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.

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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.					
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 state language proficiency data (New York State English as a Second Language Achievement Test (NYSESLAT) and New York State Identification Test for English Language Learners (NYSITELL)) to understand where MLLs/ELLs are along the continuum of language development and how to provide appropriate and purposeful scaffolds.	School **regularly** uses state language proficiency data (New York State English as a Second Language Achievement Test (NYSESLAT)) and New York State Identification Test for English Language Learners [NYSITELL]) to understand where MLLs/ELLs are along the continuum of language development and how to provide appropriate and purposeful scaffolds	School **occasionally** uses the state language proficiency data (New York State English as a Second Language Achievement Test (NYSESLAT]) and New York State Identification Test for English Language Learners [NYSITELL]) to understand where MLLs/ELLs are along the continuum of language development and how to provide appropriate and purposeful scaffolds.	School **rarely or never** use state language proficiency data (New York State English as a Second Language Achievement Test ([NYSESLAT]) and New York State Identification Test for English Language Learners [NYSITELL]) to understand where MLLs/ELLs are along the continuum of language development.		

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.					
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 state assessments in conjunction with formative assessments to support MLLs/ELLs.	School **regularly** uses state assessments in conjunction with formative assessments to support MLLs/ELLs.	School **occasionally** uses state assessments in conjunction with formative assessments to support MLLs/ELLs.	School **rarely** uses state assessments in conjunction with formative assessments to support MLLs/ELLs.		
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.		
Analytical rubrics are employed by **all** teachers to provide feedback on content knowledge and language as well as literacy development.	Analytical rubrics are employed by **most** teachers to provide feedback on content knowledge and language as well as literacy development.	Analytical rubrics are employed by **some** teachers to provide feedback on content knowledge and language as well as literacy development.	**A plan is under development** for using analytical rubrics to provide feedback on content knowledge and language development.		

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

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.					
1B. Intervention and Identification					
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 language needed for academic success).	to develop the English language needed for academic success)..	to develop the English language needed for academic success).	to develop the English language needed for academic success).		
School **designs and implements rigorous bilingual programs for MLLs/ELLs** aimed at maintaining and developing the home language(s) and attaining English proficiency as well as biliteracy.	School **provides opportunities for MLLs/ELLs to use and develop academic language and content knowledge both in English and a language other than English**, including the student's home language(s).	School **provides opportunities for MLLs/ELLs to participate in academic language learning or language support programs** that lead to proficiency in English and other languages.	School **provides opportunities for MLLs/ELLs to use a language other than English, including the student's home language(s)** to develop proficiency in English.		
School Bilingual Program **is designed and implemented to provide** MLLs/ELLs the opportunity to earn biliteracy pathway awards and/or the Seal of Biliteracy.	School Bilingual **Program is designed to provide** MLLs/ELLs the opportunity to earn biliteracy pathway awards and/or the Seal of Biliteracy.	School Bilingual **Program is being designed to provide** MLLs/ELLs the opportunity to earn biliteracy pathway awards and/or the Seal of Biliteracy.	School Bilingual Program **is not designed to provide** MLLs/ELLs the opportunity to earn biliteracy pathway awards and/or the Seal of Biliteracy.		
School has a Bilingual Program when there are 20 or more (15 in NYC) MLLs/ELLs in the same grade across the district who speak the same	School has a Bilingual Program when there are 20 or more (15 in NYC) MLLs/ELLs in the same grade across the district who speak the same	School has a Bilingual Program when there are 20 or more (15 in NYC) MLLs/ELLs in the same grade across the district who speak the same	School is planning a to create a Bilingual Program when there are 20 or more (15 in NYC) MLLs/ELLs in the same grade across the district		

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.					
1B. Intervention and Identification					
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** in ENL and Bilingual Education Programs.	School ensures that **no more than two contiguous grades are grouped for instruction** in ENL and Bilingual Education Programs.	School **groups students who are in more than two contiguous grades but is beginning to implement a plan** to ensure that no more than two contiguous grades are grouped for instruction in ENL and Bilingual Education Programs.	**School groups students who are in more than two contiguous grades but is developing a plan** to ensure that no more than two contiguous grades are grouped for instruction in ENL and Bilingual Education Programs.		
Multiple types of support are offered for students whose language is a language for which bilingual programs do not exist in district due to the language's low incidence.	**At least two types of support are offered** for students whose language is a language for which bilingual programs do not exist in district due to the language's low incidence.	**At least two types of support are offered** for students whose language is a language for which bilingual programs do not exist in district due to the language's low incidence.	**Different types of support are being planned** for students whose language is a language for which bilingual programs do not exist in district due to the language's low incidence.		
Qualified personnel	Qualified personnel	Qualified personnel	Qualified personnel		

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

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

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.					
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**
Newcomer MLLs/ELLs receive: 1) standards aligned curriculum with demanding texts and purposefully scaffolded learning opportunities in English and the home language to accelerate academic discourse and literacies, 2) Intensive social-emotional and college, career, and civic readiness planning supports, 3) Intentional and carefully orchestrated structures to accelerate and strengthen both English and home language literacy and academic capacities, 4) Regular assessments, flexible scheduling, and integrated classroom placement.	Newcomer MLLs/ELLs receive: 1) standards aligned curriculum with demanding texts and purposefully scaffolded learning opportunities in English and home language to accelerate academic discourse and literacies, 2) Intensive social- emotional and college, career, and civic readiness planning supports, 3) Intentional and carefully orchestrated structures to accelerate and strengthen language, literacy, and academic capacities, 4) Regular assessments, flexible scheduling, and integrated classroom placement.	Newcomer MLLs/ELLs receive: 1) standards aligned curriculum with demanding texts and purposefully scaffolded learning opportunities in English and home language to accelerate academic discourse and literacies, 2) Intensive social- emotional and college, career, and civic readiness planning supports, and 3) Intentional and carefully orchestrated structures to accelerate and strengthen language, literacy, and academic capacities.	Newcomer MLLs/ELLs receive: 1) standards aligned curriculum with demanding texts and purposefully scaffolded learning opportunities in English and home language to accelerate academic discourse and literacies, and 2) Intensive social-emotional and college, career, and civic readiness planning supports.		
All Long Term ELLs	**Most** Long Term ELLs	**Some** Long Term ELLs	**Few** Long Term ELLs		

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.					
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 courses with demanding texts and a curriculum-wide focus on study skills, metacognition, metalinguistics, and varied learning strategies for rigorous, purposefully scaffolded learning opportunities in English and the home language to accelerate academic discourse and literacies, 2) Intensive social emotional and college, career, and civic readiness planning supports, 3) Intentional and carefully orchestrated structures to accelerate and strengthen home language, literacy, and academic capacities, 4) integrated core courses with targeted	receive: 1) motivating courses with demanding texts and a curriculum-wide focus on study skills, metacognition, metalinguistics, and varied learning strategies for rigorous, purposefully scaffolded learning opportunities in English and the home language to accelerate academic discourse and literacies, 2) Intensive social emotional and college, career, and civic readiness planning supports, 3) Intentional and carefully orchestrated structures to accelerate and strengthen home language, literacy, and academic capacities, 4) integrated core courses with targeted	receive: 1) motivating courses with demanding texts and a curriculum-wide focus on study skills, metacognition, metalinguistics, and varied learning strategies for rigorous, purposefully scaffolded learning opportunities in English and the home language to accelerate academic discourse and literacies, 2) Intensive social emotional and college, career, and civic readiness planning supports, 3) Intentional and carefully orchestrated structures to accelerate and strengthen home language, literacy, and academic capacities, 4) integrated core courses with targeted	receive: 1) motivating courses with demanding texts and a curriculum-wide focus on study skills, metacognition, metalinguistics, and varied learning strategies for rigorous, purposefully scaffolded learning opportunities in English and the home language to accelerate academic discourse and literacies, 2) Intensive social emotional and college, career, and civic readiness planning supports, 3) Intentional and carefully orchestrated structures to accelerate and strengthen home language, literacy, and academic capacities, 4) integrated core courses with targeted		

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.					
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 provide **all** differently-abled MLLs/ELLs high-quality standards aligned instruction and support services in alignment with their Individualized Educational Plans (IEPs) and current policies.	School leaders provide **most** differently-abled MLLs/ELLs standards aligned instruction and support services in alignment with their Individualized Educational Plans (IEPs) and current policy.	School leaders provide **some** differently-abled MLLs/ELLs standards aligned instruction and support services in alignment with their Individualized Educational Plans (IEPs) and current policy.	School leaders **are developing** a plan to provide differently-abled MLLs/ELLs standards aligned instruction and support services in alignment with their Individualized Educational Plans (IEPs).		
School ensures that **all** Special Education supports, services, accommodations, and specially designed instruction meet the specific instructional needs of all differently-abled MLLs/ELLs.	School implements **most** Special Education supports, services, accommodations, and specially designed instruction that meet the specific instructional needs of differently-abled MLLs/ELLs.	School has **started to provide** Special Education supports, services, accommodations, and specially designed instruction that meet the specific instructional needs of differently-abled MLLs/ELLs.	The school **is developing a plan** to provide Special Education supports, services, accommodations, and specially designed instruction that meet the specific instructional needs of all differently-abled MLLs/ELLs.		
All Former ELLs receive at least two years of support services including a half unit of integrated	**Most** Former ELLs receive at least two years of support services including a half unit of integrated	**Some** Former ELLs receive at least two years of support services including a half unit of integrated	**Few** Former ELLs receive at least two years of support services including a 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 Student 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, Science or Social Studies.	ENL in ELA, Math, Science or Social Studies.	ENL in ELA, Math, Science or Social Studies.	ENL in ELA, Math, Science or Social Studies.		
Total average score level for Pillar 1C. Support for Student Subgroups					

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.					
1D. Attendance					
Leading Level 4	**Sustaining Level 3**	**Developing Level 2**	**Initiating Level 1**	**Not Aligned Level 0**	**Evidence to support scale level**
School provides **all** families with clear and explicit information in their preferred language and mode of communication related to attendance expectations and excusable absences, including procedures and consequences.	School provides **most** families with clear and explicit information in their preferred language and mode of communication related to attendance expectations and excusable absences, including procedures and consequences.	School provides **some** families with clear and explicit information in their preferred language and mode of communication related to attendance expectations and excusable absences, including procedures and consequences.	School provides **few or no** families with clear and explicit information in their preferred language and mode of communication related to attendance expectations and excusable absences, including procedures and consequences.		
School **always** communicates a clear and explicit plan and the corresponding procedures in place to improve attendance	School **regularly** communicates a clear and explicit plan and the corresponding procedures in place to improve attendance	School **occasionally** communicates a clear and explicit plan and the corresponding procedures in place to improve attendance	School **rarely** communicates a clear and explicit plan and the corresponding procedures in place to improve attendance		

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

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.					
1E. Equity					
Leading Level 4	**Sustaining Level 3**	**Developing Level 2**	**Initiating Level 1**	**Not Aligned Level 0**	**Evidence to support scale level**
School ensures that MLLs/ELLs have access to high quality education including advanced learning opportunities such as gifted and talented education (GATE) and Advanced placement (AP) and International Baccalaureate (IB)	**School ensures** that MLLs/ELLs have access to high quality education including advanced learning opportunities such as gifted and talented education (GATE) and Advanced Placement (AP) and International Baccalaureate (IB)	**School provides** MLLs/ELLs with access to high quality standards aligned education and the supports for success. Students are not placed in gifted and talented education (GATE) and Advanced Placement (AP) and	**School has plans** to provide MLLs/ELLs with access to high quality education and the supports for success (integrated and targeted ENL, extended time, tutoring).		

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.					
1E. Equity					
Leading Level 4	**Sustaining Level 3**	**Developing Level 2**	**Initiating Level 1**	**Not Aligned Level 0**	**Evidence to support scale level**
placement and the supports for success (e.g., integrated and targeted ENL, tutoring).	programs placement. No support is provided.	International Baccalaureate (IB) programs courses.			
The school provides **all** families and students with guidance related to programs, requirements, courses, and assessments that support them towards successful and timely grade-level/course completion on their trajectory toward graduating college, career and civic ready.	The school provides **most** families and students with guidance related to programs, requirements, courses, and assessments that support them towards successful and timely grade-level/course completion on their trajectory toward graduating college, career and civic ready.	The school provides **some** students with guidance related to programs, requirements, courses, and assessments that support them towards successful and timely grade-level/course completion on their trajectory toward graduating college, career and civic ready.	The school provides **few** students with guidance related to programs and requirements, courses, and assessments for timely grade-level/course completion on their trajectory toward graduating.		
Total average score level 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					
Leading Level 4	**Sustaining Level 3**	**Developing Level 2**	**Initiating Level 1**	**Not Aligned Level 0**	**Evidence to support scale level**
School **intentionally structures time and**	School **intentionally designs** learning	School **designs** learning opportunities	School **is planning to design** learning		

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					
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 all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons with MLLs/ELLs in mind.	opportunities for most teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.	for some teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.	opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.		
School provides **on-going and sustained opportunities** for all teachers to participate in meaningful professional development that addresses the needs of MLLs/ELLs, including home and new language development.	School provides **many opportunities** for all teachers to participate in meaningful professional development that addresses the needs of MLLs/ELLs, including home and new language development.	School provides **some opportunities** for all teachers to participate in meaningful professional development that addresses the needs of MLLs/ELLs, including home and new language development.	School provides **limited/few opportunities** for all teachers to participate in meaningful professional development that addresses the needs of MLLs/ELLs, including home and new language development.		
More than 15% of the school's professional development hours for **all teachers** are dedicated to MLL/ELL needs, language acquisition, co-teaching strategies	**15- 10%** of the school's professional development hours for **all teachers** are dedicated to MLL/ELL needs, language acquisition, co-teaching strategies	**9-5%** of the school's professional development hours for **all teachers** are dedicated to MLL/ELL needs, language acquisition, co-teaching strategies	**4-0%** of the school's professional development hours for **all teachers** are dedicated to ELL needs, language acquisition, co-teaching strategies		

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					
Leading Level 4	**Sustaining Level 3**	**Developing Level 2**	**Initiating Level 1**	**Not Aligned Level 0**	**Evidence to support scale level**
and integrating language and content instruction.	and integrating language and content instruction.	and integrating language and content instruction.	and integrating language and content instruction.		
More than 50% of the school's professional development hours for **all Bilingual and ENL/ESOL teachers** are dedicated to ELL /MLL needs, language acquisition, co-teaching strategies and integrating language and content instruction.	**49-25%** of the school's professional development hours for **all Bilingual and ENL/ESOL teachers** are dedicated to MLL/ELL needs, language acquisition, co-teaching strategies and integrating language and content instruction.	**24-10%** of the school's professional development hours for **all Bilingual and ENL/ESOL teachers** are dedicated to MLL/ELL needs, language acquisition, co-teaching strategies and integrating language and content instruction.	**9-0**% of the school's professional development hours for **all Bilingual and ENL/ESOL teachers** are dedicated to MLL/ELL needs, language acquisition, co-teaching strategies and integrating language and content instruction.		
Total average score level for Pillar 1F. Staff Collaboration and Support					
Total Summarized average score level for 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 2 – School Leadership: Visionary leaders create a school community and culture that leads to success, well-being, and high academic outcomes for all students					
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 **continuously** seek and evaluate the impact of resources and expertise on meeting the academic needs of MLLs/ELLs in order to cultivate a school culture of high expectations.	School leaders **regularly** seek resources and expertise on meeting the academic needs of MLLs/ELLs in order to cultivate a school culture of high expectations.	School leaders **occasionally** sporadically seek resources and expertise on meeting the academic needs of MLLs/ELLs in order to cultivate a school culture of high expectations.	School leaders **rarely** seek resources and expertise on meeting the academic needs of MLLs/ELLs.		
School leaders **continuously** seek and evaluate the impact resources and expertise on meeting the social emotional needs of MLLs/ELLs in order increase attendance, wellness and sustain MLLs'/ELLs' cultural assets.	School leaders **regularly** seek resources and expertise on meeting the social emotional needs of MLLs/ELLs in order to increase attendance, wellness and sustain MLLs'/ELLs' cultural assets.	School leaders **occasionally** or sporadically seek resources and expertise on meeting the social emotional needs of MLLs/ELLs in order to increase attendance.	School leaders **rarely** seek resources and expertise on meeting the social emotional needs of MLLs/ELLs.		
Total average score level for Pillar 2A. Awareness 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 and sustain a safe and inclusive learning environment that celebrates and validates MLLs'/ELLs' languages, cultures, and funds of knowledge.	School leaders create and sustain a safe and inclusive learning environment that validates and celebrates MLLs'/ELLs' languages and cultures.	School leaders create a safe and inclusive learning environment that celebrates MLLs'/ELLs' languages and cultures.	School leaders create and sustain a safe environment for MLLs/ELLs.		
Total average score level for Pillar 2B: Ensures a Culture and Climate of Success					

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					
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 clear vision for student success that includes high expectations for MLL/ELL student achievement and social-emotional development.	**School leaders and most staff and parents** hold a clear vision for student success that includes high expectations for ELL student achievement and social-emotional development.	**School leaders and some staff** hold a clear vision for student success that includes high expectations for ELL student achievement and social-emotional development.	**School leaders and a few staff** articulate a clear vision for student success that includes high expectations for MLL/ELL student achievement and social-emotional development.		

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					
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 support the implementation of the school's MLL/ELL vision and monitor the impact of a schoolwide clear and coherent language development approach.	School leaders support the MLL/ELL vision by supporting the implementation of a schoolwide clear and coherent language development approach.	School leaders support the MLL/ELL vision by developing a schoolwide clear and coherent language development approach.	School leaders are developing an MLL/ELL vision or a schoolwide clear and coherent language development approach.		
School leaders support the MLL/ELL vision by monitoring and supporting the implementation of a purposeful plan of action that provides multiple pathways to college, career and civic readiness through high-quality programs that meet the needs of MLLs/ELLs.	**School leaders support the MLL/ELL vision by supporting** the implementation of a purposeful plan of action that provides multiple pathways to college, career and civic readiness through high-quality programs that meet the needs of MLLs/ELLs.	**School leaders support the MLL/ELL vision by developing** a purposeful plan of action that provides multiple pathways to college, career and civic readiness through high-quality programs that meet the needs of MLLs/ELLs.	**School leaders are developing** an MLL/ELL vision to drive the development of a purposeful plan of action that provides multiple pathways to college, career and civic readiness through high-quality programs that meet the needs of MLLs/ELLs.		
Total average score level for Pillar 2C: Promotes a Shared Vision for Learning & Achievement					

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					
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.		
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.		
Total average score level for Pillar 2D: Provides High Quality Instructional Leadership					

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					
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 that fiscal and human resources are aligned and coordinated to ensure that a comprehensive instructional plan is being effectively implemented, monitored, and evaluated.	School leaders ensure that fiscal and human resources are aligned and coordinated to ensure that the comprehensive instructional plan is being implemented.	School leaders ensure that appropriate fiscal and human resources are aligned and coordinated to ensure that MLLs/ELLs receive ENL support.	School leaders are aligning some fiscal and human resources to ensure MLLs/ELLs receive ENL support.		
School leaders engage in recruitment and hiring of strong, caring, highly qualified educators who build relationships that are **culturally responsive to the needs of MLLs/ELLs and have effective onboarding and support processes and structures leading to successful staff retention.**	School leaders engage in recruitment and hiring of strong, caring, highly qualified educators who build relationships that are **culturally responsive to the needs of MLLs/ELLs and have intentional onboarding and support processes and structures.**	School leaders engage in recruitment and hiring of caring, highly qualified educators who build relationships **to address the needs of MLLs/ELLs and have general onboarding and support processes and structures.**	School leaders engage in recruitment and hiring of qualified educators who **address the needs of MLLs/ELLs but have no onboarding and support processes and structures.**		

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					
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 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.		
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

Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success					
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**
Curriculum is designed, selected, and implemented collaboratively by ESOL, bilingual, and content teachers to ensure MLLs/ELLs meet the linguistic demands and content learning expectations of NYS Next Generation Learning Standards.	**Curriculum is selected, and implemented collaboratively by ESOL, bilingual, and content teachers** to ensure MLLs/ELLs meet the linguistic demands and content learning expectations of NYS Next Generation Learning Standards.	**Curriculum is selected, and implemented by ESOL, bilingual, and/or content teachers** to help MLLs/ELLs meet the linguistic demands and content learning expectations of NYS Next Generation Learning Standards.	**Curriculum is selected and implemented by ESOL teachers** to help MLLs/ELLs meet the linguistic demands and content learning expectations of NYS Next Generation Learning Standards.		
Instruction in **all** classrooms supports integrated academic content and language development while strategically moving MLLs/ELLs toward English language proficiency (see *New York State Bilingual Progressions*).	Instruction in **most** classrooms supports academic content and language development while strategically moving MLLs/ELLs toward English language proficiency (see *New York State Bilingual Progressions*).	Instruction in **some** classrooms supports academic content and language development while strategically moving MLLs/ELLs toward English language proficiency (see *New York State Bilingual Progressions*).	Instruction in **few** ENL classrooms supports academic content and language development while strategically moving MLLs/ELLs toward English language proficiency (see *New York State Bilingual Progressions*).		

Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success					
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 lessons that invite students to connect and integrate new learning using language (home language and English), culture, and/or prior knowledge and experience.	**Most** teachers design lessons that invite students to connect and integrate new learning using language (home language and English), culture, and/or prior knowledge and experience.	**Some** teachers design lessons that invite students to connect and integrate new learning using language (home language and English), culture, and/or prior knowledge and experience.	**A few** teachers design lessons that invite students to connect and integrate new learning using language (home language and English), culture, and/or prior knowledge and experience.		
Total average score level for Pillar 3A. Curriculum Coherence and Progression					

Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students 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 lessons that invite MLLs/ELLs to discuss content and problem-solve with peers.	**Most** teachers design lessons that invite MLLs/ELLs to discuss content and problem-solve with peers.	**Some** teachers design lessons that invite MLLs/ELLs to discuss content and problem-solve with peers.	**A few** teachers are planning to design lessons that invite MLLs/ELLs to discuss content and problem-solve with peers		
All teachers implement instruction that strategically uses research-based strategies (e.g., multimedia, visuals, and graphic organizers).	**Most** teachers implement instruction that strategically uses research-based strategies (e.g., multimedia, visuals, and graphic organizers).	**Some** teachers implement instruction that strategically uses research-based strategies (e.g., multimedia, visuals, and graphic organizers).	**A few** teachers are planning to implement instruction that strategically uses research-based strategies (e.g., multimedia, visuals, and graphic		

Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students 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**
			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 invites students to interact with content-area ideas using analytical practices. Lessons are designed to help students make connections among and between disciplinary concept ideas (e.g., synthesizing, explaining, generalizing, hypothesizing).	**Most** of the curriculum invites students to interact with content-area ideas using analytical practices. Lessons are designed to help students make connections among and between disciplinary concept ideas (e.g., synthesizing, explaining, generalizing, hypothesizing).	**Some** of the curriculum invites students to interact with content-area ideas using analytical practices. Lessons are designed to help students make connections among and between disciplinary concept ideas (e.g., synthesizing, explaining, generalizing, hypothesizing).	The curriculum **does not** invite students to interact with content-area ideas using analytical practices. Lessons are designed to help students make connections among and between disciplinary concept ideas (e.g., synthesizing, explaining, generalizing, hypothesizing).		
Total average score level for Pillar 3C. Relevance, Challenge, and Enjoyment					

Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success					
3D. Lesson Focus and Organization					
Leading Level 4	**Sustaining Level 3**	**Developing Level 2**	**Initiating Level 1**	**Not Aligned Level 0**	**Evidence to support scale level**
Curriculum designed and delivered by all teachers purposefully integrates linguistic demands and academic demands (content standards) aligned to learning objectives and provides unplanned (e.g., just-in-time, teachable moments) and planned scaffolds to address MLL/ELL needs.	Curriculum designed and delivered by content and ESOL teachers purposefully integrates linguistic demands and academic demands (content standards) aligned to learning objectives and provides unplanned (e.g., just-in-time, teachable moments) and planned scaffolds to address MLL/ELL needs.	Curriculum designed 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.		
Total average score level for Pillar 3D. Lesson Focus and Organization					

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 quality, standards-aligned, age-appropriate, and culturally responsive materials that are in English or in the home/target language, as instructionally appropriate .	**Most** teachers use high quality, standards-aligned, age-appropriate, and culturally responsive materials that are in English or in the home/target language as instructionally appropriate.	**Some** teachers use high quality, standards-aligned, age-appropriate, and culturally responsive materials that are in English or in the home/target language as instructionally appropriate.	**A few** teachers use high quality, standards-aligned, age-appropriate, and culturally responsive materials that are in English or in the home/target language as instructionally appropriate		
All the instructional materials in home/targeted languages in the school are high quality and support the bilingual programs.	School has **most** instructional materials in home/targeted languages to support the bilingual programs.	School has **some** instructional materials in home/targeted languages to support the bilingual programs.	School **is planning** to have instructional materials in home/targeted languages to support the bilingual programs.		
All teachers design and deliver lessons that integrate explicit and implicit research-based vocabulary instruction aligned to language and content objectives.	**Most** teachers design and deliver lessons that integrate explicit and implicit research-based vocabulary instruction aligned to language and content objectives.	**Some** teachers design and deliver lessons that integrate explicit and implicit research-based vocabulary instruction aligned to language and content objectives.	**A few** teachers are planning to design and deliver lessons that integrate explicit and implicit research-based vocabulary instruction aligned to 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 Materials					
Leading Level 4	**Sustaining Level 3**	**Developing Level 2**	**Initiating Level 1**	**Not Aligned Level 0**	**Evidence to support scale level**
All teachers design lessons that engage MLLs/ELLs in productive struggle with text/tasks/ideas.	**Most** teachers design lessons that engage MLLs/ELLs in productive struggle with text/tasks/ideas.	**Some** teachers design lessons that engage MLLs/ELLs in productive struggle with text/tasks/ideas.	**Few** teachers design lessons that engage MLLs/ELLs in productive struggle with text/tasks/ideas.		
All teachers select appropriate scaffolds for MLLs/ELLs and can articulate why they are employing them.	**Most content and ENL teachers** select appropriate scaffolds for MLLs/ELLs and can articulate why they are employing them.	**Some content and ENL teachers** select appropriate scaffolds for MLLs/ELLs and can articulate why they are employing them.	**Only ENL teachers** select appropriate scaffolds for MLLs/ELLs and can articulate why they are employing them.		
All teachers group students for specific interactions (e.g., academic discussion, collaborative learning) in a strategic and dynamic way.	**Most** content and ENL teachers group students for specific interactions (e.g., academic discussion, collaborative learning) in a strategic and dynamic way.	**Some** content and ENL teachers group students for specific interactions (e.g., academic discussion, collaborative learning) in a strategic and dynamic way.	**Only ENL teachers** group students for specific interactions (e.g., academic discussion, collaborative learning) in a strategic and dynamic way.		
Total average score level for Pillar 3E. Activities and Materials					

Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success					
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 curriculum that integrates formative assessments to enhance conceptual and language development and to determine next steps for instruction.	**Most** teachers deliver curriculum that integrates formative assessments to enhance conceptual and language development and to determine next steps for instruction.	**Some** teachers deliver curriculum that integrates formative assessments to enhance conceptual and language development and to determine next steps for instruction.	**Few or no** teachers deliver curriculum that integrates formative assessments to enhance conceptual and language development and to determine next steps for instruction.		
Total average score level for Pillar 3F. Evaluation, Adaptation, and Flexibility					
Total Summarized average score level for 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 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.		
Total average score level for Pillar 4A. Environment of Respect and Rapport					

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.**					
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 classroom norms and behavioral expectations clearly visible and posted for student use.	**Most** teachers have classroom norms and behavioral expectations clearly visible and posted for student use.	**Some** teachers have classroom norms and behavioral expectations clearly visible and posted for student use.	**Few** teachers have classroom norms and behavioral expectations clearly visible and posted for student use.		
All teachers structure lessons and group students so that students can use peers as resources for negotiating meaning in English and/or the home language.	**Most** teachers structure lessons and group students so that students can use peers as resources for negotiating meaning in English and/or the home language.	**Some** teachers structure lessons and group students so that students can use peers as resources for negotiating meaning in English and/or the home language.	**Few** teachers structure lessons and group students so that students can use peers as resources for negotiating meaning in English and/or the home language.		
Total average score level for Pillar 4B. Classroom 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 exhibit extensive expertise and knowledge of how language works within their content area.	**Most** content teachers exhibit extensive expertise and knowledge of how language works within their content	**Some** content teachers exhibit extensive expertise and knowledge of how language works within their content	**Few** content teachers exhibit extensive expertise and knowledge of how language works within their content area.		

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**
	area.	area.			
All teachers use targeted and purposeful scaffolds, and when possible use home language to engage and extend students' thinking and understanding.	**Most** teachers use targeted and purposeful scaffolds, and when possible use home language to engage and extend students' thinking and understanding.	**Some** teachers use targeted and purposeful scaffolds, and when possible use home language to engage and understanding.	**Few** teachers use targeted and purposeful scaffolds, and when possible use home language to engage and extend students' thinking and understanding.		
Total average score level for Pillar 4C. Extensive Knowledge of Content and 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 students to: 1) ask and answer open-ended questions, in English or the home language, about content-area ideas that they have generated	**Most** lessons invite students to: 1) ask and answer open-ended questions, in English or home language, about content-area ideas, 2) make some connections among or	**Some** lessons invite students to: 1) ask and answer basic factual questions, in English or home language, about the content, 2) make simple connections among or between	**Few** content teachers exhibit extensive expertise and knowledge of how language works within their content area.		

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**
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 level for Pillar 4D. Lesson Delivery: Opportunity to Learn					

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 materials/learning tasks are challenging and at grade level. Students are engaged in grade-level core content with strong alignment to standards.	**Most** core materials/learning tasks are challenging and at grade level. Students are engaged in grade-level core content with strong alignment to standards.	**Some** core materials/learning tasks are challenging and at grade level. Students are engaged in grade-level core content with strong alignment to standards.	**Few** content teachers exhibit extensive expertise and knowledge of how language works within their content area.	**Few or no** core materials/learning tasks are challenging and at grade level. Students are engaged in grade-level core content with strong alignment to 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 students to: 1) connect and integrate ideas using their home language and/or English and cultural assets, 2) deepen understandings by building on prior knowledge and experience, and 3) frequently acknowledge and value the ideas of peers and build on peers' ideas.	**Most** lessons invite students to: 1) connect and integrate ideas using their home language and/or English and cultural assets, 2) deepen understandings by building on prior knowledge and experience, and 3) frequently acknowledge and value the ideas of peers and build on peers' ideas.	**Some** lessons invite students to: 1) connect and integrate ideas using their home language and/or English and cultural assets, 2) deepen understandings by building on prior knowledge and experience, and 3) frequently acknowledge and value the ideas of peers and build on peers' ideas.	**Few or no** lessons invite students to: 1) connect and integrate ideas using their home language and/or English and cultural assets, 2) deepen understandings by building on prior knowledge and experience, and 3) frequently acknowledge and value the ideas of peers and build on peers' ideas.		
All lessons afford students opportunities to: 1) use multimodal materials and scaffolds for purposeful learning of content, analytical practices, and language, 2) engage in	**Most** lessons afford students opportunities to: 1) use multimodal materials and scaffolds for purposeful learning of content, analytical practices, and language, 2) engage in	**Some** lessons afford students opportunities to: 1) use multimodal materials and scaffolds for purposeful learning of content, analytical practices, and language, 2) engage in	**Few or no** lessons afford students opportunities to: 1) use multimodal materials and scaffolds for purposeful learning of content, analytical practices, and language, 2) engage in		

productive struggle with complex text/task/ideas using learning supports and analysis tools for a clear purpose, and 3) recognize and initiate opportunities to refine their communications using formulaic expressions, representations, metaphors, and multiple examples.	productive struggle with complex text/task/ideas using learning supports and analysis tools for a clear purpose, and 3) recognize and initiate opportunities to refine their communications using formulaic expressions, representations, metaphors, and multiple examples.	productive struggle with complex text/task/ideas using learning supports and analysis tools for a clear purpose, and 3) recognize and initiate opportunities to refine their communications using formulaic expressions, representations, metaphors, and multiple examples.	productive struggle with complex text/task/ideas using learning supports and analysis tools for a clear purpose, and 3) recognize and initiate opportunities to refine their communications using formulaic expressions, representations, metaphors, and multiple examples.		
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.					
5A. Establishing Schoolwide Practices and Policies that Support SEL					
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 school community leverage home languages and cultures of all students, including MLLs/ELLs, to promote diversity pursuant to the Dignity for All Students Act.	**Most members of the school community** leverage home languages and cultures of all students, including MLLs/ELLs, to promote diversity pursuant to the Dignity for All Students Act.	**Some members of the school community** leverage home languages and cultures of all students, including MLLs/ELLs, to promote diversity pursuant to the Dignity for All Students Act.	**School community does not** leverage home languages and cultures of all students, including MLLs/ELLs. to promote diversity pursuant to the Dignity for All Students Act.		
School sustains home languages and cultural assets and uses them for celebrations of accomplishments, bridging differences and creating community.	School recognizes home languages and cultural assets and uses them for bridging differences and creating community.	School recognizes home languages and cultural assets and uses them for bridging differences.	School recognizes cultural assets and uses them for bridging differences.		
School has an Early Warning system that examines "root causes" of chronic absenteeism and	School has an Early Warning system that examines "root causes" of Chronic Absence and/or	School has an Early Warning system that examines "root causes" of Chronic Absence and supports	School is planning to develop an Early Warning system that examines "root 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 Schoolwide Practices and Policies that 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 level for Pillar 5A. Establishing Schoolwide Practices and Policies that Support SEL					

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 school community leverage home languages and cultures of all students, including MLLs/ELLs, to promote diversity pursuant to DASA.	**Most members of the school community** leverage home languages and cultures of all students, including MLLs/ELLs, to promote diversity pursuant to the DASA.	**Some members of the school community** leverage home languages and cultures of all students, including MLLs/ELLs, to promote diversity pursuant to DASA.	**School community does not** leverage home languages and cultures of all students, including MLLs/ELLs. to promote diversity pursuant to DASA.		
School sustains home languages and cultural assets and uses them for celebrations of accomplishments,	School recognizes home languages and cultural assets and uses them for bridging differences and	School recognizes home languages and cultural assets and uses them for bridging differences.	School recognizes cultural assets and uses them for bridging 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 Supportive 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 level for Pillar 5B. Ensuring a Supportive Environment					

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 collaborate with support staff and community-based organizations (CBOs) to address MLL/ELL needs.	**Most** content and ENL teachers collaborate with support staff and community-based organizations (CBOs) to address MLL/ELL needs.	**Some** content and ENL teachers collaborate with support staff and community-based organizations (CBOs) to address MLL/ELL	**Few or no** ENL teachers collaborate with support staff and community-based organizations (CBOs) to address ELL /MLL 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 Partnerships					
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, and sports.	School has **a few or no** community partnership that afford students limited opportunities to use the languages such as in clubs and sports.		
Total average score level for Pillar 5C. Enhancing Family and Community Partnerships					
Total Summarized average score level for Tenet 5 – Social-Emotional Learning					

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.

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.					
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**
School ensures that parents **regularly receive information** about their rights, program choices in a language, and resources in their preferred language and mode of communication that enable them to make informed decisions about their child's education.	School ensures that parents **periodically receive information** about their rights, program choices in a language, and resources in their preferred language and mode of communication that enable them to make informed decisions about their child's education.	School **rarely provides parents with information** about their rights, program choices in a language, and resources in their preferred language and mode of communication that enable them to make informed decisions about their child's education.	School **is developing processes and structures to provide parents with information** about their rights, program choices in a language, and resources in their preferred language and mode of communication that enable them to make informed decisions about their child's education.		
School collects and retains records of parent's preferred language or mode of communication as well as notices and forms generated during the identification and	School collects and maintains records of parent's preferred language or mode of communication as well as notices and forms generated during the identification and	School collects and is beginning to maintain records of parent's preferred language or mode of communication as well as notices and forms generated during the	School is developing a plan to collect and maintain records of parent's preferred language or mode of communication as well as notices and forms generated during the		

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.					
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 the student's cumulative file. Information is shared with the district.	placement process.	identification and placement process.	identification and placement process.		
Total average score level for Pillar 6A. Systems for Communication					

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 **meet quarterly** with parents to discuss their child's academic content and language development progress and needs.	School personnel **meet twice a year** with parent to discuss their child's academic content and language development progress and needs.	School personnel **meet at least once a year** with parent to discuss their child's academic content and language development progress and needs.	School personnel is **developing a plan to meet at least once a year** with parents to discuss their child's academic content and language development progress and needs.		
Families understand the high expectations that the school has established for the education of all MLLs/ELLs and there are systems and structures in place for	Families understand the high expectations that the school has established for the education of all MLLs/ELLs and parents partner with the school in the	Families know and understand the high expectations that the school has established for the education of all MLLs/ELLs.	Families have limited understanding of the high expectations that the school has established for the education of all MLLs/ELLs.		

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**
all parents to partner with the school in the pursuit and achievement of those expectations.	pursuit and achievement of those expectations.				
Families are provided with information and guidance to understand the graduation requirements, the types of diplomas, the pathways to achieving each diploma type, the Advanced Placement, International Baccalaureate and dual enrollment courses available, the Seal of Biliteracy, Career and Technical Education, and all the internal and external opportunities and supports available for students.	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.		
Total average score level for Pillar 6B. Systems for Engagement and Empowerment					

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.					
6C. Systems for Cultivating Relationships and Bridging Differences					
Leading Level 4	**Sustaining Level 3**	**Developing Level 2**	**Initiating Level 1**	**Not Aligned Level 0**	**Evidence to support scale level**
School engages parents as active participants in, and contributors and cultural liaisons to, the school community.	School engages parents as active participants in, and contributors in the school community.	School engages parents as active participants in the school community.	Parents have limited engagement in the school community.		
Parents are invited to work with the school's support personnel and the relevant community-based organizations in order to address needs.	Parents are invited to work with the school's support personnel to access the relevant community-based organizations in order to address needs.	Parents know the school's support personnel and are aware that there are relevant community-based organizations that can support their child's needs.	Parents do not know the school's support personnel and/or the relevant community-based organizations.		
Total average score level for Pillar 6C. Systems for Cultivating Relationships 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 and structures to engage parents in planning of and offers parents sessions on effective strategies to	School engages parents in planning of and offers parents sessions on effective strategies to support their children's	School offers parents sessions on effective strategies to support their children's learning in and out of school in English and	School is planning to offer parents sessions on effective strategies to support their children's learning in and out of school in		

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**
support their children's learning in and out of school in English and their home language.	learning in and out of school in English and their home language.	their home language.	English and their home language.		
School **consistently** collects and analyzes data from multiple sources (e.g., applications, interviews, exit tickets, surveys, focus groups) to monitor the effectiveness of outreach and support systems for parents of MLLs/ELLs.	School **sometimes** collects and analyzes data from interviews, surveys, focus groups, exit tickets to monitor the effectiveness of outreach and support systems for parents of MLLs/ELLs.	School **rarely** collects and analyzes data from interviews and surveys to monitor the effectiveness of outreach and support systems for parents of MLLs/ELLs.	School **is developing** a plan to collects data from to monitor the effectiveness of outreach and support systems for parents of MLLs/ELLs.		
Total average score level for Pillar 6D. Systems for Continuous Quality Improvement					
Total Summarized average score level for Tenet 6– Parent and Community 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					

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