

Enclosure 6c
September 20, 2016

EL Ch. 16-54 Regulations Revision Proposals



DRAFT: Not for distribution; please do not change
practices based on proposed changes

Why are we revising Ch. 16-54 EL Regs?

- Required to review every 3 years
- New Federal Guidance:
 - Dear Colleagues letter in January 2015
 - OELA Tool Kit for English Learners
 - Changes in ESSA around EL accountability
- Observations about LEAs' program models and time requirements through:
 - Monitoring visits
 - Performance reports
 - EL Director meetings

Changing EL Demographics in RI

- 2009-2010 school year: **7,661** active ELs
- 2015-2016 school year: Approximately **11,000** ELs, plus about **2,500** recently exited, monitored students
- Over 90 native languages identified:
 - Spanish: 8,167 (78%)
 - Portuguese: 266 (3%)
 - Arabic: 185 (2%)
 - Chinese: 176 (2%)

Top 12 Districts	Total Active
Providence	5,954
Pawtucket	938
Central Falls	684
Cranston	581
Woonsocket	516
East Providence	164
Learning Community	162
Newport	148
Cumberland	141
International Charter	138
Johnston	132
Blackstone Valley Prep	124
Plus 38 additional districts or charter schools	Another 1,228

Changing Philosophy and Practice

- Moving toward a more inclusive approach to programming for ELs
- Adding all-day supports for ELs in every class
- EL instruction is part of core instruction and district planning, not a separate consideration
- ELs represent a fast-moving, fast-growing population
- Federal guidance has gotten stronger and clearer in the past 5 years
- Looking ahead: Continue strengthening school- and district-wide capacity



Timeline of Regulations Revisions Work



June – July 2015: Identify, invite and confirm work group members

August – October 2015: Review current regulations and guiding documents to craft language for proposed regulation revisions

November 2015: Discuss proposed regulations revisions with EL Directors and EL Advisory Council for feedback

December 2015 – January 2016: Review feedback from EL Directors and Advisory Council and identify additional groups to meet with

February – April 2016: Meet with Superintendents from high and low incidence districts, charters, principals, and family and community engagement groups for feedback

May – August 2016: Review feedback from stakeholder engagement meetings and work with legal team on final regulations language

September 2016: Present revisions to Council on Elementary and Secondary Education for approval to go out for public comment

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1. Updating Language Throughout

Noticing/Reasoning Prompting Proposed Change:

Updated language from:

- Federal communications (ie. Dear Colleagues letter, OELA Tool Kit)
- WIDA
- RIDE

Examples: ESL → ENL, ELL → EL

*Please see appendix for full list

2. Add Cultural Competence for Students and Teachers (L-4-1 and L-4-2.15)

Noticing/Reasoning Prompting Proposed Change:

- RI's Strategic Plan lists global competence as a key outcome
- Emphasize that educating English Learners is not exclusively about language development; cultural competence is an important component.

3. High and low incidence (L-4-2.3-4)

Noticing/Reasoning Prompting Proposed Change:

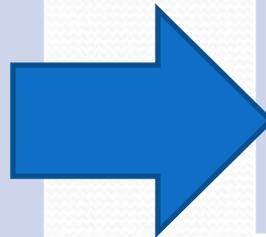
Population density is an important factor when considering whether a district will be considered high or low incidence. This is now only tied to whether or not a School and Community Liaison is required for the district.

3. High and low incidence (L-4-2.3-4)

Current

L-4-2.3 HIGH-INCIDENCE DISTRICT – a school district with a total of 150 or more English Language Learners is a High-incidence District.

L-4-2.4 LOW INCIDENCE DISTRICT – a district with fewer than 150 English Language Learners is a Low-incidence District.



Proposed

HIGH-INCIDENCE DISTRICT – a district in which active or monitored ELs compose 5% or more of the total student population is a high-incidence district.

LOW INCIDENCE DISTRICT – a district in which active or monitored ELs compose less than 5% of the total student population is a low-incidence district.

4. Administrator of Programs (L-4-2.8)

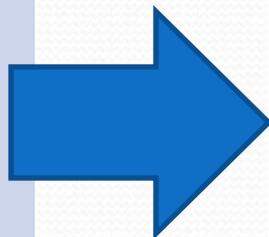
Noticing/Reasoning Prompting Proposed Change:

In low incidence districts, there is a wide range of roles among EL Coordinator; in many places, the demands of running the district's programs are not doable during the time provided while maintaining a teaching load, and the responsibility of coordinating education programs for ELs should be shared among school and district leaders rather than separate.

4. Administrator of Programs (L-4-2.8)

Current

L-4-2.8 In low-incidence districts, an ELL program administrator who does not have English Language Learner teaching experience, or an ESL certificate or endorsement, must have demonstrated professional development in the education of English Language Learners



Proposed

In low-incidence districts where the EL Administrator does not hold an appropriate EL certificate, an EL Coordinator must be appointed to coordinate the program(s), with time commensurate with the number of ELs in the LEA.

Responsibilities for Implementation

Regardless of whether a district is considered high or low incidence, or whether an EL Administrator or EL Coordinator is appointed, responsibilities for implementation are part of core instruction and district planning, not a separate consideration.

5. Program Models (L-4-2.17-22)

Noticing/Reasoning Prompting Proposed Change:

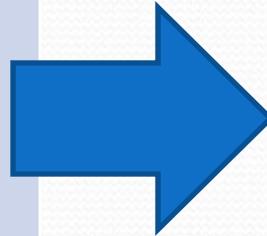
- Updated guidance from the US Department of Education, including the OELA Tool Kits released this year
- WIDA's developing work on labeling program models to make assessment connections
- Our program model menu does not currently align with either.

5. Program Models (L-4-2.17-22)

Current

L-4-2.17-22

- BILINGUAL EDUCATION
- COLLABORATIVE ESL INSTRUCTION
- ENGLISH AS A SECOND LANGUAGE
- NEWCOMER INSTRUCTION
- SHELTERED CONTENT
- TWO-WAY/DUAL LANGUAGE



Proposed

Bilingual

- Transitional bilingual
- Dual language

ENL

- Collaborative ENL and General Education
- Newcomer/SLIFE

6. Student Placement (L-4-6)

Noticing/Reasoning Prompting Proposed Change:

- There have been cases where ELs have not been identified due to Home Language Surveys with incorrect or incomplete information.
- In practice, schools and districts are reviewing transcripts and conducting family interviews.
- Encourage reviewers to award credit when possible.

7. Time Requirements (L-4-7)

Noticing/Reasoning Prompting Proposed Change:

- The Dear Colleagues letter states that “a school district will typically have to provide more EL services for the least English proficient EL students than for the more proficient ones
- Some districts have already made program decisions based on the last round of proposed revisions.

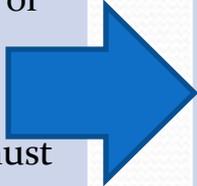
7. Time Requirements (L-4-7)

Current

ENTERING AND BEGINNING-LEVEL ENGLISH LANGUAGE LEARNERS must receive a minimum of 3 periods (or the equivalent) of ESL instruction a day.

DEVELOPING ENGLISH LANGUAGE LEARNERS must receive a minimum of 2 periods (or the equivalent) of ESL instruction a day.

EXPANDING AND BRIDGING ENGLISH LANGUAGE LEARNERS must receive a minimum of 1 period (or the equivalent) of ESL instruction a day.



Proposed

ELs shall have equitable access to academic content in all courses in which they are enrolled through the employment of a variety of English language instructional program models or program model components. Regardless of the program model(s) employed, the academic program for ELs shall, at a minimum:

- be aligned to state academic content standards for the appropriate grade level of the ELs;
- be delivered by appropriately certified EL teachers or teachers who are working in regular, purposeful, consistent collaboration with appropriately certified EL teachers;
- incorporate the use of the WIDA English Language Development Standards (ELDS);
- provide equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity; and
- not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.
- provide no less than 1 period of dedicated ENL instruction per day for Entering and Emerging ELs. The period of ENL must be of the same length as the school's general content-area periods.

8. Family Engagement (L-4-21-27)

Noticing/Reasoning Prompting Proposed Change:

Existing structures and organizations are in place that EL families should be encouraged and trained to participate in rather than establishing a separate parent advisory council.

Appendix

- Please see the following slides for more information about:
 - Who served on the regulations revisions committee
 - Which resources were used
 - Phrases and terms that have been updated



Thank you!

Who's Who on the EL Ch. 16-54 Regs Work Group?

Anke Steinweh, EL Coordinator and Teacher in Jamestown and South Kingstown

Sara Smith, Professor of ESL and Cross Cultural Studies at Brown University

Dina Silvaggio, EL Coordinator in North Providence and President of RITELL

David Sienko, Director of the Office of Student, Community and Academic Supports

Sam Saltz, Commissioner's Fellow at RIDE from Brown Urban Education Policy Program

Nittaya Saenbut, Program Manager at the Center for Southeast Asians

Julie Motta, EL Teacher in Providence and Chair of the RI EL Advisory Committee

Silvana Laramee, EL Teacher in Providence

Emily Klein, Education Specialist at RIDE

Eric Charlesworth, Principal at Paul Cuffee Middle School

Jillian Belanger, EL Coordinator at RIDE



Resources Used

- Existing Ch.16-54 regulations
- Recent Dear Colleagues letter (January 2015)
- OELA English Learner Toolkit
- ECS database of EL policies in all states
- WIDA Guidance and Frameworks
- NY Blueprint for EL Success
- The California Department of Education's resource guide for preschool English learners
- Serving Maine's English Learners
- RI's Basic Education Program (BEP)
- RI Strategic Plan
- TESOL Changes in the Expertise of ESL Professionals: Knowledge and Action in an Era of New Standards

1. Updating Language Throughout

Current	Proposed
1. English Language Learner (ELL)	1. English Learner (EL)
2. English as a Second Language (ESL)	2. English as a New Language (ENL)
3. GLE and GSE	3. State adopted content standards
4. Board of Regents	4. Council on Elementary and Secondary Education
5. Be prepared for post-secondary education and work	5. College and career ready
6. English Language Proficiency Standards	6. English Language Development Standards
7. Endorsement	7. Certificate

1. Updating Language Throughout

Current	Proposed
8. As documented in I-Plan	8. Remove
9. Church	9. Faith-based organizations
10. Newcomer	10. SLIFE (Students with Limited or Interrupted Formal Education)
11. Beginning	11. Emerging
12. student's ability to understand, speak and read English	12. read, write, speak and listen in English
13. Include sufficient personnel and resources to effectively implement the program	13. Include <i>and commit</i> sufficient personnel...