



Ensuring Compliance for English Learners

Florida Authorizer Bootcamp

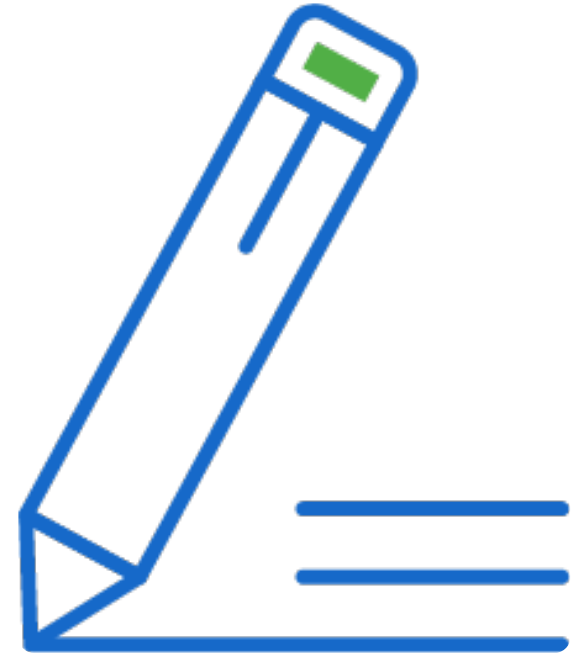
Agenda

- Enrollment
- Application Review
- Oversight and Monitoring
- Renewal



Objectives

- **Authorizers will have a better understanding of their role in ensuring English language learners (ELLs) are served effectively during key stages of the authorization process.**



Role of the Authorizer

Identify who is responsible for English learner education in the district.

Questions to Ask:

- Who is the English learner director/lead in the district?
- How is funding distributed and administered?
- How is responsibility for oversight shared between the English learner lead and the charter school office?

Responsibilities of the District

Districts are responsible for ensuring schools:

- Develop a plan for providing English language instruction for limited English proficient students and maintain a student plan
- Identify limited English proficient students through assessment and provide for student exit from and reclassification into the program
- Provide ELLs English for Speakers of Other Languages (ESOL) instruction in English and ESOL instruction or home language instruction in basic subject areas and computer literacy
- Provide ELLs equal access to other programs
- Provide qualified teachers
- Provide for parental involvement in the program



Enrollment

F.S. 1002.33(1): Eligible Students

- Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment.

Key Considerations

- Do schools have approximately the same proportion of English learners as local neighborhood schools?
- Marketing, application, and enrollment materials and procedures should be provided in primary languages of non-English speakers in the community.

Application Review (1)

Evaluation Criteria for Model Application

Demonstrated understanding of legal obligations regarding the education of English language learners

Comprehensive and compelling plan for educating ELLs that reflect the full range of services required to provide a high-quality education

A clear plan for identifying ELLs, placing them in appropriate services, monitoring and evaluating their progress, and exiting them

Demonstrated capacity to meet the school's obligations under state and federal law

Application Review (2)

Castañeda v. Pickard, three-part test for determining whether an ELL program is appropriate:

- The program is based on a sound educational theory.
- The programs and practices, including resources and personnel, are reasonably calculated to implement this theory effectively.
- The school district evaluates its programs and makes adjustments where needed to ensure language barriers are being overcome.

Oversight and Monitoring: Consent Decree

Florida's framework for compliance with federal and state laws and jurisprudence regarding the education of English language learner students

Sections:

- Identification and Assessment
- Equal Access to Appropriate Programming
- Equal Access to Appropriate Categorical and Other Programs for ELL Students
- Personnel
- Monitoring Issues
- Outcome Measures

Oversight and Monitoring: Identification and Placement

Identification and Placement Through Assessment

- Schools should administer a home language survey.
- Schools should administer the ACCESS assessment of English proficiency and place ELLs in appropriate services.
- Schools should identify ELLs with special needs and place them in appropriate services.

Oversight and Monitoring: Equal Access (1)

Equal Access to Appropriate Programming

- Each student should have an English Language Learner Student Plan.
- Identified students should be offered ESOL instruction.

Oversight and Monitoring: Equal Access (2)

Equal Access to Appropriate Programming

- ELLs should have access to the school's general education program and English language instruction.
- Students should have instruction in the home language if needed.
- ELLs with special needs should receive appropriate services related to both their English language proficiency and their disability.

Oversight and Monitoring: Equal Access (3)

Equal Access to Appropriate Programming

- **Instructional Programs, Practices, and Strategies**
- **Schools should:**
 - Provide ESOL or home language instruction in basic subject areas
 - Provide appropriate instructional materials
 - Provide credit for fulfilling graduation requirements
 - Serve ELLs with special needs

Oversight and Monitoring: Equal Access (4)

Equal Access to Categorical and Other Programs for ELL Students

- ELL students are entitled to equal access to all programs appropriate to their academic needs without regard to English proficiency.
- Examples include compensatory, exceptional, adult, vocational, or early childhood education, as well as dropout prevention, and other support services.

Oversight and Monitoring: Monitoring Exit

Monitoring and Exit

- **Monitoring and Evaluating Progress of ELLs**
 - Have a student progression plan for each English language learner
 - ELLs should take ACCESS and basic subject area assessments: Florida Standards Assessments (FSA) and Statewide Science Assessment
- **Reclassification of Students**
 - Use results from ACCESS for ELLs and FSA in ELA to determine eligibility to exit
 - Monitor students who have been reclassified to assess ongoing performance

Oversight and Monitoring: Personnel

Personnel

- Teachers of ELLs should hold a valid certificate with ESOL endorsement.
- Teachers of basic subject areas who do not hold a valid certificate with ESOL endorsement must complete in-service training.

Activity

What kinds of evidence would you look for to monitor whether ELLs are appropriately:

- Identified, assessed, placed, monitored, and exited?
- Accessing ESOL and other programming?
- Receiving services from qualified personnel?

Which resources (including data, documents, and staff) would you consult to find the evidence?

Oversight and Monitoring

Other Compliance Issues: Communication with Families

- **In Communicating with Parents/Families of ELLs, schools should:**
 - Determine parents' preferred language of communication with the student and with the school
 - Provide parents with oral and written communications in a language they understand
 - Explain student's status and ELL/ESOL program options to parents
 - Create and utilize Parent Leadership Councils and ELL Committees

**Scenario: What
are your next
steps?**

**How can you monitor for family
involvement/communication at
the different stages of the charter
life cycle?**



Monitoring Vehicles

- Annual Review/Report
 - Enrollment data compared to neighboring district schools
 - Achievement for English language learners
 - Compliance review
- Site Visits
 - Instruction for English language learners meets requirements of three-part test for determining whether an EL program is appropriate
- Desktop Monitoring
 - Enrollment data
 - Progress monitoring review
- Renewal Application
 - Review of enrollment, achievement, and compliance throughout the term of the charter

Renewal Evaluation

Standard for Renewal (F.S. § 1002.33(7)(c)(1))

Charter may be reviewed if program review demonstrates charter goals successfully accomplished and no grounds for nonrenewal

Causes for Nonrenewal or Termination (F.S. § 1002.33(8)(a))

- Failure to participate in state's accountability system
- Failure to meet GAAP standards for fiscal management
- Material violation of law
- Other cause shown

Renewal

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- **Material violation of law**
 - **Compliance with statutory requirements summarized in Oversight and Monitoring**
 - **Examine charter school practices over the life of the charter, such as identification and placement, monitoring and evaluation, reclassification, and providing appropriate instructional programs**
 - **Compliance with enrollment practices**

**Questions?
Reactions?
Ideas?**

