

Excerpts from Analyses of Approved ESEA Flexibility Waivers from Select States, on English Language Learners (Rounds One and Two)*

State (with links to approved requests)	Flexibility Waiver Application Language on English Language Learners
Arizona	<p>Common Core State Standards (CCSS): for professional development and technical assistance, with phases one and two specifically addressing differentiation and scaffolding to ensure all students achieve to the college- and career-readiness level (p. 23). State describes specialized training for teachers who instruct English language learners (ELLs) within Structured English Immersion classrooms. All Arizona certified educators must acquire an endorsement that ensures they have received training in SEI (p. 24). Phase three training also includes differentiation (p. 29).</p> <p>“Arizona intends to develop and instructional materials aligned with the new college- and career-ready standards and based on Universal Design for Learning guidelines, frameworks and examples... These materials will be developed to support teaching and learning of all students, and will provide instructional strategies that support differentiation and scaffolding for students, including English language learners, students with disabilities, and low-achieving students” (p. 30).</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address</p> <p>ELP Standards: Arizona developed ELP standards in 2011, to correspond with the college- and career-ready standards.</p> <p>ELP Assessments: Arizona is using the Arizona English Language Learner Assessment (AZELLA) as an English language proficiency assessment.</p> <p>Other: Arizona’s ELL population is concentrated in the lower grades, with nearly 50% of ELLs in grades K-2 (p. 24).</p>

<p>Arkansas</p>	<p>Common Core State Standards (CCSS): State is a member of the ELL SCASS, ELL State Collaboratives on Assessment and Student Standards (SCASS), a Council of Chief State School Officers (CCSSO)-led effort to develop common ELP standards that they may adopt. State will recommend ELL and SWD teachers collaborate with general education teachers throughout the implementation of CCSS. State conducts a two-week summer training institute, the English Learner academy. The academy will be transitioned to focus specifically on CCSS and the application of teaching strategies and classroom methods that address ELL’s needs in mastering CCSS. Also will conduct training on parent outreach for ELL families on CCSS.</p> <p>Regular Test Exemption: Did not address</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: Separate English language Proficiency standards have been developed (p. 20; PDF 21).</p> <p>ELP Assessments: “Assessment systems used to measure English Language progress against the standards and accountability benchmarks for both English fluency and core content for ELLs are in place.”</p> <p>Other: Arkansas Department of Education (ADE) contracts with an ELL specialist through the Mid-Continent Comprehensive Center to develop and provide professional development to teachers working with ELLs. These professional development opportunities are offered throughout the year.</p>
<p>Colorado</p>	<p>Colorado Academic Standards – inclusive of Common Core State Standards: “All professional development and training for standards is predicated upon the understanding that all standards apply to all students, including those with disabilities and ELLs, and that all content teachers are responsible for the learning of all of their students.” (p. 35) Revised version of teaching & learning guide includes differentiation for SWD and ELL Also, adopted Colorado English Language Proficiency Standards (CELP) developed by World-class Instructional Design and Assessment (WIDA). Professional development on CELP (p. 35)</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did note changes to the Annual Measurable Achievement Objectives (AMAOs). AMAOs will be re-defined as: AMAO1- Progress in English language proficiency to be defined by the median growth percentile on Colorado’s English Language proficiency assessment (CELAPro); AMAO2- Attaining English language proficiency to be defined by the Adequate Growth Percentile; AMAO3- Academic Growth to Standard ratings in reading, writing and math for ELLs as well as graduation rate rating. (CELAPro performance and growth data tables (p . 73)</p> <p>ELP Standards: Colorado has adopted WIDA (World-Class Instructional Design and Assessment)</p> <p>ELP Assessments: Did not address.</p>

	<p>Other: 10-city tour regarding new CELP standards, had a development and implementation team for CELP (p. 35). Added measures of English language progress & attainment to the state performance frameworks for schools/districts. CELApro performance and growth data tables (p . 73)</p> <p>Indicator 1: academic growth to standard on Colorado’s ELP assessment (CELApro). Calculated for all students with 2 consecutive scores. (p. 69) (CELApro growth data = 14% of academic growth to standard rating). (p. 72)</p> <p>Indicator 2: academic growth gaps indicator (see accountability system) captures academic growth to standard ratings in reading, writing, math for ELLs. Indicator 3 postsecondary workforce readiness targets for ELLs.</p> <p>If ELLs are identified as a priority school’s focus, expectation would be that the improvement strategies include interventions for these groups of students. UIP (universal improvement plan) quality criteria include review criteria for interventions for ELLs. Program staff with expertise on ELLs are included in the UIP reviews of schools. (p. 94)</p>
<p>Connecticut</p>	<p>Common Core State Standards (CCSS): State created crosswalk documents that show the connection between the English language learner (ELL) framework and the CCSS. Ultimately there will be a complete document for each grade level or secondary grade span in which the Connecticut ELL framework indicators are linked to the CCSS. State provides trainings on effective instructional strategies for ELLs aligned to CCSS. Note: Connecticut has been preparing for the adoption of Next Generation Science Standards, slated for completion in late 2012, with the introduction of assessments based on NGSS possibly in 2016.</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs:</p> <p>ELP Standards: State notes that it is submitting a separate waiver request for Annual Measurable Achievement Objective (AMAO) 3. No further details provided (footnote on p. 95).</p> <p>ELP Assessments: Did not address.</p> <p>Other: Connecticut is part of a CCSSO group, state collaborative on English language acquisition standards, formed to develop common ELP expectations that align with the CCSS (p. 44). Approximately 5% of student population is ELL.</p>
<p>Delaware</p>	<p>Common Core State Standards (CCSS): See English Language Proficiency (ELP) standards, below.</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: State does not intend to change the Title III Annual Measureable Achievement Objectives (AMAO) targets. However, Title III calculations for AYP are based on revised AMO targets in waiver. Extensive discussion (p. 71-2; PDF 77-8).</p>

	<p>ELP Standards: Founding member of World Class Instructional Design and Assessment Consortium (WIDA). Adopted ELP standards in 2004, 2007, 2012. References alignment study of WIDA ELP w/CCSS.</p> <p>ELP Assessments: Using two diagnostic tools, WIDA MODEL (measure of developing English language) in K; WIDA-ACCESS Placement Test (W-APT) for 1-12. Uses WIDA’s ACCESS as an annual assessment. Intends to adopt newest instrument, ASSETS, as it becomes available (funded through \$10.5M federal RTTT grant).</p> <p>Other: LEAs will receive targeted support from DDOE staff specifically trained in supporting students with specific needs such as English language learners (p. 21; PDF 27).</p> <p>Notes Office of Special Education Programs 5-year goal to increase the number of highly qualified and certified ELL and SWD staff (p. 26; PDF 32).</p> <p>Long list of partnerships used to support ELL and SWD (p. 27; PDF 33).</p> <p>Working with center for Equity and Excellence to conduct comprehensive needs assessment for ELLs. (p. 35; PDF 41) “One of the goals of the three-year plan is a transition from least-effective program models, such as ESL pull-out and push-in with limited teacher-student contact hours, to more successful research-based dual immersion program models, lower teacher to student ratio, increased contact hours, and more parent involvement.”</p>
<p>District of Columbia</p>	<p>Common Core State Standards (CCSS): DC teachers are currently using the 2012 Edition of the World-Class Instructional Design and Assessment (WIDA) English language Development (ELD) standards, which is heavily influenced by the CCSS. Being a part of the WIDA Consortium gives teachers access to these new ELD standards, resource guides, online training, and support in synchronizing developing students’ English language skills with their academic achievement. Student performance data has shown that English language learners (ELLs) have demonstrated the most growth across DC. The DC Office of the State Superintendent of Education (OSSE) will look to those successes to continue the growth in ELL performance and will bring together leaders in the ELL community to evaluate how to meet the needs of the DC’s ELL population while meeting the expectations of the CCSS. DC will continue to provide PD on ELD standards, language differentiation during content instruction and assessment, and ways to effectively use assessment results to increase student achievement. Several PD sessions are planned for summer 2012 for ELL educators. The Specially Designed Academic Instruction in English (SDAIE), for example, is a hands-on, practical course that focuses on strategies for making content area instruction comprehensible and meaningful for ELLs in grades 2-12. Strategies that participants will learn include cooperative learning, adapting text for ELLs, building on prior knowledge, offering multiple ways to engage, providing comprehensible input, and making a home/school connection. This training will also be provided with a focus on early childhood for grades pre-kindergarten through first. DC continues to provide ongoing PD for teachers, allowing them to obtain continuing education graduate credits, meet English as a Second Language (ESL) licensure and certification requirements, take advantage of the DC’s free SPED Praxis preparation materials, and build their capacities to meet the needs of diverse learners (p. 34-35).</p>

	<p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address</p> <p>ELP Standards: DC has signed a Memorandum of Understanding with World-Class Instructional Design and Assessment (WIDA) to align the current language acquisition standards and assessment with the CCSS.</p> <p>ELP Assessments: DC has signed a Memorandum of Understanding with World-Class Instructional Design and Assessment (WIDA) to align the current language acquisition standards and assessment with the CCSS.</p> <p>Other: The District of Columbia also participates in the Assessment Services Supporting ELLs through Technology System (ASSETS) consortium, a four-year project launched earlier this year to build a comprehensive and balanced technology-based assessment system for ELLs. The assessment system will be anchored in WIDA’s English Language Proficiency (ELP) standards, which are aligned with the CCSS, informed by current and ongoing research, and supported by comprehensive professional development. The system will include a computer-based language proficiency test, screener, benchmark assessment, and formative resources to support teachers in implementing data-driven instruction for ELLs. The consortium will build on the foundation of standards, assessment, professional development, and research already developed by the managing partner, WIDA, to ensure that tools help ELLs succeed in becoming college- and career-ready. The consortium also assists in the development of online summative, benchmark, and screener assessments in addition to formative assessment resources for use in the classroom</p>
<p>Florida</p>	<p>Next Generation Sunshine State Standards, transitioning to Common Core State Standards(CCSS): Planning to conduct an analysis of the linguistic demands of common core state standards to inform development of the state’s English Language Proficiency Standards</p> <p>Regular Test Exemption: Florida is making changes to its school grading system to include English Language Learners (ELLs) who have been in the country for more than one year. ELLs who have been in the country more than one year will be included in all components of the school grading system.</p> <p>Changes to AMAOs: Did not address</p> <p>ELP Standards: Florida is working with other states to begin developing ELP standards in 11-12. Proposed timeline: Standards to be completed by spring 12, approved by summer 12, implemented in K and 1st in fall 2012, and implemented for 2-12 in fall 2013. All ELLs, including those with disabilities, are required to be assessed annually with the Comprehensive English Language Learning Assessment (CELLA), which measures progress of ELL proficiency in English. Accommodations are based upon Individual Educational Plan documentation. State also reviewing standards developed by World Class Instructional Design and Assessment.</p> <p>ELP Assessments: All ELLs, including those with disabilities, are required to be assessed annually with the Comprehensive English Language Learning Assessment (CELLA), which measures progress of ELL proficiency in English. Accommodations are based upon</p>

	<p>Individual Educational Plan documentation.</p> <p>Other: Every LEA has a plan outlining strategies and interventions available for ELLs and SWDs. Additionally, each ELL student has an ELL student plan. (p. 66; PDF 67). All primary Language Arts teachers, including Exceptional Student Education (ESE) teachers, must become ESOL endorsed, which requires completion of 300 ESOL in-service training hours. (p. 66; PDF 67)</p> <p><i>Note: State Board of Education voted 2/28 but mechanism for SWD, ELL inclusion in grading system not yet determined.</i></p>
<p>Georgia</p>	<p>Common Core – Common Core Georgia Performance Standards (CCGPS): School Performance Index includes an indicator to measure EL performance English for Speakers of Other Languages Unit at GaDOE “has initiated an intense professional development campaign” – target teachers, administrators. Planned workshops on data mining to develop targeted interventions for ELs.</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address. However “the ESOL unit at GaDOE has initiated an intense professional development campaign that is blanketing the entire state with educator training related to standards-based instruction of English Learners. Plans for spring statewide training include providing districts with data mining workshops intended to increase the depth of analysis of multiple data sets for the purpose of developing targeted interventions for ELLs and program monitoring.” Other supports are mentioned above in the students with disabilities section.</p> <p>ELP Standards: World-Class Instruction, Design and Assessment (WIDA) alignment study of the WIDA English Language Proficiency (ELP) standards in relation to CCSS. State will incorporate WIDA’s “amplified” ELP standards released in the spring of 2012.</p> <p>ELP Assessments: Did not address.</p> <p>Other: The CCRPI for elementary schools includes an indicator to measure English Learners’ (EL) performance on an annual basis and the number of students with disabilities served in general classrooms greater than 80% of the school day. The achievement score for each school will reflect these percentages. The GaDOE will provide district level support to districts with Focus Schools. The GaDOE will offer support from specialists in the areas of English learners, students with disabilities, and economically disadvantaged students.</p>
<p>Indiana</p>	<p>Common Core State Standards (CCSS): Worked with Great Lakes East comprehensive center – analysis of correspondence between IN Kindergarten English language proficiency & CCSS, shared with educators in 2011.</p> <p>Developing timeline of activities to develop/ disseminate new ELP standards aligned to CCSS by 4/12.</p> <p>Working with Center for Applied Linguistics to provide training. Monitoring work with World-class Instructional Design and Assessment (WIDA) ELP work. See implementation plan activities list (p. 29).</p>

	<p>Regular Test Exemption: ELs who are “LAS” level 1 or 2 for first time and never tested higher are exempt from test for 1 year. No student exempt for more than 2 years regardless of proficiency. (p. 49)</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: Conducted an analysis of the correspondence between Indiana Kindergarten English Language Proficiency (ELP) standards and the linguistic demands of the Common Core State Standards that is to be shared with educators around the state. State is monitoring the World-class Instructional Design and Assessment (WIDA). Using WIDA draft of the 2012 English Language Development standards to inform IDOE’s analysis of the linguistic demands of the state’s college and career ready standards and the revision of grades 1-8 English Language Proficiency Standards by the 2014-2015 school year. State plans to hire Coordinator of English Learning (EL); Utilize the WIDA standards that have been created and aligned with the CCSS; Develop internal & external key stakeholders group to review the WIDA work.</p> <p>ELP Assessments: Did not address.</p> <p>Other: Specialized groups of educators—such as ELL teachers, special education teachers, art teachers and music teachers—are also helping to create guidance documents to support local school districts as they develop their own evaluation metrics and tools (p. 16).</p>
<p>Kansas</p>	<p>Kansas Common Core Standards (KCCS): Regional meetings have been held where members of “special education department, English as a Second Language, and Common Core have come together to assist schools with their transition process” (p. 38-39; PDF 44-45). Special education and ESOL teachers will be involved in aligning lessons with the KCCS (p. 41, PDF 47).</p> <p>In 2011 the Kansas State Department of Education (KSDE) received a five year Title III National Professional Development grant funded through the Office of English Language Acquisition (OELA) in Washington, D.C. Project Kansans Organized for Results-based and Effective Instruction (KORE) is a statewide collaboration between Kansas State University, Kansas University, the Jones Institute, Emporia State University and KSDE to provide support to existing and future school systems implementing the Kansas Multi-Tier System of Supports (MTSS) in working with students of culturally and linguistically diverse (CLD) backgrounds, in particular those students who are English Language Learners (ELLs) (p. 41, PDF 47).</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: “The level of rigor in KS ESOL 2011 standards has been raised extensively in order for ELs to reach CCSS standards” (p. 43, PDF 49).</p> <p>ELP Assessments: Kansas will develop a new English Language Proficiency assessment after alignment of 2011 ESOL standards</p>

	<p>with KCCS. Staff will explore options for test development in 2012-13, in time to pilot a test in the spring of 2014 with implementation in 2015 (p. 43, PDF 49). Kansas’ ESOL Standards Implementation Timeline (p. 44, PDF 50).</p> <p>Other: Kansas joined a work group of 16 states known as the State Collaborative on English Language Acquisition (SCELA). The work group has two tasks: 1) to develop common English language proficiency (ELP) expectations and 2) the systematic examination of current state English Language Proficiency standards to determine commonalities that correspond to the CCSS. In conjunction with the latter, a framework for developing correspondence to CCSS is being formulated. The work group is receiving assistance with these two tasks from the Assessment and Accountability Comprehensive Center and the Mid-Atlantic Comprehensive Center. By June 2012, using the results of the two tasks, Kansas will determine whether any adjustments or amendment need to be made to the Kansas ESOL standards and take appropriate action to align them to the Kansas Common Core State Standards (p. 43, PDF 49). State actively participated in the development of the accommodations manual for ESOL developed as part of the CCSSO Assessing Special Education Students State Collaborative on Assessments and Student Standards (p. 46, PDF 52).</p>
<p>Kentucky</p>	<p>Common Core State Standards (CCSS)– first state to adopt: State has Leadership Networks, districts strongly encouraged to send at least one special education teacher, district special education directors. State’s 11 regional sped cooperatives received additional funding to provide more intensive training on CCSS. Includes hiring literacy & math specialists with sped expertise. (Attachment 27 p. 302; PDF 412) Strategies: Universal Design; Response to Intervention support; emphasis on curriculum development/design through state’s model curriculum framework; and assessment literacy strategies and accommodations for SWD and ELL In preparation for the Alternate K-PREP Standards, KDE has worked with the special education cooperatives and colleges/universities to produce instructional and curricular supports for the new reading, writing, and math standards – all based on Common Core State Standards. Developing online technology platform, KY’s continuous instructional improvement technology system for professional development– began 8/11, to be fully populated 12/12. PD 360 resources “scheduled to be integrated into the educator development suite have an intentional focus of providing support to P-12 educators working with SWD, ELLs, and other diverse populations.”</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: Did not address.</p> <p>ELP Assessments: Did not address.</p> <p>Other: Practices to improve student achievement for ELLs, SWD, lowest-achieving students, graduation rates (p. 72)</p>
<p>Louisiana</p>	<p>Common Core State Standards (CCSS) AND new Social Studies Grade-Level Expectations that complement the CCSS: State participates in English Language learners (ELL) State Collaborative on Assessment and Student Standards.</p>

	<p>LDOE will develop and/or adopt instructional materials to align with the common ELP standards when they are completed. (p. 35; PDF 36) State, with 20 other states, has requested funding from U.S. Department of Education's Office (US DOE) of English Language Acquisition (OELA) National Professional Development Program. If funded, this 5 year program will provide professional development activities intended to improve instruction for ELLs and improve the effectiveness of educational personnel working with such children. (p.36; PDF 37)</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: State belongs to the ELL State Collaboratives on Assessment and Student Standards (SCASS), a Council of Chief State School Officers (CCSSO)-led effort to develop common ELP standards that they may adopt. (p. 35; PDF 36)</p> <p>ELP Assessments: Did not address.</p> <p>Other: Did not address.</p>
<p>Maryland</p>	<p>Maryland (MD) adopted college- and career-ready standards for all students and signed a Memorandum of Understanding with the Partnership for Assessment of Readiness for College and Careers (PARCC). MD is a governing state. (p. 23-4): Tools are being designed using UDL principles and guidelines to assist in differentiation for teachers of SWD, ELL and other diverse learners. Teachers of ELL and SWD students may also access resources in the professional development section of the Toolkit where these supports will be meta-tagged for alignment with specific sections of the State Curriculum. As curriculum resources are developed, specialists who work with ELLs participate in the development of the resources.</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: In June 2011, MSDE joined the World-Class Instructional Design and Assessment (WIDA) Consortium that provides ELP standards and an ELP assessment.</p> <p>ELP Assessments: The state is in the process of implementing these standards and the ACCESS for ELLs® ELP assessment.</p> <p>Other: Model Performance Indicators have been developed that align with CCSS across grade levels. The result of this focus on academic language in a content context and the alignment with CCSS will support ELLs in accessing the college- and career-ready standards on the same schedule as all students. MSDE is issuing sub-grants to LEAs to provide incentives for ELA, math, social studies, science, and elementary classroom teachers in low-achieving, high-minority, high-poverty schools with a significant</p>

	<p>number of ELLs to obtain an additional certification (endorsement) in ESOL. This project is funded by the Race to the Top grant and will last through the 2013-2014 school year. Maryland’s plan for developing formative assessments that are aligned with the new summative assessments involves building on existing expertise in the state, including work underway with RTI and Classroom Focused Improvement Program models, where several LEAs already employ a rich array of formative and interim assessment tools. Initial work has involved creating an item bank constructed from these existing tools including tools specifically designed for ELL and SWD students. Requires reward schools to keep the achievement gap at/below 10%.</p>
<p>Massachusetts</p>	<p>Common Core – Massachusetts Curriculum Framework for Mathematics, Massachusetts Curriculum Framework for English Language Arts and Literacy. Include Common Core State Standards (CCSS) and Pre-K standards. Working on updating curriculum frameworks in other areas – science and technology/ engineering, history/social science, arts, comprehensive health, foreign languages (p. 15; PDF 21): Spring 2012 – will begin newly designed PD for teachers of ELLs on second language acquisition, new curriculum frameworks, and World Class Instructional Design and Assessment (WIDA) standards. Model curriculum units and performance assessments “will be explicitly designed to support teaching and learning for all students, including ELLs, SWD, low-achieving students and students achieving at advanced levels.</p> <p>Regular Test Exemption: ELLs in their first year of United States schooling must participate in state ELL assessments and MCAS for math. ELLs in their second year of United States schooling and beyond must participate in both English Language Acquisition and math MCAS.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: Finalizing memorandum of instruction with World-Class Instructional Design and Assessment to use their ELD standards.</p> <p>ELP Assessments: Will use ACCESS assessment (WIDA) to replace current Mass. ELP assessment, in 2012-13 (p. 16; PDF 22)</p> <p>Other: The high needs subgroup includes students falling into one or more of the following subgroups: student with disabilities, English language learners, former English language learners, and low income students. (p. 38; PDF 44). Developing model curriculum units and performance assessments... explicitly designed to support teaching and learning for all students, learners, students with disabilities, low achieving students and students achieving at advanced levels. (p. 19; PDF 25)</p>
<p>Michigan</p>	<p>Common Core State Standards (CCSS): State uses Title IIA funds to provide professional development for special education/ELL teachers with priority given to ELA and math projects that are focused on CCSS (p. 36-37, PDF 42-43).</p> <p>Also see, English Language Learners section below. MDE launched the Sheltered Instruction Observation Protocol (SIOP) Model Capacity-Building Professional Development Initiative in 2009, to address the needs of ELLs in the state. The purpose of the initiative is to develop the capacity of the department to provide sheltered instruction training of trainers across the state that will improve the achievement of ELLs, particularly in content area classes. Each MDE trainer provides a four-day regional workshop in the summer to about 40-60 educators and provides ongoing job-embedded PD with model lessons, debriefing and</p>

	<p>collegial visits. Such workshops focus on: a) making content comprehensible through language and content objectives; b) teaching both English Language Proficiency (ELP) and CCSSs in alignment; c) teaching oral language, comprehension and writing strategies across the curriculum; d) use of balanced assessment to guide and lead instruction (p. 41, PDF 47).</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: The adoption of the CCSS, coupled with the ESEA flexibility waiver opportunity, provides the state with a timely point of departure to engage in this important work. MDE’s Title III/EL program office is pursuing membership in the World Class Instructional Design and Assessment (WIDA) consortium. WIDA has already established research-based ELP standards and assessments, many professional development tools, and a technical assistance plan. The WIDA ELP assessments have already been aligned to the CCSS and include assessments for ELL students with disabilities. WIDA has over 27 member states and has received the federal Enhanced Assessment Grant whose purpose is to develop online ELP assessments for ELLs and improve overall measurement of the CCSS. MDE has involved its ELL Advisory Committee (comprised of parents, teachers, and other key stakeholders) in gathering the necessary information about their ELP standards and considered possible professional development plans that pertain to the adoption of WIDA standards. MDE leadership is pursuing the adoption of WIDA standards and is awaiting required approvals from the state’s Department of Technology, Management and Budget (DTMB). We are anticipating that MDE’s program office will carry out a thorough staff development plan during the 2012/2013 school year. The plan will support current MDE’s professional development activities and incorporate training on the ELP standards and the CCSSs simultaneously (p. 40-41, PDF 46-47).</p> <p>ELP Assessments: English Language Proficiency Assessment (ELPA) is the annual assessment given to Michigan’s students who are English language learners.</p> <p>Other: MDE also provides technical assistance to all schools based on Annual Measurable Achievement Objectives of English language learners and other criteria. Technical assistance and professional development incorporate webinars, video conferencing, web dialogues, annual conferences and individualized meetings. The annual Special Populations conference also includes sessions for technical assistance and best instructional practices (p. 42; PDF 48).</p>
<p>Minnesota</p>	<p>Common Core – English/Language Arts (ELA) MN College and Work Readiness Expectations – Math – certified by Institutions of Higher Education, (Attachment 5; p. 193) Standards revision timeline for all subjects (p. 22): Conducted alignment study between World Class Instructional Design and Assessment (WIDA) ELP and MN standards in math and science. MDE plans to use the results to support ELLs in accessing the college and career ready standards on the same schedule as all students (p. 24) Regularly provides PD to all teachers as well as SWD and EL teachers to understand and implement standards...” (p. 29-30) As member of WIDA consortium, MN has access to PD for teachers of ELs. (p. 35)</p>

	<p>Regular Test Exemption: Students may be exempt from reading if in country for less than one year, but must take the science and mathematics assessment. (p. 226)</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: 2011-legislature adopted World Class Instructional Design and Assessment (WIDA) ELP standards</p> <p>ELP Assessments: Using ACCESS for ELLs (WIDA) to replace current assessment (TEAE - Test of Emerging Academic English). Districts have access to WIDA-ACCESS Placement Test, which may be used as a screener for identification purposes. (p. 25)</p> <p>Other: MDE provides a number of instructional support materials specific to the preK-12 WIDA English Language Development Standards (see p. 46). In Focus Schools identified for persistently low-performing ELs or Special Education students, SSOS staff will work with MDE staff to tailor the technical assistance needed for teachers of these students in order to access and learn the core curriculum through the use of strategic instructional strategies introduced by MDE EL and Special education staff, and identified experts in the field of instructional strategies for classroom teachers. (p. 130)</p>
<p>Mississippi</p>	<p>Common Core State Standards (CCSS): State is developing and disseminating a supplement to its RtI manual that focuses on literacy interventions for low-achieving students, students with disabilities, and ELs (p. 20, PDF 21). State will develop a scaffolding document for the CCSS that can be used for struggling learners, students with disabilities, and English learners (p. 21, PDF 22). “MDE continues to seek opportunities for on-going professional development, curriculum, and instructional supports for all teachers of ELs and students with disabilities, including general education teachers, with a focus on increasing curriculum supports for the general education setting. MDE is currently considering proposals for principal and teacher training in which participants will study, share insights on, and engage the district and school climate and context, the major language and content issues, and research on the best practices for improving instruction for ELs. The purpose of the training is to provide educators with the tools to support all students in achieving the same clear standards at much higher levels so that they are all ready to advance successfully to the next stage of education. Similar supports are on-going for teachers of students with disabilities, and the validity of instructional supports for all struggling students will be emphasized for use in the general education classroom. MDE, through the leadership of the Office of Instructional Enhancement, as part of the Statewide System of Support (SSOS), will develop a scaffolding document that will provide an extensive guide of the skills students need to reach the learning targets identified in the CCSS. The scaffolding documents and corresponding training and assistance will help all teachers, both special education and general education, to support the individual needs of learners struggling to meet the requirements of CCSS. The materials will be helpful for developing individualized education plans, prescribing interventions, and differentiating instruction for diverse learners. The documents and training will be developed by representatives from all levels and areas of instruction, including teachers of students with disabilities, English learners, and struggling learners” (p. 31, PDF 32).</p> <p>Regular Test Exemption: Did not address.</p>

	<p>Changes to AMAOs: Application notes that in November 2011, US Department of Education approved state’s revised Title III AMAOs (p. 23, PDF 24).</p> <p>ELP Standards: Mississippi intends to analyze the linguistic demands of the CCSS to inform the development of ELP standards through working with World Class Instructional Design and Assessment (WIDA) consortium (p. 23, PDF 24).</p> <p>ELP Assessments: Did not address.</p> <p>Other: In Fall 2011 Mississippi conducted regional trainings on scaffolding academic language for ELLs (p. 24, PDF 25).</p>
<p>Missouri</p>	<p>Common Core State Standards (CCSS) [Note: State also initiated a process to revise academic standards in other subject areas (science, arts, career and technical education (CTE))]: Missouri educators, including educators for ELL and SWD, actively participated in the development and review of all draft versions of CCSS. Missouri regional services include ELL consultants who serve as liaisons between the department and the regions and provide professional development and support to ELL teachers and general education teachers. ELL specialists will meet monthly with department staff for curriculum updates and the development of professional development modules and materials. The Department will add the position of ELL consultant to the curriculum and assessment section of the Office of College and Career Readiness during the 2012-2013 school year. This position will mean that, for the first time, ELL student challenges and opportunities will be represented in Department work around the CCSS so that all materials and professional development will be developed with an eye toward this student population.</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: State adopted English Language Proficiency (ELP) standards published by the World-Class Instructional Design and Assessment Consortium. Department ELL consultants in regional centers have either completed training to be a certified WIDA instructor or are in the process of doing so. Beginning in May 2012 (after the release of new ELP standards and completed training) the state will be offering professional development sessions to districts (p. 30).</p> <p>ELP Assessments: Did not address.</p> <p>Other: In November 2010, Missouri educators participated in the WIDA Standards to Common Core Standards Alignment Study. Study showed that the 2007 WIDA ELP standards strongly associate with the content expectations of the CCSS.</p>
<p>New Jersey</p>	<p>Common Core State Standards (CCSS): NJDOE intends to develop or adopt a comprehensive model curriculum that includes defined, and universal design-aligned, student learning objectives divided into units of study, recommendations for scaffolding unit student learning objectives to meet the needs of SWD, ELLs and low-achieving students, and quality UDL-aligned end-of-unit assessments. The scaffolded SLOs will be published within each unit allowing general and special education teachers to view the</p>

	<p>same document while planning to fully support SWD and ELLs. (p. 22) ELLs also will be supported through the adoption of World-Class Instructional Design and Assessment (WIDA) ELP standards, which will be aligned to CCSS for ELA and math in 2012.</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: State to adopt WIDA (World-Class Instructional Design and Assessment) ELP (English Language Programs) standards.</p> <p>ELP Assessments: Did not address.</p> <p>Other: "Peer School Ranking" represents the school's performance when compared to a group of schools with similar demographics, such as the percentage of free and reduced lunch students, students with disabilities, English Language Learners, and percentage of Black and Hispanic students. (p. 145). First version of the model curriculum aligned to both Common Core State Standards and universal design (UDL) developed for implementation during the 2012-2013 school year will include five six-week units including Common Core State Standards- and UDL-aligned student learning objectives (SLOs), recommendations for scaffolding SLOs to meet the needs of Students with Disabilities (SWDs), ELLs and/or low-achieving students, as well as end-of-unit assessments aligned to UDL principles and designed to separately assess each unit SLO in order to better inform the improvement and differentiation of instruction. Focus schools - The NJDOE will identify targeted interventions and supports that are specific to the school's needs (e.g. instructional leadership) and the subgroups in question, such as ELLs or students with disabilities.</p>
<p>New Mexico</p>	<p>Common Core State Standards (CCSS): "Special populations will be addressed as part of all PED professional development offerings." (p. 32; PDF 34). Lists additional resources (such as professional organizations). (p. 35; PDF 37)</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: Notes that state is using 2007 World Class Instructional Design Assessment (WIDA) ELP standards (adopted 2008), districts can add 2012 version (not updating)(p.36; PDF 38)</p> <p>ELP Assessments: ACCESS for ELLs (used through 2015, then awarding ELP assessment contract) (p. 133; PDF 257), CCSS implementation plan. (p. 256; PDF 13)</p> <p>Other: None</p>

<p>New York</p>	<p>Common Core State Standards (CCSS) with state-specific additions – New York P-12 Common Core State Standards for English Language Arts (ELA) and Literacy and the New York P-12 Common Core State Standards for Mathematics: Common core curriculum will have built-in scaffolding for ELLs demonstrating how teachers can provide rigorous, grade-level instruction, and techniques for how to provide language support to ELLs so that they can access the same content as non-ELL students in ELA and math classes (p. 34).</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: For districts not meeting Title III Annual Measureable Achievement Objectives (AMAOs), state will continue to focus on those schools identified because of the performance of ELL students (p. 56)</p> <p>ELP Standards: NY state is developing standards and resources specifically for ELLs that are Common-Core aligned. New English as a Second Language (ESL) and Native Language Arts (NLA) standards will be aligned with the Common Core by 2013. NY State has launched a Bilingual Common Core Initiative, in which we will analyze the language demands of the Common Core and develop ESL and NLA indicators that are aligned with the Common Core ELA. (p. 34)</p> <p>ELP Assessments: State will align its English language proficiency (ELP) exam, the New York State English as a Second Language Achievement Test (NYSESLAT), with the Common Core by spring 2013 (p. 35)</p> <p>Other: Once the standards are developed, they will be accompanied by curriculum modules being developed. NLA modules will be developed in the top 5 languages spoken in NY state. Goal is to develop these modules by 2013-14 and pilot them in schools with significant ELL populations throughout the state. (p. 32).Needs of ELLs is one of 9 required elements that must be addressed through our teacher and principal evaluation training (p. 35)</p>
<p>North Carolina</p>	<p>Common Core State Standards (CCSS) AND Essential Standards for other content areas: State has disseminated the work of Edynn Sato, Language for Achievement – A Framework for Academic English Language. This is being used by state to identify linkage between CCSS and ELP standards.</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: State is a member of the World-Class Instructional Design and Assessment (WIDA) consortium. State has adopted WIDA’s ELP standards (p. 26; PDF 32).</p> <p>ELP Assessments: Did not address.</p>

	<p>Other: State is collaborating with internationally renowned researchers Dr. Wayne Thomas and Dr. Virginia Collier to conduct a multi-year study of the performance of ELLs in NC schools.</p>
Ohio	<p>Common Core State Standards (CCSS) AND new standards in science and social studies: English language learners (ELL) teachers are members of the pilot sites for the formative assessment and performance-based assessment initiatives. State developing online modules to provide support and guidance on CCSS and their alignment to the new English language proficiency (ELP) standards.</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: In 2006, Ohio developed English Language Proficiency (ELP) standards to serve as a resource for teachers and school staff who work with English language learners in K-12. Ohio is working to develop ELP standards linked to CCSS. Ohio belongs to the State Collaborative on English Language Acquisition (SCASS), a multi-state consortium to develop ELP standards expectations. Work has begun on the development of common ELP expectations aligned to CCSS – completion July 2012.</p> <p>ELP Assessments: Ohio created the Ohio Test of English language Acquisition (OTELA). The consortium has begun the search for development funds for a new ELP assessment. State notes commitment to revised ELP assessments.</p> <p>Other: None</p>
Oklahoma	<p>Common Core– state calls their standards the Priority Academic Student Skills (PASS), updated in 2010 with the common core state standards (CCSS). Notes PASS Social Studies are being revised to align with CCSS: Has adopted World-Class Instructional Design and Assessment (WIDA) ELD – aligned to CCSS. Uses grade level “CAN DO” descriptors, “a standards-based resource tool, outlining expectations for English learners (ELs) in each of the language domains and each of the 5 levels of English language proficiency.” State “recommends” that each EL student have a Language Instruction Educational Plan (LIEP)”(completed by ELS specialist and content area teacher(s)) (p. 26; PDF 27). Starting 2012-13, all priority, focus, targeted intervention schools must complete plan for each EL. (p. 26; PDF 27). SEA plans to implement 2 acceleration strategies in schools: Advancement Via Individual Determination (AVID) and native speakers’ classes (b/c proficiency in native language increases proficiency in English). PD for all educators of ELs and immigrant students (p. 26). Starting in SY2012 ,each priority, focus, and targeted intervention school with EL students will have to offer PD in interventions for language learners; identification and exit criteria, connection of data to program services, accelerated learning. Language Instruction Program Delivery Plan should be developed by each LEA with ELs; required of LEAs w/at least 1 priority/focus/ targeted intervention school that has ELs. (p. 26; PDF 27)</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p>

	<p>ELP Standards: Oklahoma adopted WIDA ELD standards (World-Class Instructional Design and Assessment) – aligned to CCSS. This uses grade level “CAN DO” descriptors, “a standards- based resource tool, outlining expectations for ELs in each of the language domains and each of the 5 levels of English language proficiency.”</p> <p>ELP Assessments: : “Over the next 4 years, this grant will build a comprehensive and balanced technology-based assessment system for ELs. The assessment system will be anchored in WIDA’s ELD standards that are aligned with CCSS.” This system will include a summative test, on-demand diagnostic tests, classroom benchmark assessments, and formative assessment resources.</p> <p>Other: To build on the success of the REAC3H Network, the SEA plans to partner with our state Career and Technical Education system and the state system of Higher Education to house REAC3H Coaches in each region of the State. The SEA intends to hire 60 REAC3H Coaches ...who will provide assistance on instructional strategies for teachers as well as instructional leadership for principals and district leaders... include specific training on instructional strategies designed for effectiveness in teaching ELs and students with disabilities. (p. 22; PDF 23). The SEA plans to implement two acceleration strategies in schools across the state: (1) Advancement Via Individual Determination (AVID). AVID targets EL students and works with them and their families to prepare students for success in college and careers. Part of that preparation includes their enrollment in Pre- AP) classes in middle school and high school as well as Advanced Placement (AP) classes during high school. (2) Native Speakers Classes. Because proficiency in one’s native language will increase proficiency in English, schools with high Hispanic student populations will be targeted to expand or create Spanish for Native Speakers classes that will lead into AP Spanish Language and AP Spanish Literature classes. Similarly, other Native Speakers classes will be encouraged across the state, including Cherokee, Vietnamese, Hmong, and Chinese (Mandarin).</p>
<p>Oregon</p>	<p>Common Core State Standards (CCSS): An ELL work group is researching and developing a systemic program guide of evidence-based practices to support program development and continuous improvement (p. 37).</p> <p>Regular Test Exemption: Note -- To address the disparity in results and ensure services are being provided to ELL students, the ESEA Flexibility Workgroups recommended further examination of the following:</p> <ul style="list-style-type: none"> • The renewal and extension from one year to two of the exemption allowed for ELL students on OAKS English/language arts, and the expansion of that exemption to other subjects (math, writing, and science) • Implementing a growth model for ELL students that is based on alternate measures, such as the English Language Proficiency Assessment (ELPA) • Potential expansion of subgroup accountability and reporting to those students who have been exited from ELL services • While none of these initiatives are ripe for a waiver request at this point, they are crucial questions to examine in ensuring Oregon’s Next Generation of Accountability can improve achievement of outcomes for the state’s ever-increasing population of ELLs” (p. 92). <p>Changes to AMAOs: Following approval of this Elementary and Secondary Education Act (ESEA) Flexibility request, ODE will likely</p>

	<p>request a review of its Title III AMAOs to ensure consistency as it moves to implement its new accountability system in 2012-13. Oregon’s current AMAO 3 is based on the adequate yearly progress (AYP) calculation, which will still occur as part of the 2011-12 interim accountability system (p. 35).</p> <p>ELP Standards: Oregon will conduct a gap analysis of English Language Proficiency (ELP) standards. This comparison to the adopted CCSS will serve as the basis for the transition plan in revising standards and assessments for ELLs. Following the gap analysis, Oregon will begin developing a plan for alignment of ELP standards to college and career ready standards (p. 35). An ELP standards workgroup is expected to recommend an option for ELP standards by July 1, 2012.</p> <p>ELP Assessments: State reviewed/ validated its English language proficiency assessment in 2011-2012 (p. 35).</p> <p>Other: The Title III Monitoring Workgroup is reviewing and evaluating the current state level ELL monitoring program in order to develop recommendations around moving beyond technical support and program compliance to a more holistic system of supporting district and program success for ELLs (p. 37). State has recently joined the State Consortium for English Language Acquisition (SCELA) and has developed a working relationship with the state of Ohio in pursuit of common goals with respect to CCSS implementation for ELLs.</p>
<p>Rhode Island</p>	<p>Common Core State Standards (CCSS): sessions on CCSS for ESL teachers and other general educators who teach ELLs once the revised Worldwide International Design Assessment (WIDA) standards (currently under development) are published. Teacher teams developing curriculum include teachers of ELLs and teachers of SWDs. “Will develop specific supports to assist educators in analyzing and implementing the learning and accommodation factors necessary to ensure that SWD and ELLs receive the support they need to become ready for success in college and careers.” (p. 33; PDF 34)</p> <p>Regular Test Exemption: Waiver includes a request to exclude newly arrived ELLs (less than one academy year) from the fall math assessment in the same way they are excluded from the reading assessments. (p. 46; PDF 47)</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: and Assessment (WIDA) Consortium, and has adopted the English Language Proficiency (ELP) standards for all grades and core content areas. State is working with Center for Applied Linguistics, Wisconsin Center for Education Research on development of next-generation WIDA standards. State will adopt standards when finalized. State also provides training and resources to teachers responsible for instructing students who are ELLs to enable these teachers to use the WIDA ELP standards in conjunction with content standards.</p> <p>ELP Assessments: RI uses the Assessing Comprehension and Communication to English State-to-State (ACCESS) for ELLs and will use the new WIDA assessment when available.</p>

	<p>Other: Screening for priority schools and focus schools includes information on ELLs specifically, such as student achievement and growth rates, exit rates, achievement rates of exited and monitored ELLs, disproportionate identification of ELLs as SWD, etc. (p. 80; PDF 81)</p>
<p>South Carolina</p>	<p>Common Core State Standards (CCSS): “The SCDE will also work with the District Implementation Teams to ensure that the learning and accommodation factors necessary for ELL students to be successful are in place. Our plan embeds support for and training on instructional strategies for ELL students into the general content training that the Office of Teacher Effectiveness currently conducts. This will build on and strengthen the training that the office of federal and state accountability’s English as a Second Language (ESOL) program conducts” (p. 36).</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: State is revising its ESOL standards to align them with CCSS for ELA. The SCDE will work with the SBOE to analyze the linguistic demands of the CCSS in ELA to develop aligned ESOL standards that can be used by both ESOL and English immersion content teachers and address social and academic language development across the four language domains in the major content disciplines. Adoption of the WIDA standards will be considered as part of this process (p. 28-29).</p> <p>Pilot testing 2012-2013 Field testing 2013-2014 Implementation 2014-2015</p> <p>ELP Assessments: Did not address.</p> <p>Other: SCDE is actively participating in the World-Class Instructional Design and Assessment Consortium (WIDA). State is awaiting the WIDA product to ensure that they are not duplicating the consortia’s work in their alignment process for the SC ESOL standards (p. 49).</p>
<p>South Dakota</p>	<p>Common Core State Standards (CCSS): SD is hosting two World Class Instructional design and Assessment (WIDA) sponsored workshops in 2012-13 to build capacity at the local level for teachers of English language learners (ELLs) (p. 21; PDF 27).</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: Analysis of English language proficiency (ELP) standards’ correspondence to CCSS began with an alignment study conducted through WIDA (p. 23; PDF 29)</p>

	<p>ELP Assessments: Students are assessed using WIDA-ACCESS Placement Test (p. 23; PDF 29).</p> <p>Other: None.</p>
<p>Tennessee</p>	<p>Common Core State Standards (CCSS): Adopting new English Language Proficiency (ELP) standards, considering new ELP assessment. Working with Common English Language Acquisition Standards state consortium – gap analysis – new standards will be able to address the needs of English Learners (ELs) by requiring teachers to provide direct support when it comes to accessing the CCSS. After completion of work by summer 2012, state’s English as a Second Language (ESL) task force will decide whether to adopt the new standards. (p. 23) EL task force will help locate/ develop resources for schools, LEAs with significant populations of ELs p.26</p> <p>Regular Test Exemption: Uses federal exemption for ELs in U.S. school for less than a year, one-time exemption. Up to 2 years of ESL classes may be substituted for 2 years of the English required in HS. Extends accommodations for up to 2 years after exiting ESL program.</p> <p>Changes to AMAOs: New AMOs will become 3rd “annual measurable achievement objective” (AMAO) under Title III (p. 23)</p> <p>ELP Standards: ELP standards aligned to English Language Development Assessment – not clear how aligned with state standards in content areas.</p> <p>ELP Assessments: “TN is committed to adopting new ELP standards and considering new ELP assessment. Collaborating with Common English Language Acquisition Standards state consortium to develop new set of standards aligned with CCSS.” Also member of Worldwide International Design Assessment (WIDA) – developing own assessments. TN will either adopt assessments from CELAS or WIDA or design own for 2014-2015SY. (p. 23)</p> <p>Other: Piloting use of ELDA as a growth measure SY11-12. “State will be closely monitoring progress through new accountability system, specifically through Gap Closure AMOs.” Also tracking the progress of English Learners under Title III for those LEAs receiving Title III funds as the new AMOs will become the third (AMAO) under that program. ESL task force will help locate and/or develop resources, particularly for those schools and LEAs with significant populations of ELs.</p>
<p>Utah</p>	<p>Common Core State Standards (CCSS), State calls them the “Utah Core Standards”: CCSS were cross walked with World-Class Instructional Design and Assessment (WIDA) standards. The crosswalk enabled the state staff from Title III and Teaching and Learning to create systemic strategies for improved instruction for all students. The Master Plan for English language learners (ELLs) is being updated this year. It includes research-based interventions tied to the specific needs of ELLs. The three-tier model of instruction is in place for all students, including ELLs. The new WIDA standards are embedded and discussed in many professional development opportunities.</p>

	<p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: Adopted the World-Class Instructional Design and Assessment (WIDA) standards May 7, 2010.</p> <p>ELP Assessments: Did not address.</p> <p>Other: Title III staff have been actively involved in establishing PLCs with regard to WIDA trainer of trainers. Title III staff traveled statewide to train teaches in Sheltered Instruction (SIOP). These SIOP strategies have also been cross-walked with the new Utah Effective Teaching Standards to look for high leverage instructional strategies that can be a focus for all teachers to ensure that ELLs are getting the kind of instruction that leads to higher levels of student achievement (p. 32).</p>
<p>Virginia</p>	<p>Standards of Learning (SOL), including Supplement to the Mathematics Curriculum Framework (p. 18; PDF 24) Development process (p. 38-39; PDF 44-45): “Based on the College- and Career-Ready Performance Expectations, the Department of Education developed the course content for “capstone” courses in English and mathematics for students who are on track to graduate, but may not be fully prepared for college-level work. The English capstone course is intended for 12th-grade students who have passed English 11 and the end-of-course SOL reading and writing tests but may not be prepared for the amount of reading, research, and writing required during the first year of college. The mathematics capstone course is intended for high school seniors who have passed Algebra I; Geometry; and Algebra, Functions, and Data Analysis or Algebra II along with the associated SOL tests required to earn a Standard or Advanced Diploma, but who still need additional coursework to be college ready or enter the work force directly after graduating. Both capstone courses are being piloted in several school divisions in 2011-2012. Both courses are available to all students, including English language learners, students with disabilities, and low-achieving students, and will assist them in gaining access to and learning content aligned with Virginia’s standards.”</p> <p>“In addition to providing content area Curriculum Frameworks, the Department of Education works with practitioners to develop sample lesson plans that reflect the content included in the SOL and the Curriculum Frameworks. The SOL Enhanced Scope and Sequence is a searchable database of lesson plans that incorporate Universal Design for Learning (UDL). These lesson plans were designed to include multiple means of representation, activity, and engagement for students. Teachers of special education and LEP students were included among the practitioners to ensure the lesson plans included suggestions and differentiated instructional strategies to meet the needs of all students.”</p> <p>“The Technical Assistance Plan for the Implementation of Virginia's Standards of Learning in English, Mathematics, Science, and History and Social Science (Attachment 18) has been recently updated and provides a brief overview of assistance that occurred prior to 2011-2012, assistance that has occurred during the current school year (2011-2012), and assistance that is planned for the next school year (2012-2013). Additional assistance will be developed as data are analyzed following each test administration to determine where to most effectively focus the resources of the Virginia Department of Education. Teachers of special education students and English language learners are included in the activities included in the plan and have equal access to the documents, lesson plans, and other resources provided” (p. 32; PDF 38).</p>

The state uses Title III funds to provide supplemental professional development and technical assistance to teachers of ELLs (p. 32; PDF 38).

Regular Test Exemption: Did not address.

Changes to AMAOs: Did not address.

ELP Standards: Virginia adopted the World-Class Instructional Design Assessment (WIDA) English Language Proficiency (ELP) standards in 2008. In 2009, Virginia prepared both a PreK – 5 and a Grades 6 – 12 crosswalk showing the alignment between the WIDA ELP standards and the Virginia Standards of Learning in English, mathematics, science, and history and social science. Staff will soon begin the process of updating the crosswalks to align with recent revisions to these Standards of Learning (p. 23-24; PDF 29-30). In 2009, Virginia prepared both a PreK – 5 and a Grades 6 – 12 crosswalk showing the alignment between the WIDA ELP standards and the Virginia Standards of Learning in English, mathematics, science, and history and social science. Staff will soon begin the process of updating the crosswalks to align with recent revisions to these Standards of Learning (p. 23-24; PDF 29-30).

ELP Assessments: Virginia uses the Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs as the statewide English language proficiency assessment. It was developed by the WIDA consortium (p. 23; PDF 29).

Other: LEP students may take Standards of Learning tests with or without accommodations or they may be assessed through alternate or alternative assessments as prescribed by their school-level LEP team (p. 22; PDF 28). General instruction, special education, and English as a second language (ESL) staff at the Department of Education work closely to ensure that materials developed and professional development provided serve students with disabilities and LEP students. Recent examples include the involvement of special education teachers and ESL teachers in the development of the English and Mathematics Enhanced Scope and Sequence Sample Lesson Plans mentioned earlier and their strong collaboration in developing the program for From Vision to Practice Seventh Annual Institute: From Cradle to Career - Pathways to Success. A number of resources and services are also available to schools to assist teachers in helping LEP students demonstrate their ability to understand, read, and write English in order to function and be successful in school and in American society. Most of these resources are made available or announced on the ESL Instructional Web page. Examples include:

- A two-day training entitled “Academic Language Development for English Learners (ELs)” was offered during November 2011 for elementary and secondary educators of ELLs. The World-Class Instructional Design and Assessment (WIDA®) Academic trainings were held in November 2011 in four areas in the state and focused on providing instructional strategies to increase academic language development among ELLs.
- The “Fall Professional Development Academy for K-12 Teachers of English Language Learners (ELLs)” was held at two locations for six Saturdays, September through December 2011. The academy is designed to assist students in communicating effectively in English, both in and out of school” (p. 31, PDF 37).

<p>Washington</p>	<p>Common Core State Standards (CCSS): Particular attention will be paid to providing professional learning opportunities and on-site support for implementing research- and evidence-based practices effective in substantially raising learning outcomes for subgroups of students (e.g., English language learners, students with disabilities, low-income students). Data and input from local-level stakeholders and proficiency rates for subgroups of students will be utilized in adjusting the plan (p. 75).</p> <p>Regular Test Exemption: “All ELLs must take all required state assessments after their first year of enrollment. However, to improve the validity of the accountability system, the Washington Achievement Index excludes results for ELLs during their first three years in a U.S. public school for any test that requires reading and writing in only English. The three-year period begins when the student first enrolls in a school where English is the primary language of instruction” (p. 115).</p> <p>Changes to AMAOs: “The results include the percentage of students at each Washington English Language Proficiency Assessment (WELPA) level in each subject, data on the length of time ELLs have been enrolled in the program, and the Annual Measurable Achievement Objectives (AMAOs) required by the U.S. Education Department as part of Title III. Since districts are required to publish their AMAO results, OSPI has reduced reporting burden at the district level by reporting these data for them (Principle 4).”</p> <p>ELP Standards: To assure alignment of the CCSS and standards for English Language Development, Washington is working with other states as part of a consortium led by Stanford University. The goal of the consortium is to create English Language Proficiency standards aligned with the CCSS; this work is expected to be completed in 2013 (p. 30). Washington’s English Language Development (ELD) Standards were last revised in 2009 by a group of content experts. These standards were closely aligned to the state’s English language arts standards that preceded adoption of the CCSS. To re-align the ELD standards with the CCSS, Washington joined a state collaborative facilitated by the Council of the Chief State School Officers to develop common proficiency descriptors and ELD standards that states can choose to adopt in whole or in part. Washington State will use existing standards and proficiency descriptors to set the standard for 2012 on a new instrument, the Washington English Language Proficiency Assessment (WELPA), constructed around CTB/McGraw-Hill’s LAS Links (p. 34). Work is part of the State Collaborative for English Language Acquisition (SCELA), and based on research currently underway by two national comprehensive centers (Comprehensive Center for Assessment and Accountability, and Comprehensive Center for Equity and Excellence in Education) (p. 37).</p> <p>ELP Assessments: Washington English Language Proficiency Assessment (WELPA).</p> <p>Other: In addition, in order to further support systemic professional development around key areas such as academic language and vocabulary for English language learners, the state will review and align the state’s Title III professional development plan, as well as existing professional development modules for explicit connection with key instructional shifts within the CCSS. The state will engage statewide providers that are proficient with GLAD and SIOP to help develop specific strategies for incorporating CCSS into their professional development. In addition, the state provides an annual series of state-sponsored trainings that are held</p>
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	throughout the state. Critical to the success and alignment of these and other statewide professional development offerings designed to support educators in meeting the needs of ELLs are the state and regional experts, professional development providers within school districts, ESD Migrant Education Regional Offices, all of whom exist as part of the state's school improvement program (p. 37-38).
Wisconsin	<p>Common Core State Standards (CCSS). State refers to "Common Core State Standards" and "Common Core Essential Elements" (CCEE): Use of UDL principles.</p> <p>Regular Test Exemption: Did not address.</p> <p>Changes to AMAOs: Did not address.</p> <p>ELP Standards: State is the lead in the development of the World-Class instructional design and assessment (WIDA) consortium.</p> <p>ELP Assessments: Current: Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs. Transitioning to: Assessment Services Supporting ELLs through Technology Systems (ASSETS) for ELLs in 2015-16 (p. 260, PDF 265).</p> <p>Other: None.</p>

* Note: Since the analysis, ESEA flexibility waiver requests submitted by [Nevada](#) and have been approved and posted on the U.S. Department of Education ESEA flexibility website but analysis of the approved request has not yet been completed as of September 14, 2012.

Referenced page numbers refer to the approved version of the applications found on the U.S. Department of Education's website: <http://www.ed.gov/esea/flexibility/requests>. When page numbers do not correspond to the PDF page number, the PDF page number is also referenced.

Analysis conducted by Penn Hill Group for CCSSO, 2012.