



Multilingual Learner
(MLL)/English
Language Learner
(ELL) Program
Quality Review
Continuum

A reference and technical assistance tool to help administrators and educators understand where their school is situated along a continuum of practice.

Table of Contents

Multilingual Learner (MLL)/English Language Learner (ELL) Program Quality Review Continuum	0
able of Contents	. 1
ntroduction to the MLL/ELL Program Quality Review Continuum	. 2
MLL/ELL Program Quality Review Continuum	. 4
Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students	4
Tenet 2 – School Leadership: Visionary leaders create a school community and culture that leads to success, well-being, and high academic outcomes for all students	19
Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success	
Tenet 4 - Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding	32
Tenet 5 – Social-Emotional Learning (SEL): Effective schools develop a systematic approach to SEL to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school	39
Tenet 6— Parent and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school	43
Overview of Results	48
Summary of Results	49



Introduction to the MLL/ELL Program Quality Review Continuum

High quality schools deeply understand what is required to effectively service Multilingual Learners/English Language Learners (MLLs/ELLs) and increase success rates as they prepare students for college, careers, and civic engagement.

Educators in these high performing schools anchor improvement efforts in high quality MLL/ELL instruction and all teachers and leaders share responsibility for students' outcomes. They engage in continuous improvement processes where they regularly examine multiple data sources using an inquiry framework focused on making visible the "root causes" of less than optimal student performance. That inquiry process has them delve into data regularly as they strengthen their capacities to deliver, support and assess quality MLL/ELL instruction while examining the policies, programs and practices in place that are producing current results. As they question themselves on how to generate better instructional experiences and outcomes for MLLs/ELLs they examine critical practices such as their MLL/ELL vision, language development approach, instructional program models, leadership/teacher competencies, and their schoolwide improvement processes and plan.

To support all schools as they plan performance improvements, the Office of Bilingual Education and World Languages has developed the **Multilingual Learners/English Language Learners Program Quality Review Continuum** primarily as a reference and technical assistance tool to help administrators and educators understand where their school is situated along a continuum of practice from Initiating (Level 1) to Leading (level 4).

Level Range	MLL/ELL Research Informed Practices understood and use	Implementation of Effective Practices, Programs and Policies	Schoolwide Improvement Plan	Support Demand
1. Initiating	Building Awareness	Limited	Planning	Significant support needed
2. Developing	Strengthening Understanding	Some	Early Implementation	Targeted support needed
3. Sustaining	Deepening Understanding	Most	Full Implementation	Site determined support
4. Leading	Mastering Understanding	All	Innovating	Can support others



The tool does not replace the Diagnostic Tool for School and District Effectiveness (DTSDE) rubric, but rather serves as a companion document to help deepen administrators' and educators' understanding of their programs. While the DTSDE rubric did not provide guidance related to MLL/ELL research-based indicators for schools, this guide addresses this important step to assist schools in their development toward program improvement.

This Multilingual Learners/English Language Learners Program Quality Review Guide is intended to concentrate on three primary goals:

- Serve as a reference for schools and districts to deepen understanding about effective practices for MLL/ELL students by providing clear research informed indicators
- Provide tools and processes that strengthen the school quality review process for MLLs/ELLs
- Further extend the common language in the field that has been established through the DTSDE Tenets

To achieve those goals, the guide is aligned to the DTSDE Tenets and its Pillars and includes MLL/ELL research informed practices and requirements within the indicators.



MLL/ELL Program Quality Review Continuum

Within the continuum, we define, most to mean 80% or more occurrences, some to mean 79% to 60% occurrences and few to mean 59% or lower. If there is no evidence of the indicator, score it as Not Aligned.

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
School always uses	School regularly uses	School occasionally	School rarely or never		00000000
state language	state language	uses the state	use state language		
proficiency data (New	proficiency data (New	language proficiency	proficiency data (New		
York State English as a	York State English as a	data (New York State	York State English as a		
Second Language	Second Language	English as a Second	Second Language		
Achievement Test	Achievement Test	Language	Achievement Test		
(NYSESLAT) and New	(NYSESLAT)) and New	Achievement Test	([NYSESLAT]) and New		
York State	York State	(NYSESLAT]) and New	York State		
Identification Test for	Identification Test for	York State	Identification Test for		
English Language	English Language	Identification Test for	English Language		
Learners (NYSITELL))	Learners [NYSITELL])	English Language	Learners [NYSITELL])		
to understand where	to understand where	Learners [NYSITELL])	to understand where		
MLLs/ELLs are along	MLLs/ELLs are along	to understand where	MLLs/ELLs are along		
the continuum of	the continuum of	MLLs/ELLs are along	the continuum of		
language	language	the continuum of	language		
development and how	development and how	language	development.		
to provide	to provide	development and how			
appropriate and	appropriate and	to provide			
purposeful scaffolds.	purposeful scaffolds	appropriate and			
		purposeful scaffolds.			



1A. Ongoing Evaluation and Continuous Improvement

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
School always uses	School regularly uses	School occasionally	School rarely uses		
state assessments in	state assessments in	uses state	state assessments in		
conjunction with	conjunction with	assessments in	conjunction with		
formative	formative	conjunction with	formative		
assessments to	assessments to	formative	assessments to		
support MLLs/ELLs.	support MLLs/ELLs.	assessments to support MLLs/ELLs.	support MLLs/ELLs.		
Home language	Home language	Home language	School is developing a		
resources are used to	resources are used to	resources are used to	plan and securing		
inform instruction	inform instruction in	determine MLL/ELL	resources and		
and demonstrate	bilingual programs in	home language	expertise to use home		
growth in bilingual	which the home	literacy levels.	language.		
programs in which the	language is being				
home language is	used.				
being used.					
Analytical rubrics are	Analytical rubrics are	Analytical rubrics are	A plan is under		
employed by all	employed by most	employed by some	development for		
teachers to provide	teachers to provide	teachers to provide	using analytical		
feedback on content	feedback on content	feedback on content	rubrics to provide		
knowledge and	knowledge and	knowledge and	feedback on content		
language as well as	language as well as	language as well as	knowledge and		
literacy development.	literacy development.	literacy development.	language		
			development.		



Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned	Evidence to
				Level 0	support scale level
School has designed ,	School has designed	School has designed a	School is providing time		
implemented and	and implemented a	coherent Language	for educators to design		
refined a coherent	coherent Language	Development Approach	a Language		
Language Development	Development Approach	that defines how	Development Approach		
Approach that defines	that defines how	teaching and learning is	that defines how		
how teaching and	teaching and learning is	organized throughout	teaching and learning is		
learning is organized	organized throughout	the school to provide	organized throughout		
throughout the school	the school to provide	robust and rigorous	the school to provide		
to provide robust and	robust and rigorous	learning opportunities	robust and rigorous		
rigorous learning	learning opportunities	for MLLs/ELLs	learning opportunities		
opportunities for	for MLLs/ELLs		for MLLs/ELLs.		
MLLs/ELLs.					
All MLLs/ELLs are	Most MLLs/ELLs are	Some MLLs/ELLs are	MLLs/ELLs are offered		
offered English as a New	offered English as a New	offered English as a New	English as a New		
Language through two	Language through two	Language through two	Language through one		
settings in accordance	settings in accordance	settings in accordance	setting in accordance		
with regulatory	with regulatory	with regulatory	with regulatory		
requirements for their	requirements for their	requirements for their	requirements for their		
level of proficiency: 1)	level of proficiency: 1)	level of proficiency:1)	level of proficiency: 1)		
Integrated English as a	Integrated ENL (ENL	Integrated ENL (ENL	Integrated ENL (ENL		
New Language (ENL)	methodologies in	methodologies in	methodologies in		
methodologies in	content area instruction	content area instruction	content area instruction		
content area instruction	co-taught or individually	co-taught or individually	co-taught or individually		
co-taught or individually	taught by a dually	taught by a dually	taught by a dually		
taught by a dually	certified teacher); and	certified teacher); and	certified teacher); or 2)		
certified teacher); and	2) stand-Alone ENL (ENL	2) stand-Alone ENL (ENL	stand-Alone ENL/ (ENL		
2) Stand-Alone ENL (ENL	instruction with a	instruction with a	instruction with a		
instruction with a	certified ESOL teacher	certified ESOL teacher	certified ESOL teacher		



Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
certified ESOL teacher	to develop the English	to develop the English	to develop the English		
to develop the English	language needed for	language needed for	language needed for		
language needed for	academic success)	academic success).	academic success).		
academic success).					
School designs and	School provides	School provides	School provides		
implements rigorous	opportunities for	opportunities for	opportunities for		
bilingual programs for	MLLs/ELLs to use and	MLLs/ELLs to	MLLs/ELLs to use a		
MLLs/ELLs aimed at	develop academic	participate in academic	language other than		
maintaining and	language and content	language learning or	English, including the		
developing the home	knowledge both in	language support	student's home		
language(s) and	English and a language	programs that lead to	language(s) to develop		
attaining English	other than English,	proficiency in English	proficiency in English.		
proficiency as well as	including the student's	and other languages.			
biliteracy.	home language(s).				
School Bilingual	School Bilingual	School Bilingual	School Bilingual		
Program is designed	Program is designed to	Program is being	Program is not designed		
and implemented to	provide MLLs/ELLs the	designed to provide	to provide MLLs/ELLs		
provide MLLs/ELLs the	opportunity to earn	MLLs/ELLs the	the opportunity to earn		
opportunity to earn	biliteracy pathway	opportunity to earn	biliteracy pathway		
biliteracy pathway	awards and/or the Seal	biliteracy pathway	awards and/or the Seal		
awards and/or the Seal	of <u>Biliteracy</u> .	awards and/or the Seal	of <u>Biliteracy</u> .		
of <u>Biliteracy</u> .		of <u>Biliteracy</u> .			
School has a Bilingual	School has a Bilingual	School has a Bilingual	School is planning a to		
Program when there are	Program when there are	Program when there are	create a Bilingual		
20 or more (15 in NYC)	20 or more (15 in NYC)	20 or more (15 in NYC)	Program when there are		
MLLs/ELLs in the same	MLLs/ELLs in the same	MLLs/ELLs in the same	20 or more (15 in NYC)		
grade across the district	grade across the district	grade across the district	MLLs/ELLs in the same		
who speak the same	who speak the same	who speak the same	grade across the district		



Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
language and the program is sustained even if the enrollment drops below 10.	language and the program is sustained even if the enrollment drops below 15.	language and the program is not sustained if the enrollment drops below 15.	who speak the same language and the school does not have the structure to sustain the program if the enrollment drops below 15.		
School ensures MLLs/ELLs are grouped by grade for instruction	School ensures that no more than two contiguous grades are	School groups students who are in more than two contiguous grades	School groups students who are in more than two contiguous grades		
in ENL and Bilingual	grouped for instruction	but is beginning to	but is developing a plan		
Education Programs.	in ENL and Bilingual Education Programs.	implement a plan to ensure that no more than two contiguous grades are grouped for instruction in ENL and Bilingual Education Programs.	to ensure that no more than two contiguous grades are grouped for instruction in ENL and Bilingual Education Programs.		
Multiple types of	At least two types of	At least two types of	Different types of		
support are offered for	support are offered for	support are offered for	support are being		
students whose	students whose	students whose	planned for students		
language is a language	language is a language	language is a language	whose language is a		
for which bilingual	for which bilingual	for which bilingual	language for which		
programs do not exist in	programs do not exist in	programs do not exist in	bilingual programs do		
district due to the	district due to the	district due to the	not exist in district due		
language's low	language's low	language's low	to the language's low		
incidence.	incidence.	incidence.	incidence.		
Qualified personnel	Qualified personnel	Qualified personnel	Qualified personnel		



Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned	Evidence to
				Level 0	support scale level
(Bilingual, ESOL teacher	(Bilingual, ESOL teacher	(Bilingual ESOL teacher	(Bilingual ESOL teacher		
or teacher trained in	or teacher trained in	or teacher trained in	or teacher trained in		
culturally responsive-	culturally responsive-	culturally responsive-	culturally responsive-		
sustaining education,	sustaining education,	sustaining education,	sustaining education,		
language development	language development	language development	language development		
and MLL/ELL needs) in	and MLL/ELL needs) in	and MLL/ELL needs) in	and MLL/ELL needs) in		
schools always use	schools regularly use	schools occasionally use	schools rarely use		
identification process.	identification process	identification process	identification process		
	(home Language	(home Language	(home Language		
	Questionnaire,	Questionnaire,	Questionnaire,		
	interview with student,	interview with student,	interview with student,		
	and administration of	and administration of	and administration of		
	the statewide English	the statewide English	the statewide English		
	language proficiency)	language proficiency)	language proficiency)		
	for identification.	for identification.	for identification.		
School completes 100%	School completes 99%-	School completes 79 -	School completes 60%		
of MLL/ELL	80% MLL/ELL	60% MLL/ELL	or lower of MLL/ELL		
identification, parent	identification, parent	identification, parent	identification, parent		
notification, signed	notification, signed	notification, signed	notification, signed		
consent and placement	consent and placement	consent and placement	consent and placement		
in program within 10	in program within 10	in program within 10	in program within 10		
days. Immediate	days. Immediate	days. Immediate	days. Immediate		
schooling and	schooling and	schooling and	schooling and		
provisional placement	provisional placement	provisional placement	provisional placement		
until identification and	until identification and	until identification and	until identification and		
placement process is	placement process is	placement process is	placement process is		
completed.	completed.	completed.	completed.		
School always identifies	School regularly	School occasionally	School rarely identifies		



Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
Students with	identifies Students with	identifies Students with	Students with		
Interrupted/Inconsistent	Interrupted/Inconsistent	Interrupted/Inconsistent	Interrupted/Inconsistent		
Formal Education (SIFE)	Formal Education (SIFE)	Formal Education (SIFE)	Formal Education (SIFE)		
via the Multilingual	via the Multilingual	via the Multilingual	but is developing a plan		
Literacy Screener and by	Literacy Screener and by	Literacy Screener and by	to identify SIFE students		
reviewing academic	reviewing academic	reviewing academic	by reviewing academic		
history and student	history and student	history and student	history and student		
work samples to	work samples to	work samples to	work samples to		
determine level in home	determine level in home	determine level in home	determine level in home		
language and math.	language and math.	language and math.	language and math.		
School always identifies	School regularly	School occasionally	School occasionally		
Students who may be	identifies Students who	identifies Students who	identifies Students who		
MLLs/ELLs entering with	may be MLLs/ELLs	may be MLLs/ELLs	may be MLLs/ELLs		
an IEP by convening a	entering with an IEP by	entering with an IEP by	entering with an IEP by		
Language Proficiency	convening a Language	convening a Language	convening a Language		
Team (LPT) as part of	Proficiency Team (LPT)	Proficiency Team (LPT)	Proficiency Team (LPT)		
the identification	as part of the	as part of the	as part of the		
process prescribed by	identification process	identification process	identification process		
CR Part 154-3.	prescribed by CR Part	prescribed by CR Part	prescribed by CR Part		
	154-3.	154-3.	154-3.		
School always tracks	School regularly tracks	School occasionally	School rarely tracks and		
and monitors MLL/ELL	and monitors MLL/ELL	tracks and monitors	monitors MLL/ELL		
students to ensure that	students to ensure that	MLL/ELL students to	students to ensure that		
appropriate services are	appropriate services are	ensure that appropriate	appropriate services are		
provided.	provided.	services are provided.	provided.		
Total average score level	for Pillar 1B. Intervention a	and Identification			



1C. Support for Student Subgroups

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support
Newcomer MLLs/ELLs	Newcomer MLLs/ELLs	Newcomer MLLs/ELLs	Newcomer MLLs/ELLs		scale level
receive: 1) standards	receive: 1) standards	receive: 1) standards	receive: 1) standards		
aligned curriculum	aligned curriculum	aligned curriculum	aligned curriculum		
		with demanding texts	with demanding texts		
with demanding texts	with demanding texts				
and purposefully	and purposefully	and purposefully	and purposefully		
scaffolded learning	scaffolded learning	scaffolded learning	scaffolded learning		
opportunities in	opportunities in	opportunities in	opportunities in		
English and the home	English and home	English and home	English and home		
language to	language to	language to	language to		
accelerate academic	accelerate academic	accelerate academic	accelerate academic		
discourse and	discourse and	discourse and	discourse and		
literacies, 2) Intensive	literacies, 2) Intensive	literacies, 2) Intensive	literacies, and 2)		
social-emotional and	social- emotional and	social- emotional and	Intensive social-		
college, career, and	college, career, and	college, career, and	emotional and		
civic readiness	civic readiness	civic readiness	college, career, and		
planning supports, 3)	planning supports, 3)	planning supports,	civic readiness		
Intentional and	Intentional and	and 3) Intentional and	planning supports.		
carefully orchestrated	carefully orchestrated	carefully orchestrated			
structures to	structures to	structures to			
accelerate and	accelerate and	accelerate and			
strengthen both	strengthen language,	strengthen language,			
English and home	literacy, and academic	literacy, and academic			
language literacy and	capacities, 4) Regular	capacities.			
academic capacities,	assessments, flexible	·			
4) Regular	scheduling, and				
assessments, flexible	integrated classroom				
scheduling, and	placement.				
integrated classroom	'				
placement.					
All Long Term ELLs	Most Long Term ELLs	Some Long Term ELLs	Few Long Term ELLs		



1C. Support for Student Subgroups

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
receive: 1) motivating	receive: 1) motivating	receive: 1) motivating	receive: 1) motivating		Scale level
courses with	courses with	courses with	courses with		
demanding texts and	demanding texts and	demanding texts and	demanding texts and		
a curriculum-wide	a curriculum-wide	a curriculum-wide	a curriculum-wide		
focus on study skills,					
metacognition,	metacognition,	metacognition,	metacognition,		
metalinguistics, and	metalinguistics, and	metalinguistics, and	metalinguistics, and		
varied learning	varied learning	varied learning	varied learning		
strategies for	strategies for	strategies for	strategies for		
rigorous, purposefully	rigorous, purposefully	rigorous, purposefully	rigorous, purposefully		
scaffolded learning	scaffolded learning	scaffolded learning	scaffolded learning		
~	opportunities in	opportunities in	opportunities in		
opportunities in	' '	English and the home	English and the home		
English and the home	English and the home	_	· ·		
language to	language to	language to	language to		
accelerate academic	accelerate academic	accelerate academic	accelerate academic		
discourse and	discourse and	discourse and	discourse and		
literacies, 2) Intensive	literacies, 2) Intensive	literacies, 2) Intensive	literacies, 2) Intensive		
social emotional and	social emotional and	social emotional and	social emotional and		
college, career, and	college, career, and	college, career, and	college, career, and		
civic readiness	civic readiness	civic readiness	civic readiness		
planning supports, 3)	planning supports, 3)	planning supports, 3)	planning supports, 3)		
Intentional and	Intentional and	Intentional and	Intentional and		
carefully orchestrated	carefully orchestrated	carefully orchestrated	carefully orchestrated		
structures to	structures to	structures to	structures to		
accelerate and	accelerate and	accelerate and	accelerate and		
strengthen home	strengthen home	strengthen home	strengthen home		
language, literacy, and	language, literacy, and	language, literacy, and	language, literacy, and		
academic capacities,	academic capacities,	academic capacities,	academic capacities,		
4) integrated core	4) integrated core	4) integrated core	4) integrated core		
courses with targeted	courses with targeted	courses with targeted	courses with targeted		



1C. Support for Student Subgroups

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
ENL supports.	ENL supports.	ENL supports.	ENL supports.		
School leaders	School leaders	School leaders	School leaders are		
provide all differently-	provide most	provide some	developing a plan to		
abled MLLs/ELLs high-	differently-abled	differently-abled	provide differently-		
quality standards	MLLs/ELLs standards	MLLs/ELLs standards	abled MLLs/ELLs		
aligned instruction	aligned instruction	aligned instruction	standards aligned		
and support services	and support services	and support services	instruction and		
in alignment with	in alignment with	in alignment with	support services in		
their Individualized	their Individualized	their Individualized	alignment with their		
Educational Plans	Educational Plans	Educational Plans	Individualized		
(IEPs) and current	(IEPs) and current	(IEPs) and current	Educational Plans		
policies.	policy.	policy.	(IEPs).		
School ensures that	School implements	School has started to	The school is		
all Special Education	most Special	provide Special	developing a plan to		
supports, services,	Education supports,	Education supports,	provide Special		
accommodations, and	services,	services,	Education supports,		
specially designed	accommodations, and	accommodations, and	services,		
instruction meet the	specially designed	specially designed	accommodations, and		
specific instructional	instruction that meet	instruction that meet	specially designed		
needs of all	the specific	the specific	instruction that meet		
differently-abled	instructional needs of	instructional needs of	the specific		
MLLs/ELLs.	differently-abled	differently-abled	instructional needs of		
	MLLs/ELLs.	MLLs/ELLs.	all differently-abled		
			MLLs/ELLs.		
All Former ELLs	Most Former ELLs	Some Former ELLs	Few Former ELLs		
receive at least two	receive at least two	receive at least two	receive at least two		
years of support	years of support	years of support	years of support		
services including a	services including a	services including a	services including a		
half unit of integrated	half unit of integrated	half unit of integrated	half unit of integrated		



Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.						
1C. Support for Stude	nt Subgroups					
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support	
					scale level	
ENL in ELA, Math,	ENL in ELA, Math,	ENL in ELA, Math,	ENL in ELA, Math,			
Science or Social	Science or Social	Science or Social	Science or Social			
Studies.	Studies.	Studies.	Studies.			
Total average score level for Pillar 1C. Support for Student Subgroups						

1D. Attendance **Not Aligned Level 0 Leading Level 4 Sustaining Level 3 Developing Level 2 Initiating Level 1 Evidence to support** scale level School provides all School provides most School provides some School provides **few** families with clear and families with clear and families with clear and or no families with explicit information in explicit information in explicit information in clear and explicit their preferred their preferred their preferred information in their language and mode of preferred language language and mode of language and mode of communication communication communication and mode of related to attendance related to attendance related to attendance communication expectations and expectations and expectations and related to attendance excusable absences, excusable absences, excusable absences, expectations and including procedures including procedures including procedures excusable absences, including procedures and consequences. and consequences. and consequences. and consequences. School always School regularly School occasionally School rarely communicates a clear communicates a clear communicates a clear communicates a clear and explicit plan and and explicit plan and and explicit plan and and explicit plan and the corresponding the corresponding the corresponding the corresponding procedures in place to procedures in place to procedures in place to procedures in place to improve attendance improve attendance improve attendance improve attendance



1D. Attendance	
Leading Level 4	Sustai

ID. Attendance	1D. Attendance							
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level			
with students and families.	with students and families.	with students and families.	with students and families.					
Home language resources are used to inform instruction and demonstrate growth in bilingual programs in which the home language is being used.	Home language resources are used to inform instruction in bilingual programs in which the home language is being used.	Home language resources are used to determine MLL/ELL home language literacy levels.	School is developing a plan and securing resources and expertise to use home language.					
Total average score lev	el for Pillar 1D. Attendan							

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support
					scale level
School ensures that	School ensures that	School provides	School has plans to		
MLLs/ELLs have	MLLs/ELLs have	MLLs/ELLs with access	provide MLLs/ELLs		
access to high quality	access to high quality	to high quality	with access to high		
education including	education including	standards aligned	quality education and		
advanced learning	advanced learning	education and the	the supports for		
opportunities such as	opportunities such as	supports for success.	success (integrated		
gifted and talented	gifted and talented	Students are not	and targeted ENL,		
education (GATE) and	education (GATE) and	placed in gifted and	extended time,		
Advanced placement	Advanced Placement	talented education	tutoring).		
(AP) and International	(AP) and International	(GATE) and Advanced			
Baccalaureate (IB)	Baccalaureate (IB)	Placement (AP) and			



1F	Fo	uity
TL.	LU	luity

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
placement and the	programs placement.	International			
supports for success	No support is	Baccalaureate (IB)			
(e.g., integrated and	provided.	programs courses.			
targeted ENL,					
tutoring).					
The school provides	The school provides	The school provides	The school provides		
all families and	most families and	some students with	few students with		
students with	students with	guidance related to	guidance related to		
guidance related to	guidance related to	programs,	programs and		
programs,	programs,	requirements,	requirements,		
requirements,	requirements,	courses, and	courses, and		
courses, and	courses, and	assessments that	assessments for		
assessments that	assessments that	support them towards	timely grade-		
support them towards	support them towards	successful and timely	level/course		
successful and timely	successful and timely	grade-level/course	completion on their		
grade-level/course	grade-level/course	completion on their	trajectory toward		
completion on their	completion on their	trajectory toward	graduating.		
trajectory toward	trajectory toward	graduating college,			
graduating college,	graduating college,	career and civic ready.			
career and civic ready.	career and civic ready.				
Total average score leve	el for Pillar 1E. Equity				

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

1F. Staff Collaboration and Support

11. Staff Collaboration and Support								
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support			
					scale level			
School intentionally	School intentionally	School designs	School is planning to					
structures time and	designs learning	learning opportunities	design learning					



1F. Staff Collaboration and Support

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
designs learning	opportunities for	for some teachers to	opportunities for all		
opportunities for all	most teachers to	collaborate and	teachers to		
teachers to	collaborate and	design instruction,	collaborate and		
collaborate and	design instruction,	analyze student work,	design instruction,		
design instruction,	analyze student work,	and develop rigorous	analyze student work,		
analyze student work,	and develop rigorous	lessons.	and develop rigorous		
and develop rigorous	lessons.		lessons.		
lessons with					
MLLs/ELLs in mind.					
School provides on-	School provides many	School provides some	School provides		
going and sustained	opportunities for all	opportunities for all	limited/few		
opportunities for all	teachers to	teachers to	opportunities for all		
teachers to	participate in	participate in	teachers to		
participate in	meaningful	meaningful	participate in		
meaningful	professional	professional	meaningful		
professional	development that	development that	professional		
development that	addresses the needs	addresses the needs	development that		
addresses the needs	of MLLs/ELLs,	of MLLs/ELLs,	addresses the needs		
of MLLs/ELLs,	including home and	including home and	of MLLs/ELLs,		
including home and	new language	new language	including home and		
new language	development.	development.	new language		
development.			development.		
More than 15% of the	15- 10% of the	9-5% of the school's	4-0% of the school's		
school's professional	school's professional	professional	professional		
development hours	development hours	development hours	development hours		
for all teachers are	for all teachers are	for all teachers are	for all teachers are		
dedicated to MLL/ELL	dedicated to MLL/ELL	dedicated to MLL/ELL	dedicated to ELL		
needs, language	needs, language	needs, language	needs, language		
acquisition, co-	acquisition, co-	acquisition, co-	acquisition, co-		
teaching strategies	teaching strategies	teaching strategies	teaching strategies		



1F.	Sta	ff Co	llab	oration	and	Sup	port	
	_							

1F. Staff Collaboration and Support								
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support			
					scale level			
and integrating	and integrating	and integrating	and integrating					
language and content	language and content	language and content	language and content					
instruction.	instruction.	instruction.	instruction.					
More than 50% of the	49-25% of the	24-10% of the	9-0% of the school's					
school's professional	school's professional	school's professional	professional					
development hours	development hours	development hours	development hours					
for all Bilingual and	for all Bilingual and	for all Bilingual and	for all Bilingual and					
ENL/ESOL teachers	ENL/ESOL teachers	ENL/ESOL teachers	ENL/ESOL teachers					
are dedicated to ELL	are dedicated to	are dedicated to	are dedicated to					
/MLL needs, language	MLL/ELL needs,	MLL/ELL needs,	MLL/ELL needs,					
acquisition, co-	language acquisition,	language acquisition,	language acquisition,					
teaching strategies	co-teaching strategies	co-teaching strategies	co-teaching strategies					
and integrating	and integrating	and integrating	and integrating					
language and content	language and content	language and content	language and content					
instruction.	instruction.	instruction.	instruction.					
Total average score lev	el for Pillar 1F. Staff Colla							
Total Summarized aver	age score level for Tenet							
Effective schools estable	ish schoolwide systems a							
improvement and succ	ess for all students.							



Tenet 2 – School Leadership: Visionary leaders create a school community and culture that leads to success, well-being, and high academic outcomes for all students

outcomes for all students								
2A. Awareness and Pro	2A. Awareness and Problem Solving							
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level			
School leaders	School leaders	School leaders	School leaders rarely					
continuously seek and	regularly seek	occasionally	seek resources and					
evaluate the impact of	resources and	sporadically seek	expertise on meeting					
resources and	expertise on meeting	resources and	the academic needs of					
expertise on meeting	the academic needs of	expertise on meeting	MLLs/ELLs.					
the academic needs of	MLLs/ELLs in order to	the academic needs of						
MLLs/ELLs in order to	cultivate a school	MLLs/ELLs in order to						
cultivate a school	culture of high	cultivate a school						
culture of high	expectations.	culture of high						
expectations.		expectations.						
School leaders	School leaders	School leaders	School leaders rarely					
continuously seek and	regularly seek	occasionally or	seek resources and					
evaluate the impact	resources and	sporadically seek	expertise on meeting					
resources and	expertise on meeting	resources and	the social emotional					
expertise on meeting	the social emotional	expertise on meeting	needs of MLLs/ELLs.					
the social emotional	needs of MLLs/ELLs in	the social emotional						
needs of MLLs/ELLs in	order to increase	needs of MLLs/ELLs in						
order increase	attendance, wellness	order to increase						
attendance, wellness	and sustain	attendance.						
and sustain	MLLs'/ELLs' cultural							
MLLs'/ELLs' cultural	assets.							
assets.								
Total average score lev	el for Pillar 2A. Awarenes	ss and Problem-Solving						



Tenet 2 – School Leadership: Visionary leaders create a school community and culture that leads to success, well-being, and high academic outcomes for all students 2B. Ensures a Culture and Climate of Success **Leading Level 4 Sustaining Level 3 Developing Level 2 Initiating Level 1 Not Aligned Level 0 Evidence to support** scale level School leaders create School leaders create School leaders create School leaders create and sustain a safe and and sustain a safe and a safe and inclusive and sustain a safe inclusive learning learning environment inclusive learning environment for that celebrates MLLs/ELLs. environment that environment that MLLs'/ELLs' languages celebrates and validates and celebrates MLLs'/ELLs' validates MLLs'/ELLs' and cultures. languages, cultures, languages and and funds of cultures. knowledge.

Total average score level for Pillar 2B: Ensures a Culture and Climate of Success

2C. Promotes a Shared Vision for Learning and Achievement					
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
School leaders, staff and parents hold a	School leaders and most staff and	School leaders and some staff hold a	School leaders and a few staff articulate a		
clear vision for	parents hold a clear	clear vision for	clear vision for		
student success that	vision for student	student success that	student success that		
includes high	success that includes	includes high	includes high		
expectations for	high expectations for	expectations for ELL	expectations for		
MLL/ELL student	ELL student	student achievement	MLL/ELL student		
achievement and	achievement and	and social-emotional	achievement and		
social-emotional	social-emotional	development.	social-emotional		
development.	development.		development.		



Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
School leaders	School leaders	School leaders	School leaders are		
support the	support the MLL/ELL	support the MLL/ELL	developing an		
implementation of the	vision by supporting	vision by developing a	MLL/ELL vision or a		
school's MLL/ELL	the implementation of	schoolwide clear and	schoolwide clear and		
vision and monitor	a schoolwide clear	coherent language	coherent language		
the impact of a	and coherent	development	development		
schoolwide clear and	language	approach.	approach.		
coherent language	development				
development	approach.				
approach.					
School leaders	School leaders	School leaders	School leaders are		
support the MLL/ELL	support the MLL/ELL	support the MLL/ELL	developing an		
vision by monitoring	vision by supporting	vision by developing	MLL/ELL vision to		
and supporting the	the implementation of	a purposeful plan of	drive the		
implementation of a	a purposeful plan of	action that provides	development of a		
purposeful plan of	action that provides	multiple pathways to	purposeful plan of		
action that provides	multiple pathways to	college, career and	action that provides		
multiple pathways to	college, career and	civic readiness	multiple pathways to		
college, career and	civic readiness	through high-quality	college, career and		
civic readiness	through high-quality	programs that meet	civic readiness		
through high-quality	programs that meet	the needs of	through high-quality		
programs that meet	the needs of	MLLs/ELLs.	programs that meet		
the needs of	MLLs/ELLs.		the needs of		
MLLs/ELLs.			MLLs/ELLs.		
Total average score leve	el for Pillar 2C: Promotes	a Shared Vision for Lear	ning & Achievement		



2D. Provides High Quality Instructional Leadership

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
school leaders communicate the principles of and effective practices that support high- quality instruction for MLLs/ELLs and regularly provide high-quality supports, feedback and direction to educators to improve their instructional practices in alignment to the school's language development approach.	School leaders understand the principles of high- quality MLL/ELL instruction and highly effective practices for MLL/ELL and provide high-quality supports, feedback and direction to educators to improve their instructional practices.	School leaders are aware of the principles of high- quality MLL/ELL instruction and some effective practices for MLL/ELL and provide supports, feedback and direction to educators to improve their instructional practices.	School leaders are developing awareness of the principles of high-quality MLL/ELL instruction and some highly effective practices for MLL/ELL and provide supports, feedback and direction to educators to improve their instructional practices that do not reflect current research.		Scale level
School leaders monitor and support the implementation of high-quality instructional practices in all classrooms for MLLs/ELLs.	School leaders monitor and support the implementation of high-quality instructional practices in many classrooms for MLLs/ELLs.	School leaders monitor and support the implementation of high-quality instructional practices in some co-teaching and ENL classrooms for MLLs/ELLs.	School leaders monitor and support the implementation of high-quality instructional practices in few co-teaching and ENL classrooms for MLLs/ELLs.		



2E. Effectively Manages Resources

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support
					scale level
School leaders ensure	School leaders ensure	School leaders ensure	School leaders are		
that fiscal and human	that fiscal and human	that appropriate fiscal	aligning some fiscal		
resources are aligned	resources are aligned	and human resources	and human resources		
and coordinated to	and coordinated to	are aligned and	to ensure MLLs/ELLs		
ensure that a	ensure that the	coordinated to ensure	receive ENL support.		
comprehensive	comprehensive	that MLLs/ELLs			
instructional plan is	instructional plan is	receive ENL support.			
being effectively	being implemented.				
implemented,					
monitored, and					
evaluated.					
School leaders engage	School leaders engage	School leaders engage	School leaders engage		
in recruitment and	in recruitment and	in recruitment and	in recruitment and		
hiring of strong,	hiring of strong,	hiring of caring, highly	hiring of qualified		
caring, highly qualified	caring, highly qualified	qualified educators	educators who		
educators who build	educators who build	who build	address the needs of		
relationships that are	relationships that are	relationships to	MLLs/ELLs but have		
culturally responsive	culturally responsive	address the needs of	no onboarding and		
to the needs of	to the needs of	MLLs/ELLs and have	support processes		
MLLs/ELLs and have	MLLs/ELLs and have	general onboarding	and structures.		
effective onboarding	intentional	and support			
and support	onboarding and	processes and			
processes and	support processes	structures.			
structures leading to	and structures.				
successful staff					
retention.					



Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support
School leaders have hired responsive and effective guidance staff and have established clearly delineated support structures that are MLL/ELL assets-oriented.	School leaders have hired responsive guidance staff and have many support structures that are MLL/ELL assets-oriented.	School leaders have hired responsive guidance staff and have some support structures that are MLL/ELL assets-oriented.	School leaders have hired responsive guidance staff and have some support structures that are MLL/ELL assets-oriented.		scale level
School leaders are intentional and have carefully created flexible structures (e.g., block schedules, looping, co-teaching) and responsive scheduling to afford opportunities for all MLLs/ELLs to accelerate and strengthen their language, literacy and academic capacities.	School leaders are intentional and have created flexible structures (e.g., block schedules, looping, co-teaching) to afford opportunities for all MLLs/ELLs to accelerate and strengthen their language, literacy and academic capacities.	School leaders are implementing flexible structures (e.g., block schedules, looping, or co-teaching) to afford opportunities for all MLLs/ELLs to strengthen their language, literacy and academic capacities.	School leaders are in the process of creating structures (e.g., block schedules, looping, co-teaching) to afford opportunities for all MLLs/ELLs to build their language, literacy and academic capacities.		
Total average score level for Pillar 2E. Effectively Manages Resources Total Summarized average score level for Tenet 2 – School Leadership: Visionary leaders create a school community and culture that leads to success, well-being, and high academic outcomes for all students.					



Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success

3A. Curriculum Cohere	nce and Progression				
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
Curriculum is	Curriculum is	Curriculum is	Curriculum is selected		
designed, selected,	selected, and	selected, and	and implemented by		
and implemented	implemented	implemented by	ESOL teachers to help		
collaboratively by	collaboratively by	ESOL, bilingual,	MLLs/ELLs meet the		
ESOL, bilingual, and	ESOL, bilingual, and	and/or content	linguistic demands		
content teachers to	content teachers to	teachers to help	and content learning		
ensure MLLs/ELLs	ensure MLLs/ELLs	MLLs/ELLs meet the	expectations of NYS		
meet the linguistic	meet the linguistic	linguistic demands	Next Generation		
demands and content	demands and content	and content learning	Learning Standards.		
learning expectations	learning expectations	expectations of NYS			
of NYS Next	of NYS Next	Next Generation			
Generation Learning	Generation Learning	Learning Standards.			
Standards.	Standards.				
Instruction in all	Instruction in most	Instruction in some	Instruction in few ENL		
classrooms supports	classrooms supports	classrooms supports	classrooms supports		
integrated academic	academic content and	academic content and	academic content and		
content and language	language	language	language		
development while	development while	development while	development while		
strategically moving	strategically moving	strategically moving	strategically moving		
MLLs/ELLs toward	MLLs/ELLs toward	MLLs/ELLs toward	MLLs/ELLs toward		
English language	English language	English language	English language		
proficiency (see <u>New</u>	proficiency (see <u>New</u>	proficiency (see <u>New</u>	proficiency (see <u>New</u>		
York State Bilingual	York State Bilingual	York State Bilingual	York State Bilingual		
Progressions).	Progressions).	Progressions).	Progressions).		



Tenet 3 - Curriculum: Ef	Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success						
3A. Curriculum Coheren	3A. Curriculum Coherence and Progression						
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support		
					scale level		
All teachers design	Most teachers design	Some teachers design	A few teachers design				
lessons that invite	lessons that invite	lessons that invite	lessons that invite				
students to connect	students to connect	students to connect	students to connect				
and integrate new	and integrate new	and integrate new	and integrate new				
learning using	learning using	learning using	learning using				
language (home	language (home	language (home	language (home				
language and English),	language and English),	language and English),	language and English),				
culture, and/or prior	culture, and/or prior	culture, and/or prior	culture, and/or prior				
knowledge and	knowledge and	knowledge and	knowledge and				
experience.	experience.	experience.	experience.				
Total average score lev	Total average score level for Pillar 3A. Curriculum Coherence and Progression						

Tenet 3 - Curriculum: E	ffective schools provide s	students with rigorous, c	oherent, and relevant cu	rricula that prepares stud	dents for success	
3B. Depth and Breadth						
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level	
All teachers design	Most teachers design	Some teachers design	A few teachers are			
lessons that invite	lessons that invite	lessons that invite	planning to design			
MLLs/ELLs to discuss	MLLs/ELLs to discuss	MLLs/ELLs to discuss	lessons that invite			
content and problem-	content and problem-	content and problem-	MLLs/ELLs to discuss			
solve with peers.	solve with peers.	solve with peers.	content and problem-			
			solve with peers			
All teachers	Most teachers	Some teachers	A few teachers are			
implement instruction	implement instruction	implement instruction	planning to			
that strategically uses	that strategically uses	that strategically uses	implement instruction			
research-based	research-based	research-based	that strategically uses			
strategies (e.g.,	strategies (e.g.,	strategies (e.g.,	research-based			
multimedia, visuals,	multimedia, visuals,	multimedia, visuals,	strategies (e.g.,			
and graphic	and graphic	and graphic	multimedia, visuals,			
organizers).	organizers).	organizers).	and graphic			



Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success							
3B. Depth and Breadth	3B. Depth and Breadth						
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support		
					scale level		
			organizers).				
Total average score level for Pillar 3B. Depth and Breadth							

	Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success 3C. Relevance, Challenge, and Enjoyment						
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level		
All of the curriculum	Most of the	Some of the	The curriculum does				
invites students to	curriculum invites	curriculum invites	not invite students to				
interact with content-	students to interact	students to interact	interact with content-				
area ideas using	with content-area	with content-area	area ideas using				
analytical practices.	ideas using analytical	ideas using analytical	analytical practices.				
Lessons are designed	practices. Lessons are	practices. Lessons are	Lessons are designed				
to help students make	designed to help	designed to help	to help students make				
connections among	students make	students make	connections among				
and between	connections among	connections among	and between				
disciplinary concept	and between	and between	disciplinary concept				
ideas (e.g.,	disciplinary concept	disciplinary concept	ideas (e.g.,				
synthesizing,	ideas (e.g.,	ideas (e.g.,	synthesizing,				
explaining,	synthesizing,	synthesizing,	explaining,				
generalizing,	explaining,	explaining,	generalizing,				
hypothesizing).	generalizing,	generalizing,	hypothesizing).				
	hypothesizing).	hypothesizing).					
Total average score lev	el for Pillar 3C. Relevanc	e, Challenge, and Enjoym	nent				



Sustaining Level 3 urriculum designed	Developing Level 2 Curriculum designed	Initiating Level 1	Not Aligned Level 0	Evidence to support
urriculum designed		,	Not Aligned Level 0	• •
	Curriculum designed			scale level
nd delivered by content and ESOL eachers purposefully ntegrates linguistic emands and cademic demands content standards) ligned to learning bjectives and rovides unplanned e.g., just-in-time, eachable moments) and planned scaffolds of address MLL/ELL	and delivered by content and ESOL teachers purposefully integrate linguistic demands and academic demands (content standards) aligned to learning objectives.	Curriculum designed and delivered by ESOL teachers purposefully integrates linguistic demands and content objectives.		
ente cooling by the c	achers purposefully regrates linguistic mands and ademic demands ontent standards) gned to learning jectives and ovides unplanned g., just-in-time, achable moments) d planned scaffolds address MLL/ELL eds.	teachers purposefully integrates linguistic demands and academic demands ontent standards) gned to learning jectives and ovides unplanned g., just-in-time, achable moments) d planned scaffolds address MLL/ELL eds.	teachers purposefully integrates linguistic demands and academic demands ontent standards) gned to learning jectives and ovides unplanned g., just-in-time, achable moments) d planned scaffolds address MLL/ELL integrate linguistic demands and objectives. teachers purposefully integrates linguistic demands and content objectives. demands and academic demands (content standards) aligned to learning objectives.	teachers purposefully integrates linguistic demands and addemic demands ontent standards) gned to learning jectives and ovides unplanned g., just-in-time, achable moments) d planned scaffolds address MLL/ELL eds. teachers purposefully integrates linguistic demands and content objectives. integrates linguistic demands and content objectives.



Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success 3E. Activities and Materials					
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
All teachers use high	Most teachers use	Some teachers use	A few teachers use		
quality, standards-	high quality,	high quality,	high quality,		
aligned, age-	standards-aligned,	standards-aligned,	standards-aligned,		
appropriate, and	age-appropriate, and	age-appropriate, and	age-appropriate, and		
culturally responsive	culturally responsive	culturally responsive	culturally responsive		
materials that are in	materials that are in	materials that are in	materials that are in		
English or in the	English or in the	English or in the	English or in the		
home/target	home/target language	home/target language	home/target language		
language, as	as instructionally	as instructionally	as instructionally		
instructionally	appropriate.	appropriate.	appropriate		
appropriate .					
All the instructional	School has most	School has some	School is planning to		
materials in	instructional materials	instructional materials	have instructional		
home/targeted	in home/targeted	in home/targeted	materials in		
languages in the	languages to support	languages to support	home/targeted		
school are high quality	the bilingual	the bilingual	languages to support		
and support the	programs.	programs.	the bilingual		
bilingual programs.			programs.		
All teachers design	Most teachers design	Some teachers design	A few teachers are		
and deliver lessons	and deliver lessons	and deliver lessons	planning to design		
that integrate explicit	that integrate explicit	that integrate explicit	and deliver lessons		
and implicit research-	and implicit research-	and implicit research-	that integrate explicit		
based vocabulary	based vocabulary	based vocabulary	and implicit research-		
instruction aligned to	instruction aligned to	instruction aligned to	based vocabulary		
language and content	language and content	language and content	instruction aligned to		
objectives.	objectives.	objectives.	language and content objectives.		



	Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success					
3E. Activities and Mate Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level	
All teachers design	Most teachers design	Some teachers design	Few teachers design			
lessons that engage	lessons that engage	lessons that engage	lessons that engage			
MLLs/ELLs in	MLLs/ELLs in	MLLs/ELLs in	MLLs/ELLs in			
productive struggle	productive struggle	productive struggle	productive struggle			
with text/tasks/ideas.	with text/tasks/ideas.	with text/tasks/ideas.	with text/tasks/ideas.			
All teachers select	Most content and	Some content and	Only ENL teachers			
appropriate scaffolds	ENL teachers select	ENL teachers select	select appropriate			
for MLLs/ELLs and can	appropriate scaffolds	appropriate scaffolds	scaffolds for			
articulate why they	for MLLs/ELLs and can	for MLLs/ELLs and can	MLLs/ELLs and can			
are employing them.	articulate why they	articulate why they	articulate why they			
	are employing them.	are employing them.	are employing them.			
All teachers group	Most content and ENL	Some content and	Only ENL teachers			
students for specific	teachers group	ENL teachers group	group students for			
interactions (e.g.,	students for specific	students for specific	specific interactions			
academic discussion,	interactions (e.g.,	interactions (e.g.,	(e.g., academic			
collaborative learning)	academic discussion,	academic discussion,	discussion,			
in a strategic and	collaborative learning)	collaborative learning)	collaborative learning)			
dynamic way.	in a strategic and	in a strategic and	in a strategic and			
	dynamic way.	dynamic way.	dynamic way.			
Total average score lev	Total average score level for Pillar 3E. Activities and Materials				_	



Tenet 3 - Curriculum: E	Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success						
3F. Evaluation, Adapta	3F. Evaluation, Adaptation, and Flexibility						
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level		
All teachers deliver	Most teachers deliver	Some teachers deliver	Few or no teachers				
curriculum that	curriculum that	curriculum that	deliver curriculum				
integrates formative	integrates formative	integrates formative	that integrates				
assessments to	assessments to	assessments to	formative				
enhance conceptual	enhance conceptual	enhance conceptual	assessments to				
and language	and language	and language	enhance conceptual				
development and to	development and to	development and to	and language				
determine next steps	determine next steps	determine next steps	development and to				
for instruction.	for instruction.	for instruction.	determine next steps				
			for instruction.				
Total average score level for Pillar 3F. Evaluation, Adaptation, and Flexibility							
Total Summarized aver	Total Summarized average score level for Tenet 3 - Curriculum: Effective schools provide						
students with rigorous	, coherent, and relevant	curricula that prepares st	tudents for success.				



Tenet 4 - Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Element 1: All teachers are teachers of MLLs/ELLs

4A. Environment of Respect and Rapport: Engage in examination of classroom environment via classroom observations.

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
The classroom environments throughout the school provide MLLs/ELLs with multiple structures, processes and resources that support purposeful and rich academic discourse and writing across all content areas.	The classroom environments throughout the school provide MLLs/ELLs with several structures, processes and resources that support purposeful and rich academic discourse and writing across all content areas.	The classroom environments throughout the school provide MLLs/ELLs with some structures, processes and resources that support purposeful and rich academic discourse and writing across all content areas.	The classroom environments throughout the school provide MLLs/ELLs with few or limited structures, processes and resources that support purposeful and rich academic discourse and writing across all content areas.		
Multiple techniques (e.g., Fish Bowl, Socratic seminar, literature circles, debate, Think-Pair- Share) are utilized so that MLLs/ELLs are held accountable for engaging in academic conversations.	Some techniques are utilized so that MLLs/ELLs are held accountable for engaging in academic conversations.	Limited techniques are utilized so that MLLs/ELLs are held accountable for engaging in academic conversations.	Few or no techniques are utilized so that MLLs/ELLs are held accountable for engaging in academic conversations.		



Element 1: All teachers are teachers of MLLs/ELLs

4B. Classroom Management Engage in examination of classroom environment via classroom observations.

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
All teachers have	Most teachers have	Some teachers have	Few teachers have		
classroom norms and	classroom norms and	classroom norms and	classroom norms and		
behavioral	behavioral	behavioral	behavioral		
expectations clearly	expectations clearly	expectations clearly	expectations clearly		
visible and posted for	visible and posted for	visible and posted for	visible and posted for		
student use.	student use.	student use.	student use.		
All teachers structure	Most teachers	Some teachers	Few teachers		
lessons and group	structure lessons and	structure lessons and	structure lessons and		
students so that	group students so	group students so	group students so		
students can use	that students can use	that students can use	that students can use		
peers as resources for	peers as resources for	peers as resources for	peers as resources for		
negotiating meaning	negotiating meaning	negotiating meaning	negotiating meaning		
in English and/or the	in English and/or the	in English and/or the	in English and/or the		
home language.	home language.	home language.	home language.		
Total average score lev	el for Pillar 4B. Classroon	n Management			

Tenet 4 - Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Element 1: All teachers are teachers of MLLs/ELLs

4C. Extensive Knowledge of Content and Pedagogy Engage in deep examination of current practices via classroom observations.

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
All content teachers	Most content	Some content	Few content teachers		
exhibit extensive	teachers exhibit	teachers exhibit	exhibit extensive		
expertise and	extensive expertise	extensive expertise	expertise and		
knowledge of how	and knowledge of	and knowledge of	knowledge of how		
language works within	how language works	how language works	language works within		
their content area.	within their content	within their content	their content area.		



Element 1: All teachers are teachers of MLLs/ELLs

4C. Extensive Knowledge of Content and Pedagogy Engage in deep examination of current practices via classroom observations.

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support
J J	Ü	1 0	ŭ	o o	scale level
	area.	area.			
All teachers use	Most teachers use	Some teachers use	Few teachers use		
targeted and	targeted and	targeted and	targeted and		
purposeful scaffolds,	purposeful scaffolds,	purposeful scaffolds,	purposeful scaffolds,		
and when possible	and when possible	and when possible	and when possible		
use home language to	use home language to	use home language to	use home language to		
engage and extend	engage and extend	engage and	engage and extend		
students' thinking and	students' thinking and	understanding.	students' thinking and		
understanding.	understanding.		understanding.		
Total average score lev	el for Pillar 4C. Extensive	Knowledge of Content a	nd Pedagogy		

Tenet 4 - Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Element 1: All teachers are teachers of MLLs/ELLs.

4D. Lesson Delivery: Opportunity to Learn

Instruction provides MLLs/ELLs with opportunities to engage in discipline-specific practices to build conceptual understanding, analytical practices, and language competence simultaneously.

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support
					scale level
All lessons invite	Most lessons invite	Some lessons invite	Few content teachers		
students to: 1) ask	students to: 1) ask	students to: 1) ask	exhibit extensive		
and answer open-	and answer open-	and answer basic	expertise and		
ended questions, in	ended questions, in	factual questions, in	knowledge of how		
English or the home	English or home	English or home	language works within		
language, about	language, about	language, about the	their content area.		
content-area ideas	content-area ideas, 2)	content, 2) make			
that they have	make some	simple connections			
generated	connections among or	among or between			



Element 1: All teachers are teachers of MLLs/ELLs.

4D. Lesson Delivery: Opportunity to Learn

Instruction provides MLLs/ELLs with opportunities to engage in discipline-specific practices to build conceptual understanding, analytical practices, and language competence simultaneously.

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
themselves, 2) make complex connections among or between disciplinary concepts/ideas (e.g., synthesizing, explaining, generalizing, hypothesizing), and 3) make predictions or arguments using evidence to support reasoning or claims.	between disciplinary concepts/ideas (explaining, generalizing), 3) make predictions or state opinions, with limited evidence to support their reasoning or ideas.	content-area ideas (identifying, classifying), and 3) state basic opinions (like/dislike, agree/disagree) about content-area ideas.			
Total average score leve	el for Pillar 4D. Lesson De	elivery: Opportunity to Le	earn		

Tenet 4 - Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Element 1: All teachers are teachers of MLLs/ELLs

4E. Instructional Techniques that Deepen Engagement:

Opportunity to Learn: Standards-aligned instruction for MLLs/ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support
					scale level



Tenet 4 - Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Element 1: All teachers are teachers of MLLs/ELLs

4E. Instructional Techniques that Deepen Engagement:

Opportunity to Learn: Standards-aligned instruction for MLLs/ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support
					scale level
All core	Most core	Some core	Few content teachers	Few or no core	
materials/learning	materials/learning	materials/learning	exhibit extensive	materials/learning	
tasks are challenging	tasks are challenging	tasks are challenging	expertise and	tasks are challenging	
and at grade level.	and at grade level.	and at grade level.	knowledge of how	and at grade level.	
Students are engaged	Students are engaged	Students are engaged	language works within	Students are engaged	
in grade-level core	in grade-level core	in grade-level core	their content area.	in grade-level core	
content with strong	content with strong	content with strong		content with strong	
alignment to	alignment to	alignment to		alignment to	
standards.	standards.	standards.		standards.	
Total average score level for Pillar 4E. Instructional Techniques that Deepen Engagement					

Tenet 4 - Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their



knowledge and deepen their understanding.

Element 1: All teachers are teachers of MLLs/ELLs

4F. Targeted Strategies for Diverse Learners:

Asset Orientation: Instruction leverages MLLs/ELLs' home language(s), cultural assets, and prior knowledge. Instruction moves MLLs/ELLs forward by taking into account their English proficiency level(s) and prior schooling experiences. Instruction fosters MLLs/ELLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
All lessons invite	Most lessons invite	Some lessons invite	Few or no lessons		
students to: 1)	students to: 1)	students to: 1)	invite students to: 1)		
connect and integrate	connect and integrate	connect and integrate	connect and integrate		
ideas using their	ideas using their	ideas using their	ideas using their		
home language	home language	home language	home language		
and/or English and	and/or English and	and/or English and	and/or English and		
cultural assets, 2)	cultural assets, 2)	cultural assets, 2)	cultural assets, 2)		
deepen	deepen	deepen	deepen		
understandings by	understandings by	understandings by	understandings by		
building on prior	building on prior	building on prior	building on prior		
knowledge and	knowledge and	knowledge and	knowledge and		
experience, and 3)	experience, and 3)	experience, and 3)	experience, and 3)		
frequently	frequently	frequently	frequently		
acknowledge and	acknowledge and	acknowledge and	acknowledge and		
value the ideas of					
peers and build on					
peers' ideas.	peers' ideas.	peers' ideas.	peers' ideas.		
All lessons afford	Most lessons afford	Some lessons afford	Few or no lessons		
students	students	students	afford students		
opportunities to: 1)	opportunities to: 1)	opportunities to: 1)	opportunities to: 1)		
use multimodal	use multimodal	use multimodal	use multimodal		
materials and	materials and	materials and	materials and		
scaffolds for	scaffolds for	scaffolds for	scaffolds for		
purposeful learning of	purposeful learning of	purposeful learning of	purposeful learning of		
content, analytical	content, analytical	content, analytical	content, analytical		
practices, and	practices, and	practices, and	practices, and		
language, 2) engage in					



productive struggle	productive struggle	productive struggle	productive struggle		
with complex	with complex	with complex	with complex		
text/task/ideas using	text/task/ideas using	text/task/ideas using	text/task/ideas using		
learning supports and	learning supports and	learning supports and	learning supports and		
analysis tools for a	analysis tools for a	analysis tools for a	analysis tools for a		
clear purpose, and 3)	clear purpose, and 3)	clear purpose, and 3)	clear purpose, and 3)		
recognize and initiate	recognize and initiate	recognize and initiate	recognize and initiate		
opportunities to	opportunities to	opportunities to	opportunities to		
refine their	refine their	refine their	refine their		
communications using	communications using	communications using	communications using		
formulaic expressions,	formulaic expressions,	formulaic expressions,	formulaic expressions,		
representations,	representations,	representations,	representations,		
metaphors, and	metaphors, and	metaphors, and	metaphors, and		
multiple examples.	multiple examples.	multiple examples.	multiple examples.		
Total average score leve	Total average score level for Pillar 4F. Targeted Strategies for Diverse Learners:				



Tenet 5 – Social-Emotional Learning (SEL): Effective schools develop a systematic approach to SEL to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Tenet 5 – Social-Emotional Learning (SEL): Effective schools develop a systematic approach to SEL to ensure that all students can develop SEL skills necessary for success within and beyond school.

	wide Practices and Polici				1
Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support
					scale level
All members of the	Most members of the	Some members of the	School community		
school community	school community	school community	does not leverage		
leverage home	leverage home	leverage home	home languages and		
languages and	languages and	languages and	cultures of all		
cultures of all	cultures of all	cultures of all	students, including		
students, including	students, including	students, including	MLLs/ELLs. to		
MLLs/ELLs, to	MLLs/ELLs, to	MLLs/ELLs, to	promote diversity		
promote diversity	promote diversity	promote diversity	pursuant to the		
pursuant to the	pursuant to the	pursuant to the	Dignity for All		
Dignity for All	Dignity for All	Dignity for All	Students Act.		
Students Act.	Students Act.	Students Act.			
School sustains home	School recognizes	School recognizes	School recognizes		
languages and cultural	home languages and	home languages and	cultural assets and		
assets and uses them	cultural assets and	cultural assets and	uses them for bridging		
for celebrations of	uses them for bridging	uses them for bridging	differences.		
accomplishments,	differences and	differences.			
bridging differences	creating community.				
and creating					
community.					
School has an Early	School has an Early	School has an Early	School is planning to		
Warning system that	Warning system that	Warning system that	develop an Early		
examines "root	examines "root	examines "root	Warning system that		
causes" of chronic	causes" of Chronic	causes" of Chronic	examines "root		
absenteeism and	Absence and/or	Absence and supports	causes" of Chronic		



Tenet 5 – Social-Emotional Learning (SEL): Effective schools develop a systematic approach to SEL to ensure that all students can develop SEL skills necessary for success within and beyond school.

5A. Establishing Schoo	lwide Practices and	Policies th	nat Support SEL

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
MLL/ELL progress towards meeting their Individual Graduation Plan and supports their needs to stay engaged and on track.	MLL/ELL progress towards meeting their Individual Graduation Plan and supports their needs to stay engaged and/or on track.	needs to stay engaged.	Absence and/or MLL/ELL progress towards meeting their Individual Graduation Plan.		
Total average score lev Support SEL	el for Pillar 5A. Establish	ing Schoolwide Practices	and Policies that		

Tenet 5 – Social-Emotional Learning (SEL): Effective schools develop a systematic approach to SEL to ensure that all students can develop SEL skills necessary for success within and beyond school.

5B. Ensuring a Supportive Environment

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support
					scale level
All members of the	Most members of the	Some members of the	School community		
school community	school community	school community	does not leverage		
leverage home	leverage home	leverage home	home languages and		
languages and	languages and	languages and	cultures of all		
cultures of all	cultures of all	cultures of all	students, including		
students, including	students, including	students, including	MLLs/ELLs. to		
MLLs/ELLs, to	MLLs/ELLs, to	MLLs/ELLs, to	promote diversity		
promote diversity	promote diversity	promote diversity	pursuant to DASA.		
pursuant to DASA.	pursuant to the DASA.	pursuant to DASA.			
School sustains home	School recognizes	School recognizes	School recognizes		
languages and cultural	home languages and	home languages and	cultural assets and		
assets and uses them	cultural assets and	cultural assets and	uses them for bridging		
for celebrations of	uses them for bridging	uses them for bridging	differences.		
accomplishments,	differences and	differences.			



Tenet 5 – Social-Emotional Learning (SEL): Effective schools develop a systematic approach to SEL to ensure that all students can develop SEL skills necessary for success within and beyond school.

5B. Ensuring a Suppor	tive Environment
-----------------------	------------------

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
bridging differences and creating community.	creating community.				
School has an Early Warning system that examines "root causes" of chronic absenteeism and MLL/ELL progress towards meeting their Individual Graduation Plan and supports their needs to stay engaged and on track.	School has an Early Warning system that examines "root causes" of Chronic Absence and/or MLL/ELL progress towards meeting their Individual Graduation Plan and supports their needs to stay engaged and/or on track.	School has an Early Warning system that examines "root causes" of Chronic Absence and supports needs to stay engaged.	School is planning to develop an Early Warning system that examines "root causes" of Chronic Absence and/or MLL/ELL progress towards meeting their Individual Graduation Plan.		
Total average score lev	el for Pillar 5B. Ensuring	nt			

Tenet 5 – Social-Emotional Learning (SEL): Effective schools develop a systematic approach to SEL to ensure that all students can develop SEL necessary for success within and beyond school.

5C. Enhancing Family and Community Partnerships

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
All teachers	Most content and ENL	Some content and	Few or no ENL		Scarc rever
collaborate with	teachers collaborate	ENL teachers	teachers collaborate		
support staff and	with support staff and	collaborate with	with support staff and		
community-based	community-based	support staff and	community-based		
organizations (CBOs)	organizations (CBOs)	community-based	organizations (CBOs)		
to address MLL/ELL	to address MLL/ELL	organizations (CBOs)	to address ELL /MLL		
needs.	needs.	to address MLL/ELL	needs.		



Tenet 5 – Social-Emotional Learning (SEL): Effective schools develop a systematic approach to SEL to ensure that all students can develop SEL necessary for success within and beyond school.

5C. Enhancing	Family and	Community	<i>i</i> Partnershins

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
		needs.			
School has many community partnerships that afford students the opportunities to use their languages in diverse situations and sustain cultural assets.	School has several community partnerships that sustain cultural assets and afford students the opportunities to use the languages in diverse situations.	School has some community partnership that afford students the opportunities to use the languages in diverse situations such as internships, mentorships, clubs,	School has a few or no community partnership that afford students limited opportunities to use the languages such as in clubs and sports.		
		and sports.			
Total average score lev	el for Pillar 5C. Enhancing	g Family and Community	/ Partnerships		
Total Summarized aver	age score level for Tenet	5 – Social-Emotional Le	arning		



Tenet 6— Parent and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
School ensures that	School ensures that	School rarely provides	School is developing		300.01010.
parents regularly	parents periodically	parents with	processes and		
receive information	receive information	information about	structures to provide		
about their rights,	about their rights,	their rights, program	parents with		
program choices in a	program choices in a	choices in a language,	information about		
language, and	language, and	and resources in their	their rights, program		
resources in their	resources in their	preferred language	choices in a language,		
preferred language	preferred language	and mode of	and resources in their		
and mode of	and mode of	communication that	preferred language		
communication that	communication that	enable them to make	and mode of		
enable them to make	enable them to make	informed decisions	communication that		
informed decisions	informed decisions	about their child's	enable them to make		
about their child's	about their child's	education.	informed decisions		
education.	education.		about their child's		
			education.		
School collects and	School collects and	School collects and is	School is developing a		
retains records of	maintains records of	beginning to maintain	plan to collect and		
parent's preferred	parent's preferred	records of parent's	maintain records of		
language or mode of	language or mode of	preferred language or	parent's preferred		
communication as	communication as	mode of	language or mode of		
well as notices and	well as notices and	communication as	communication as		
forms generated	forms generated	well as notices and	well as notices and		
during the	during the	forms generated	forms generated		
identification and	identification and	during the	during the		



6A. Systems for Communication

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
placement process in	placement process.	identification and	identification and		
the student's cumulative file. Information is shared with the district.		placement process.	placement process.		
Total average score lev	el for Pillar 6A. Systems f				

Tenet 6— Parent and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

6B. Systems for Engagement and Empowerment

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
School personnel	School personnel	School personnel	School personnel is		Scare level
meet quarterly with	meet twice a year	meet at least once a	developing a plan to		
parents to discuss	with parent to discuss	year with parent to	meet at least once a		
their child's academic	their child's academic	discuss their child's	year with parents to		
content and language	content and language	academic content and	discuss their child's		
development progress	development progress	language	academic content and		
and needs.	and needs.	development progress	language		
		and needs.	development progress		
			and needs.		
Families understand	Families understand	Families know and	Families have limited		
the high expectations	the high expectations	understand the high	understanding of the		
that the school has	that the school has	expectations that the	high expectations that		
established for the	established for the	school has established	the school has		
education of all	education of all	for the education of	established for the		
MLLs/ELLs and there	MLLs/ELLs and	all MLLs/ELLs.	education of all		
are systems and	parents partner with		MLLs/ELLs.		
structures in place for	the school in the				



6B. Systems for Engagement and Empowerment

	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
understand the graduation requirements, the types of diplomas, the pathways to achieving each diploma type, the Advanced Placement, International Baccalaureate and dual enrollment	pursuit and achievement of those expectations. Families are provided with information on the graduation requirements, the types of diplomas, the pathways to achieving each diploma type, the advantages of each diploma, the Advanced Placement and Concurrent Enrollment courses available, the Seal of Biliteracy and Career Pathways.	Families are provided with information on the graduation requirements, the types of diplomas, the pathways to achieving each diploma type, the advantages of each diploma as well as the Advanced Placement and Concurrent Enrollment courses available in the school.	Families are provided with information on the graduation requirements, the types of diplomas, the pathways to achieving each diploma type, and the advantages of each diploma.		scale level
supports available for					



l	6C. Systems	or Cultivating Relationships and Bridging Difference	ces
ı	OC. 3436C1113	or carrivating inclutions inpo and bringing biricicin	

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support
					scale level
School engages	School engages	School engages	Parents have limited		
parents as active	parents as active	parents as active	engagement in the		
participants in, and	participants in, and	participants in the	school community.		
contributors and	contributors in the	school community.			
cultural liaisons to,	school community.				
the school					
community.					
Parents are invited to	Parents are invited to	Parents know the	Parents do not know		
work with the school's	work with the school's	school's support	the school's support		
support personnel	support personnel to	personnel and are	personnel and/or the		
and the relevant	access the relevant	aware that there are	relevant community-		
community-based	community-based	relevant community-	based organizations.		
organizations in order	organizations in order	based organizations			
to address needs.	to address needs.	that can support their			
		child's needs.			
Total average score lev	el for Pillar 6C. Systems f	or Cultivating Relationsh	nips and Bridging		
Differences					

Tenet 6— Parent and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

6D. Systems for Continuous Quality Improvement

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
School has systems	School engages	School offers parents	School is planning to		
and structures to	parents in planning of	sessions on effective	offer parents sessions		
engage parents in	and offers parents	strategies to support	on effective strategies		
planning of and offers	sessions on effective	their children's	to support their		
parents sessions on	strategies to support	learning in and out of	children's learning in		
effective strategies to	their children's	school in English and	and out of school in		



6D. Systems for Continuous Quality Improvement

Leading Level 4	Sustaining Level 3	Developing Level 2	Initiating Level 1	Not Aligned Level 0	Evidence to support scale level
support their	learning in and out of	their home language.	English and their		
children's learning in	school in English and		home language.		
and out of school in	their home language.				
English and their					
home language.					
School consistently	School sometimes	School rarely collects	School is developing a		
collects and analyzes	collects and analyzes	and analyzes data	plan to collects data		
data from multiple	data from interviews,	from interviews and	from to monitor the		
sources (e.g.,	surveys, focus groups,	surveys to monitor	effectiveness of		
applications,	exit tickets to monitor	the effectiveness of	outreach and support		
interviews, exit	the effectiveness of	outreach and support	systems for parents of		
tickets, surveys, focus	outreach and support	systems for parents of	MLLs/ELLs.		
groups) to monitor	systems for parents of	MLLs/ELLs.			
the effectiveness of	MLLs/ELLs.				
outreach and support					
systems for parents of					
MLLs/ELLs.					
Total average score lev	el for Pillar 6D. Systems f	or Continuous Quality In	nprovement		
Total Summarized aver	age score level for Tenet	ty Engagement			



Overview of Results

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

Tenet 2 – School Leadership: Visionary leaders create a school community and culture that leads to success, well-being, and high academic outcomes for all students.

Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Tenet 4 - Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Tenet 5 – Social-Emotional Learning: Effective schools develop a systematic approach to social-emotional learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Tenet 6– Parent and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

For each Tenet determine the overall level of performance quality and what the team has identified as an area to be prioritized to increase the school's effectiveness in serving MLLs/ELLs.

Tenet	Level- Indicate whether the school is Initiating, Developing, Sustaining, or Leading	Priority- What could yield significant improvement in MLL/ELL outcomes in the school?
Systems and Organization		
School Leadership		
Curriculum		
Instruction		
Social Emotional Learning		
Parent and Community Engagement		



Summary of Results

Tenet 1—Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

Tenet 2—School Leadership: Visionary leaders create a school community and culture that leads to success, well-being, and high academic outcomes for all students.

Tenet 3—Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Tenet 4—Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Tenet 5—Social-Emotional Learning: Effective schools develop a systematic approach to social-emotional learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Tenet 6—Parent and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

Scoring Summary: Place an X along the continuum to indicate the school's current level of implementation of schoolwide practices that are supportive of quality practices for MLLs'/ELLs' success. Include the date when you review the rubric.

Review Date >

Tenet	Level 4-Leading	Level 3-Sustaining	Level 2-Developing	Level 1-Initiating	Level 0-Not Aligned
Systems and Organization					
Leadership					
Curriculum					
Instruction					
Social Emotional Learning					
Parent and Community Engagement					
Overall Program Implementation					



Office of Bilingual Education and World Languages New York State Education Department



obewl@nysed.gov
http://www.nysed.gov/bilingual-ed

