

Designing, Delivering, and Evaluating Services for English Learners

2021 Guidebook



COLORADO
Department of Education



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The English Language Development (ELD) Guidebook is a collaborative effort of many dedicated colleagues at the Colorado Department of Education who have provided necessary feedback and input to update content found in the January 2021 ELD Guidebook*.

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**The Colorado Department of Education requests proper credit be given to original authors and contributors: Guidebook on Improving the Academic Achievement of English Learners, 2007*



Introduction and Guiding Principles

Where the 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. (35 Fed. Reg. 11595)

Colorado educators, district and school administrators and school board members face the challenge to provide an equitable and rigorous education to all students. For more than 122,000 students in Colorado who are English learners (ELs), representing over 280 different languages, the challenge is intensified with Colorado's high academic standards and accountability measures.

Colorado schools must be engaged actively in assessing and analyzing student performance, educational program effectiveness, program delivery structures and instructional processes. Implementing research-based structures that support student achievement for ELs is essential, especially in light of ELs' challenges.

School boards, administrators and educators are entrusted with implementing Language Instruction Educational Programs (LIEPs) that produce results and are based on sound principles of comprehensive school reform. The following goals outlined in the [Colorado Department of Education's Strategic Plan](http://www.cde.state.co.us/cdecomm/strategicplan) (www.cde.state.co.us/cdecomm/strategicplan) illustrate Colorado's commitment to all students that they will:

1. Support high quality early learning and literacy for all students.
2. Expand access and opportunity for historically underserved students.
3. Prioritize and maximize support for schools and districts identified for academic improvements.
4. Expand high school options to ensure all students are ready for college and/or living-wage jobs.
5. Develop a strong pipeline of high-quality educators and principals and provide deeper support for school and district leaders.

This publication is a tool to help school districts craft their professional development activities. It has been a joint effort on the part of the Colorado Department of Education (CDE), Colorado school districts, professional organizations and other interested parties, both public and private, committed to high quality education for ELs. In addition, CDE, whose mission is to help develop guidance, materials and broad recommendations concerning standards, instruction and assessment/data collection for ELs, will assist in this work.

This publication introduces and provides an overview of the issues involved. To help Local Educational Agencies (LEAs) plan further for EL success in school, the Office of Culturally and Linguistically Diverse Education (CLDE) at the Colorado Department of Education, in consultation with other CDE units, institutions of higher education and community agencies, has planned professional development. The implementation of scientifically-based research in literacy and language acquisition models, methods and strategies are infused throughout the guidebook.



Key sections of Title III Part A of the Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act of 2015 (ESSA) provide a focus for our efforts on behalf of children who are English learners, including immigrant children and youth. Specifically, the purposes are to:

- Help ensure that English learners, including immigrant children and youth, attain English proficiency and
- Develop high quality LIEPs, in teaching Limited English Proficient (LEP) children and serving immigrant children and youth, that prepare them to enter all-English instructional settings;
- Assist in building staff capacity to establish, implement and sustain LIEPs and programs of English language development for children who are LEP; and
- Promote parental and community participation in LIEPs for the parents and communities of children who are ELs.

The Guiding Principles below serve as the foundation for the content of the guidebook and reflect the philosophy of the Every Student Succeeds Act, the WIDA Consortium, the Colorado Measures of Academic Success (CMAS), Colorado Academic Standards (CAS), Colorado English Language Proficiency Standards (CELP), and federal reform initiatives. These principles are supported by Colorado educators and administrators who helped develop the content for the guidebook and who are responsible for providing appropriate, challenging and high quality educational opportunities for our ELs. **The Guiding Principles** are:

- 1. School districts will implement LIEPs with a focus on access, equity and quality.**
- 2. The effective acquisition of academic English to promote student achievement will be a priority regardless of the LIEP selected.**
- 3. Assessment will use valid and reliable measures systematically to determine progress in attaining English proficiency (including the level of comprehension, speaking, listening, reading and writing skills) and student academic achievement standards.**
- 4. Instruction and accountability will be based on meaningful data related to student performance.**
- 5. All instructional staff assigned to educate ELs will be professionally prepared, qualified and authorized to teach this population.**
- 6. Parents will be encouraged and provided opportunities to collaborate actively with schools to support their children's learning and to increase their own language and literacy skills.**

The English Language Development (ELD) Guidebook provides assistance to Colorado educators, administrators and school board members in their continuing efforts to address the linguistic and educational needs of English learners by sharing information on legislated and judicially mandated policies as well as best practices and program procedures organized into ten chapters:

- Understanding English Learners
- Federal and State Requirements
- Understanding the Districts' Obligation to Identify, Assess, Place, Monitor and Exit English Learners
- Designing Effective Programs to Meet the Needs of English Learners
- Components of an Effective Language Instruction Education Program
- Multi-Tiered System of Supports, Special Education Needs, and Gifted Education
- Evaluating and Managing Programs for English Learners
- Family and Community Engagement
- Understanding Secondary English Learners
- Considerations for Educating Refugees

For further information, contact the [CLDE Office](#) at www.cde.state.co.us/cde_english/contactus.

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Glossary

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners)

Colorado's English language proficiency assessment given to K-12 students who have been identified as ELs.

AGP (Adequate Growth Percentile) The growth percentiles needed to become English proficiency within the set timeline.

AMAO (Annual Measurable Achievement Objectives) The objectives that school districts must meet with regard to their Language Instruction Education Program. Required by No Child Left Behind, Title III.

BICS (Basic Interpersonal Communication Skills) The language ability required for face-to-face communication where linguistic interactions are embedded in a situational context.

BOE (Body of Evidence) Multiple data sources used for monitoring and reclassifying a student.

CALP (Cognitive Academic Language Proficiency) The language ability required for academic achievement in a context-reduced environment such as classroom lectures and textbook reading assignments.

CAS (Colorado Academic Standards) Expectations of what students need to know and be able to do at the end of each grade.

CELP (Colorado English Language Proficiency Standards) Comprehensive English Language Proficiency standards that address the need for students to become fully proficient in both social and academic English.

Department of Justice (DOJ) The United States Department of Justice, also known as the Justice Department, is a federal executive department of the U.S. government, responsible for the enforcement of the law and administration of justice in the United States, equivalent to the justice or interior ministries of other countries.

CLD (Culturally and Linguistically Diverse) A term used to describe students of differing cultural and/or linguistic backgrounds.

ELA (English Language Acquisition) Providing services to English language learners through a transitional native language instruction model and/or an English as a second language (ESL) model. The goal of the program is for students to transition to the mainstream English language instructional program.

ELD (English Language Development) Can be a program or simply a set of guidelines for the language development of ELs. The State of Colorado has English Language Development Standards to guide districts, schools and educators in developing appropriate programs.

EL (English Learner) A student who is linguistically diverse and who is identified using the state-approved English language proficiency assessment and a body of evidence as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English.

ESEA (Elementary and Secondary Education Act) Passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. In 2002, Congress amended ESEA and reauthorized it as the NCLB.



ESL (English as a Second Language) A model for providing services to English learners that includes supported English content instruction and English language development.

ESSA (Every Student Succeeds Act) The Elementary and Secondary Education Act (ESEA) was reauthorized in 2015 as the Every Student Succeeds Act and serves as the main federal law affecting education from kindergarten through high school.

Exceptional Students who are gifted/talented, students with disabilities, and ELs who have special learning needs.

Exited FEP (Fluent English Proficient) students who have been monitored for 2 years and no longer require ELD services.

FEP (Fluent English Proficient) English learners who are able to understand and communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. They are able to achieve in content areas comparable to native English speakers but may still need limited linguistic support.

GT (Gifted and Talented) Students who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas.

HLS/HLQ (Home Language Survey or Home Language Questionnaire) A form completed at the time of registration used to identify English learners for the purpose of providing access to appropriate educational opportunities.

IDEA (Individuals with Disabilities Education Act) The federal law pertaining to Special Education. Reauthorized in 1997.

IEP (Individualized Education Program) A written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with the Individuals with Disabilities Act (IDEA).

IPT (Idea Proficiency Test) English language proficiency test.

L1 (First language) The language a child learns as his or her native language.

L2 (Second Language) A language an individual learns in addition to his or her first language.

LEA (Local Education Agency) The local school district or Boards of Cooperative Educational Services (BOCES).

LIEP (Language Instruction Education Program) Districts are required to provide evidence that appropriate programming is available for English learners.

LEP (Limited English Proficient) Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write or understand English can be Limited English Proficient.

MGP (Median Growth Percentile) MGPs are the median individual student growth percentiles calculated at district EMH levels Where $n=20+$. The median individual student growth percentile provides a measure of the relative effectiveness of the school/district in teaching English to ELs.

Monitor 1, Monitor 2 ELs reclassified as FEP are monitored for a period of 2 years to determine their successes in the regular school program.



MTSS (Multi-Tiered System of Supports) A prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.

NEP (Non-English Proficient) Students who come from another language background and are not fluent in English (speaking, listening, reading, and/or writing).

OCR (Office for Civil Rights) The department of federal government that watches out for violations of civil rights laws. They can also be contacted by parents and educators to report violations by school districts with regards to ethnicity or language discrimination.

PHLOTE (Primary or Home Language Other Than English) A designation given to students based on information from the Home Language Survey that indicates the primary language spoken at home is not English.

READ Act Colorado Reading to Ensure Academic Development Act passed by Colorado Legislature in 2012, READ Act focuses on K-3 literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified as having significant reading deficiency, delineating requirements for parent communication, and providing funding to support intervention.

Redesignation A term describing a process that districts and schools develop to determine when language proficiency level changes from Limited English Proficiency (LEP) to Fluent English Proficiency (FEP) Monitor Year 1.

Sheltered Content Courses A course designed to make grade-level academic content understandable for ELs while at the same time developing their English language proficiency. The educator uses strategies and techniques to integrate language and content while infusing socio-cultural awareness.

SIOP (Sheltered Instruction Observation Protocol) A research-based and validated model of sheltered instruction to help educators plan and deliver lessons that allow ELs to acquire academic knowledge as they develop English language proficiency.

SOLOM (Student Oral Language Observation Matrix) An informal language acquisition matrix done through observation of the student in various settings.

W-APT (WIDA-ACCESS Placement Test) Colorado's English language proficiency screener test given to incoming students who may be designated as ELs in grades Kindergarten and first semester, first grade. This assessment assists with placement decisions such as identification and placement of English learners in ELD program services.

WIDA Screener Colorado's English language proficiency screener test given to incoming students who may be designated as ELs in grades second semester, first grade through grade 12. This assessment assists with placement decisions such as identification and placement of English learners in ELD program services.

WIDA (World-Class Instructional Design and Assessment) Colorado is a member state of the non-profit cooperative group whose purpose is to develop standards and assessments that meet and exceed the goals of NCLB and promote educational equity for ELs.

WM (Woodcock-Munoz) There are several assessments produced by "Woodcock-Munoz", but the most common is the language proficiency test used by districts in a BOE to determine placement in an ELA program or not.

