



LOOK ACT IMPLEMENTATION

MATSOL 2018



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01

Program Applications

ELE Program Application and Approval Process as required by the LOOK Act

1. **Districts** that wish to operate a new SEI or alternative ELE program will submit information required to the Department by Jan. 1 annually. (Example: 2019-20 proposed programs need to be submitted by Jan. 1, 2019) Note: Forms provided by the Department.
2. The **Department** has 90 days to review the information submitted and notify the district in writing whether the program fails to meet federal and state law requirements.
3. Could go one of two ways:
 - a. Good to go. **Can begin program.**
 - b. If required, the **district** shall have 30 days to submit a revised proposal incorporating (assuming the district wants to continue the process) any corrective steps required to bring the program into compliance.
4. The **Department** will then review the revised proposal and notify the district in writing if may commence the new program.



Application Process for New Programs

Step 1: Needs Assessment

- Districts that wish to operate a new SEI or alternative ELE program will submit a “needs assessment” using the Web-Based Monitoring System (WBMS) by mid November.
- *Needs Assessment* will include basic information about the proposed program.
- Districts will be provided prompts that are based on the elements of the Castañeda test.
- DESE review:
 - DESE approves the needs assessment by providing a rationale. The district submits the full a application by January 1.
 - DESE does not approve the needs assessment by providing a rationale. The district will consider the feedback and postpone the full application process in order to meet the requirements.

Step 2: Full Application

- All districts that have an approved “*Needs Assessment*” will submit their full application to WBMS by January 1.
- Full application process will include a complete Castañeda test for the proposed program.
- Districts that don’t have a Castañeda test in file provided to DESE during the ELE compliance review will also complete Castañeda test for their current program(s)



SEI Program Application for First-Time EL Districts

- All districts are required to start providing language assistance services upon a student's identification as an English learner.
- Districts that have enrolled their first English Learner will start developing an ELE program and submit for approval by January 1.
- DESE is working on an easier application process for such districts.
- There will be no *Needs Assessment* for such districts.

Parental Requests for an ELE Program

- **Individual requests** to enroll or transfer a student into another ELE program already implemented in the district. Superintendents have the final say.
- **Group requests:** Parents of 20 or more students may request the implementation of a new ELE program not yet offered by the district. This is ultimately the Superintendent's decision. Districts must respond within 90 days after receiving the request and provide: (i) a plan for implementation of the requested program; or (ii) a denial of the request, in writing, including an explanation of the denial.



Parent Notification

- Districts will include information regarding parental rights and programs available in the district in the enrollment package to meet the 10 days requirement stated in the LOOK Act.
- Regular parent notification will go to parents after students are identified and places in an ELE program

Bilingual Education Endorsement

- Proposed 603 CMR 7.14 and 7.15:
 - Establish the Bilingual Education endorsement and outline the requirements educators would have to meet to earn it,
 - Clarify the settings in which educators will need the SEI or Bilingual Education endorsements, and
 - Allow the Commissioner to issue a one-year waiver of the Bilingual Education Endorsement requirements under certain circumstances.

Bilingual Education Endorsement: Who is required?

- **Who is required to have the bilingual endorsement under the proposed regulations?** The only group of teachers in a bilingual program who would be required to hold the Bilingual Education Endorsement are core content teachers (specifically Math, Soc. St., Science) who teach in a language other than English and have ELs.

02

ELE Services in Preschool and Kindergarten

ELs in Preschools

- ELs in Pre-K will be identified and enrolled in an ELE program in SIMS.
- ELs in Pre-K will be assigned to SEI endorsed teachers.
- Inclusive, language-rich classroom environment where both social and academic language is actively supported
- Districts should reflect on how children at this early age learn language and to what extent existing classroom practices are responsive to young children's developmental needs.
- Collaboration with ESL teachers
- Close monitoring performed by an ESL teacher
- Evidence of monitoring for compliance reviews

03

Benchmarks

Benchmark Requirements

Ch71A SECTION 65 Section 11:

The department shall develop:

- (i) benchmarks for attaining English proficiency for English learners;
- (ii) guidelines to assist school districts in the identification of English learners who do not meet benchmarks, and
- (iii) an English learning success template for use by districts to assist English learners who do not meet English proficiency benchmarks.



Benchmark Guidelines

The guidelines shall include:

- (i) recommendations for school districts to identify and monitor an English learner's progress in English proficiency;
- (ii) methods for school districts to provide personalized goals for English learners who are not meeting English proficiency benchmarks;
- (iii) best practices for ensuring that English learners meet English proficiency benchmarks and personalized goals including, but not limited to, methods to incorporate parental input; and
- (iv) methods for school districts to share best practices in assisting English learners in gaining English proficiency.



Requirements for Districts

ELE 5: Program Placement and Structure

School districts shall adopt procedures to identify English learners who do not meet English proficiency benchmarks and shall establish a process for the district to:

- (i) identify areas in which identified English learners needs improvement and establish personalized goals for the identified English learners to attain English proficiency;
- (ii) assess and track the progress of English learners in the identified areas of improvement;
- (iii) review resources and services available to identified English learners that may assist said learners in the identified areas of improvement; and
- (iv) incorporate input from the parents or legal guardian of the identified English learner.

Appendix C: Sample Student Success Plan

EL Student Success Plan 20XX-20XX

XXX Public Schools XXX Elementary/Middle/High School

Family Name: _____ First Name: _____ Birth date: _____ SASID: _____ Grade: _____
 Country of Origin: _____ Language(s): oral: _____ written: _____ Student is SLIFE: Yes/No

Type of ELE program: <input type="checkbox"/> SEI <input type="checkbox"/> TBE <input type="checkbox"/> TWI <input type="checkbox"/> Newcomer <input type="checkbox"/> ESL class <input type="checkbox"/> pull-out <input type="checkbox"/> push-in <input type="checkbox"/> _____ periods of ESL ¹ <input type="checkbox"/> Other _____	<input type="checkbox"/> SEI ² Content areas: _____ _____ _____	Type of support: <input type="checkbox"/> para in-class support (circle: SPED, language, content) <input type="checkbox"/> Title I Reading <input type="checkbox"/> Title I Math <input type="checkbox"/> Literacy Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Math <input type="checkbox"/> Title III describe: _____ <input type="checkbox"/> Other: _____
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Language Accommodations (MCAS): _____ IEP Goals: _____

IEP Accommodations: _____

Educator overseeing plan: _____ SSP Team Members: _____

Attachments: intake assessments home language surveys MCAS ACCESS/Alt ACCESS local assessments teacher input other

Student created self-description and goals:

¹ ESL, Newcomer, SLIFE, TWI, and TBE may only be taught by an appropriately licensed instructor.
² No core academic teacher can be assigned to provide SCI to an EL unless the teacher holds the SEI Teacher Endorsement or will obtain it within one year. The district must make every reasonable effort to avoid assigning an EL to more than one non-endorsed core academic teacher during the student's enrollment in the district.

ELP Benchmarks: Prior ACCESS/Alt ACCESS* level and year _____ Difficulty Index (ACCESS only) _____ ACCESS/Alt ACCESS* target (ACCESS only) _____

*Alt ACCESS takers will have demonstrated progress if they increase proficiency level in one or more subdomains of the Alt ACCESS. They will not receive a Difficulty Index or ACCESS target as both of these are calculated only for ACCESS.

Quick peak: MCAS Math and year _____ MCAS ELA and year _____ MCAS Science and year _____

Local Assessments/measures and when given: _____

School Interventions: Interventions for ELs include tiered systems of support - small group instruction, literacy instruction, etc. ESL is *not* an intervention.

Subject	Specific Goals	Intervention/Strategies	Intervention Monitoring Date	Monitoring Status	
				Sufficient Progress	Comments
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

Intervention Status	<input type="checkbox"/> Student is not progressing in a timely manner. Intervention/strategies to be revised: _____ Date: _____
	<input type="checkbox"/> Student is making some progress with: _____ intervention/strategies.
	<input type="checkbox"/> Continue with plan. Date: _____
	<input type="checkbox"/> Student has mastered and completed interventions. Student will no longer receive interventions/strategies. Date: _____

Parent Strategies: *(Steps/strategies that the student's parents or guardians may take to help the student improve his/her skills)*

Parent signature: _____ **Date:** _____

Parent Information

Parent has been informed of the content of the **Student Success** Plan after each monitoring update visit in a language they can understand via:

E-mail Mail Conference **Date:** _____

E-mail Mail Conference **Date:** _____

E-mail Mail Conference **Date:** _____

04

Parent Advisory Councils

Parent Advisory Councils

ELE 7: Parent Involvement

- Districts that **require** an EL Parent Advisory Council:
 - 100 or more ELs, and
 - 5% of student body.
- Schools that **require** an EL Parent Advisory Council:
 - underperforming and chronically underperforming schools with ELE programs.
- The council shall receive assistance from the **Director of language acquisition programs for the school district or charter school** or other appropriate school personnel as designated by the Superintendent.

EL Parent Advisory Council Duties

- The **duties** of the council shall include, but not be limited to:
 - establishing by-laws regarding officers and operational procedures,
 - advising the school district, school committee and board of trustees on all matters that pertain to English learners,
 - meeting regularly with school or district leaders to participate in the planning and development of programs designed to improve educational opportunities for English learners (including requirement that any district submitting a new ELE program to the Department needs to get the advise of the ELPAC first),
 - participating in the review of school improvement plans and district improvement plans as the plans relate to English learners, and
 - upon request from a parent advisory council, each school committee or school council within that parent advisory council's district shall meet at least annually with the council.



05

Seal of Biliteracy

Seal of Biliteracy

- School districts may award the State Seal of Biliteracy to students who meet the academic criteria listed in 603 CMR 31.07(2).
- Participating district will provide written notification to parents or legal guardians of all students enrolled in the district about the State Seal of Biliteracy program, its purposes, and eligibility requirements, in a language that the parent or legal guardian can understand.
- A school district that awards the State Seal of Biliteracy shall affix the unaltered state insignia developed by the Department on the diploma or the transcript, or both, of students who meet the requirements listed in 603 CMR 31.07(2).

Academic Criteria for the Seal of Biliteracy

- Demonstrate a high level of proficiency in English through one of the following:
 - MCAS results
 - A minimum score or level on a nationally recognized and readily available assessment approved by the Department that measures English proficiency
- Demonstrate high level of proficiency in a foreign language
 - A minimum score or level on a nationally recognized and readily available assessment approved by the Department that measures literacy in a language other than English
 - An alternative evidence method established by the Department in guidance



THANK YOU

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