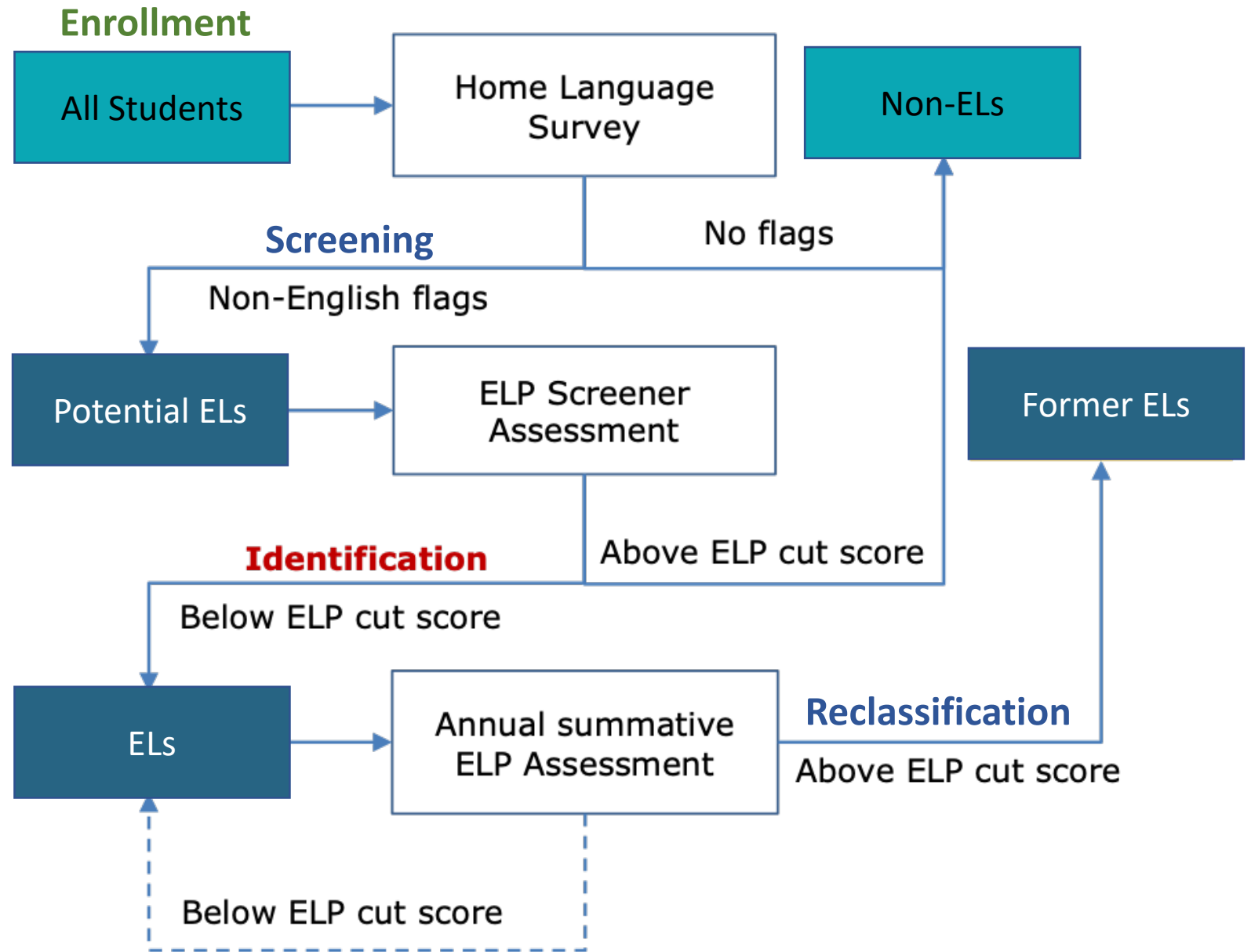
1974 – Lau v. Nichols

“The purposes of this part are ... to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.”

2002 – Title III, No Child Left Behind

Sources: **Lau v. Nichols**, 414 U.S. 563 (1974); **Civil Rights Act of 1964**, Pub. L. No. 88-352, 78 Stat. 241 (1964); **Equal Educational Opportunities Act (EEOA)** of 1974, US Sec 1701-1758; **No Child Left Behind (NCLB)** Act of 2001, Pub. L. No. 107-110, 101 Stat. 1425 (2002); **Every Student Succeeds Act (ESSA)**, Pub. L. No. 114-95.

The EL Lifecycle



Best Practices to Ensure Appropriate Placement and Quality Instruction

Take an Asset-Based Approach

Proceed with an orientation/belief that EL students have strengths that they bring to school with them (not just deficits that need to be remedied).

Remember ELs Are Not a Monolith

Different students have different strengths and needs; placement and instruction should be responsive to this diversity. Specific subgroups to think about:

- Newcomers
- Gifted and Talented ELs
- ELs with disabilities
- Students with limited or interrupted formal education



Examine All Rules and Procedures from All Angles

Ask yourself...

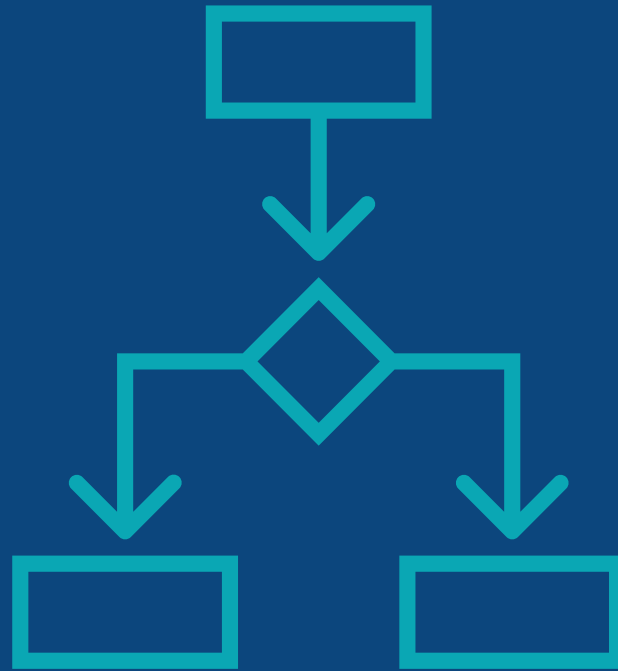
What's the worst thing that would happen if a student is not classified who should be?

What's the worst thing that would happen if a student is classified who should not be?

Which is worse for the student?

How would we identify and remedy each kind of situation?





The Intake Process

Legal Requirements

Under ESEA, ELs must be identified and parents notified within 30 days of enrollment.

Identification must be made on the basis of an objective measure of students' language ability.

Identification usually happens via a two-step process.

1. **Home language survey (HLS)** to identify potential ELs who should be screened for language proficiency
2. **Screening test** to measure language proficiency and classify students as ELs if they demonstrate a language-based need

Tips for Step 1 - HLS



Not a measure of proficiency



Two types of information may appear on HLS: Essential and Associated



Make sure practices are clear and consistent across schools and sites

OELA Toolkit + Linqunti & Bailey, 2014

Tips for Step 2 - ELP Screener



If applicable in your context, states may dictate what test to use for placement.



If state does not dictate, or if state mandates do not apply to your school or network, select an assessment that aligns to your school/network's summative ELP Assessment.

Guiding Principles to Support Placement Decisions

If the school/network assumes that all children entering a given grade level can handle grade-level instruction, make the same assumption for English learners.

The school's job is to ensure the student can access the same grade-level instruction – not to make the grade-level instruction less rigorous.

If the school/network administers placement or intake measures for all students to determine placement, interpret EL students' scores in light of the new knowledge that they are English learners.

Do not have different placement/assignment systems for English learners vs. all students.

Systems to Ensure Efficient Information Sharing



Share all intake and screening information with students' assigned teachers



Store EL data in the same place as other student data

Considerations for Specific EL Subgroups

English Learners with Disabilities

Gifted and Talented English Learners

Newcomer Students and Students with Limited or Interrupted
Formal Education



Instructional Placement and Planning

Provide Educators With...



Intake data related to language proficiency (in English and in home language)



Intake data related to past learning related to academic content



Next steps and support to interpret and act on intake data

Remember: Learning a language takes time. It doesn't happen overnight.

Ongoing Information Gathering and Monitoring of Student Learning



Support collaboration and information sharing among/across teachers



Use formative assessment practices to collect information about language and content learning



Remember that language development is constantly evolving



Making it Work in Charter Schools

How Can Charters Better Serve EL Students?



Innovate!



Overcoming Challenges

We don't have a lot of English learners in our school, so we can't have a dedicated program.



Empower and support all educators with professional learning and supports to design and deliver effective instruction for English learners.

Our teachers need additional support to serve ELs.



Dedicate a professional learning day just to ELs to learn best practices and brainstorm solutions.

Translation services are expensive.




Build connections with the communities from which your English learner students come and recognize these are essential services to provide EL families the same opportunities as non-EL families.

A Closer Look: Center City Public Charter Schools



Individual Learner Plans


EXAMPLE:

English Learner Plan  **Grade 4-5**

STUDENT NAME: SAMPLE GRADE: 4

	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5-6
LISTENING	Match oral words and phrases to content-based visuals	Classify time-related (past, present, future) language in oral statements	Identify the beginning, middle and end in oral discourse	Sequence events or steps based on oral reading of informational text	Differentiate similarities and differences of information presented
	Sequence oral procedures with images	Organize steps of a process or procedure described orally	Recognize cause and effect relationships in information described orally	Identify precise details and descriptions that support an explanation	Identify how variables contribute to an event or outcome
	Match illustrations with oral points of view	Distinguish between facts and opinions in oral statements	Identify different perspectives or points of view in oral discourse	Identify evidence that supports a claim in oral discourse	Evaluate the strength/quality of oral evidence that supports a claim
SPEAKING	Communicate personal experiences orally	Retell short stories or content-related events	Present detailed content-related information	Sequence steps to solve a problem	Use technical and specific vocabulary when sharing content information
	Demonstrate a procedure using visuals	Give reasons why or how something works using visuals	Show clear, sequential procedures to peers	Present detailed information in small groups	Explain how variables contribute to an event or outcome
	Answer yes/no questions regarding personal preference	State opinions based on experience	Present content-based facts that support a position	State relevant evidence for claims	Exounter a different point of view with supporting evidence
READING	Identify vocabulary words in context in short, illustrated text	Identify the "who," "when," "where" and "why" in a text	Sequence events in stories or content-related processes	Identify conclusions in multi-paragraph text	Summarize information from multiple related sources
	Sequence sentence steps to show content-area processes	Identify key words and phrases that describe a topic or event	Match causes with effects	Organize information on how or why phenomena occur	Identify paraphrased text that summarizes a topic
	Identify a claim or opinion	Infer connections between claims and evidence	Identify evidence from multiple places within a text	Make predictions based on evidence	Connect personal experiences with textual evidence to interpret meaning of text
WRITING	Reproduce a series of events through illustrated text	List positive and negative effects in informational and narrative text	Convey details using academic words and phrases	Relate a sequence of events using a variety of transitional words and phrases	Produce content-related reports
	Produce short-answer responses to questions using word/phrase banks	Order sequences of a phenomena	Connect related ideas to concepts using linking words and phrases	Elaborate topics with facts, definitions, quotations and examples	Present information supported by facts and details in essays and reports
	Use key words and phrases related to a topic	List pros and cons of issues	Connect reasons to opinions supported by facts and details	Provide reasons and evidence which support particular points	Integrate information from multiple sources to provide evidence for claims

 = Current Progress  =Goal

 Center City Public Charter Schools

Derived from WIDA's can-do descriptors

Shows each student's progress in language development

Outlines each student's goals

Designed to be a planning tool for teachers

Reflection Questions



What is one thing you learned from this module that you can apply to your current processes and systems related to service ELs?

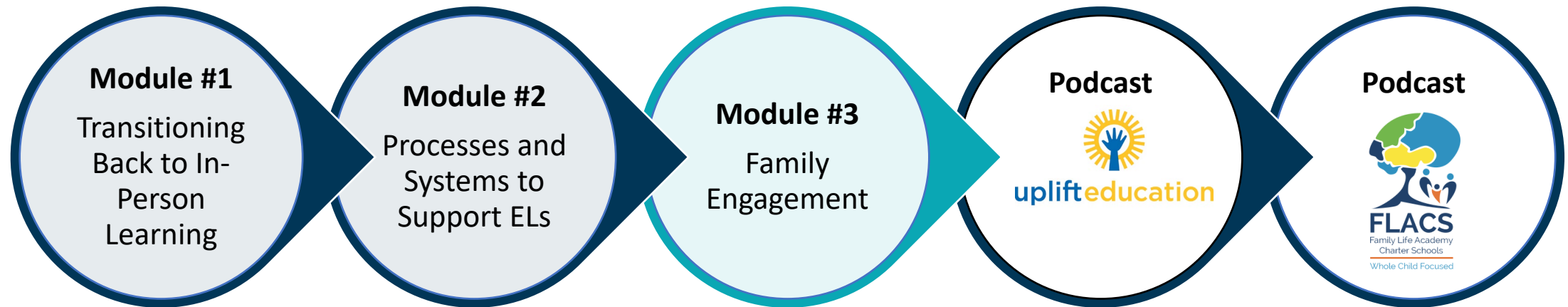


How is your school currently doing engaging the families and communities of your EL students? What can you do better?



How can you embrace innovation to better serve your EL student population?

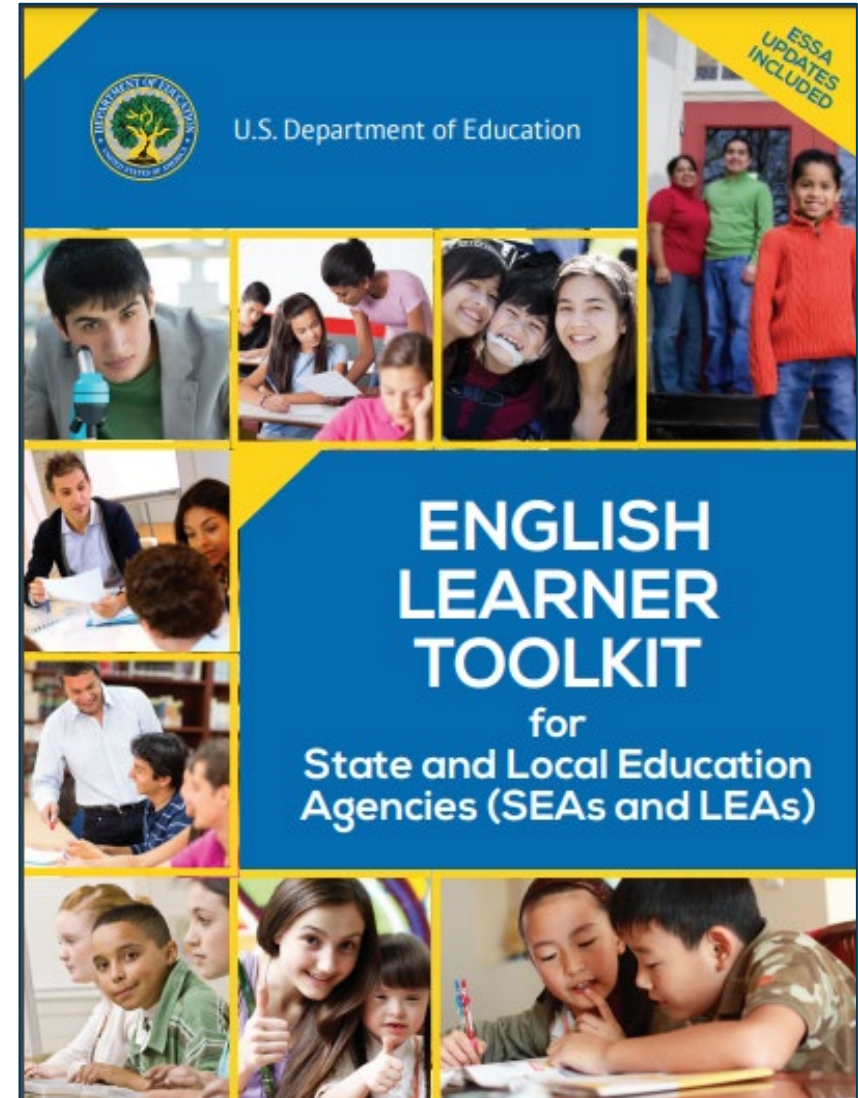
What's Next in Your Learning Experience



NOELA

Brought to you by OELA

<https://ncela.ed.gov/english-learner-toolkit>



English Learners in Charter Schools: Part 1

The screenshot shows the National Charter School Resource Center website. At the top left is the logo with the text "NATIONAL CHARTER SCHOOL RESOURCE CENTER". To the right is a search bar and a "Subscribe to Newsletter" button. A navigation bar below contains links for "FOCUS AREAS", "AUDIENCE", "RESOURCES", "FUNDING", "FAQS", "COVID-19", and "LOGIN SEA/SE". The main content area features the title "English Learners in Charter Schools: A Learning Experience Focused on English Learner Instruction" with a date of "09 Oct 2020". Below the title is a photo of diverse students walking in a hallway, with a caption "ENGLISH LEARNERS IN CHARTER SCHOOLS" and "A Learning Experience on English Learner Instruction". To the right of the photo is a "SHARE VIA" button with social media icons. Below that is a "Handouts" section listing five modules with their respective file sizes.

Module	File Size
Module #1 Overview of English Learner Instruction	1.7 MB
Module #2 Language Instruction Education Programs for English Learners	661.08 KB
Module #3 Selecting the Right Instructional Program for Your Students	102 MB
Module #4 Tips for Formative Assessment and Supporting Students Following COVID-19	646.06 KB
Module #5 Tips for Educating English Learners in Online Learning Environments	644.03 KB
EL Instruction in Practice: Family Life Academy Charter School	205.11 KB

<https://charterschoolcenter.ed.gov/learning-modules/english-learners-charter-schools-learning-experience-focused-english-learner>

Additional Resources

- Council of Chief State School Officers: [Reprising the Home Language Survey: Summary of a National Working Session on Policies, Practices, and Tools for Identifying Potential English Learners](#)
- National Center for Research on Gifted Education: [15 Tips for Identifying Gifted EL Students](#)
- Institute of Education Sciences: [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
- Council of the Great City Schools: [English Language Learner Resources](#)
- Center City Public Charter School: Examples of [English Learner Plans](#)