## INTEGRATION OF CASTAÑEDA’S THREE-PRONGED TEST INTO ELE PROGRAM DEVELOPMENT AND REVIEW PROCESS

[**An Overview**](https://www2.ed.gov/about/offices/list/ocr/ell/overview.html) **of Castañeda’s Three-Pronged Test**

Castañeda’s Three-Pronged Test was developed as a result of a court decision to determine school district compliance with Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. In short, the test requires that an ELE program may be determined as sound if the district’s academic program for ELs:

* is based on a sound educational theory or on research,
* is implemented with adequate and appropriate resources, and
* resulted in demonstrable academic outcomes for ELs

**Evaluation of ELE Programs Using Castañeda’s Three-Pronged Test**

In order for districts to self-evaluate its ELE program, the Department has organized questions in the form of **prompts** listed below by prongs that are designed to help districts organize their thoughts on the design of their ELE program(s), the resources required to fulfill their program(s) and the evaluation of EL related data which is used to determine whether the program has produced results that indicate that the language barriers for ELs are being overcome in all subject matter.

**PRONG 1:** The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy.

**Introduction**

Each district is required to select a specific educational approach, or ELE program, to meet the needs of its particular EL student population. Regardless of the ELE program selected by the district, a twofold inquiry is required: (1) whether the ELE program provides for English language development (ELD) for ELs in both content and English as a Second Language (ESL); and (2) whether the approach provides for meaningful participation of EL students in the district's educational program.

**A. Data Analysis**

Districts should select and implement an ELE program based on the needs of their EL population and the interests of their community. Therefore, an analysis of a district’s **student demographics** needs to be considered in order to determine the type of ELE program that the district will implement with fidelity. Please, answer the following demographic data related questions/prompts **for the past three years** by describing your EL population in terms of numbers/percentages, changes in numbers over time (trends), languages, countries of origin, other EL sub-populations (SLIFE, ELSWD, Newcomers, Long-term ELs).

**District EL Demographic Data Study Prompts (Three Years of Data):**

* + What is the number and percentage of ELs in the district over the last three years? Has it increased more at particular grade levels/schools?
  + What is the breakdown of the five languages most spoken by the families of ELs in the district by numbers and percentage of ELs over the last three years?
  + What is the racial/ethnic and gender makeup of the EL population by number and percentage over the last three years?
  + What is the breakdown of ELs by WIDA English proficiency levels and how are these levels spread out by grade levels or grade clusters (Pre-K, K, 1-2, 3-5, 6-8, 9-12) over the last three years?
  + How many students with limited interrupted formal education (SLIFE) are enrolled in the district by number and percentage over the last three years? Are they concentrated at particular grade levels/schools?
  + How many ELs with disabilities (ELSWD) are enrolled in the district over the last three years? Are they concentrated at particular grade levels/schools?

1. **Self-evaluation of an educationally sound ELE program**

| **Check the boxes indicating the current ELE programs for English learners in your district.** | | |
| --- | --- | --- |
| Sheltered English Immersion (SEI) | |  |
| Two-Way Immersion (TWI) | |  |
| Transitional Bilingual Education (TBE) |  | |
| Other\* (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \*If the educational program chosen by the district is not one of the ELE programs recognized by the Commonwealth as a sound educational program (SEI, DLE or TWI, TBE), please submit evidence, including research, of how the district’s ELE program is accepted as a legitimate approach by experts in the field to ensure that ELs acquire English language proficiency and are provided meaningful access to the educational program. |  | |

Please determine whether the district’s ELE program(s) checked above is/are educationally sound based on the completed checklist **for ONLY the ELE program(s)** the district currently operates by answering yes or no to the following indicators listed below. An educationally sound program must have “yes” as an answer for each indicator listed below for each ELE program provided in the district.

***Please Note:*** *Should the district find their program to be educationally* ***unsound in one or more of the indicators****, it must take immediate steps to begin planning its corrective action which the district will upload in Additional Documents in WBMS using the “Goal” form on page 10 of this document. Once this has been done please move to Prong 2.*

| **INDICATORS OF AN EDUCATIONALLY SOUND Sheltered English Immersion PROGRAM** | | |
| --- | --- | --- |
| The language of instruction is English. | ***Yes*** | ***No*** |
| The program offers ELs grade-level content taught by :   * SEI-endorsed core academic teachers using SEI knowledge and strategies to support access to the academic content and promote the development of academic English in all domains. * ESL licensed teachers that provide groups of ELs ESL instruction. | ***Yes*** | ***No*** |
| The SEI program targets:   * providing developmentally appropriate English language instruction tailored for students’ level of English proficiency based on WIDA ACCESS testing; and * providing effective content instruction through sheltered content instruction (SCI) while developing English language proficiency through English as a second language (ESL). | ***Yes*** | ***No*** |
| ESL instruction is delivered through a systematic, explicit and sustained focus on language and literacy based on a language-driven ESL curriculum/curricular materials that are aligned to the WIDA and Massachusetts Frameworks. | ***Yes*** | ***No*** |
| ESL instruction occurs for a specific amount of time each day or week, as determined by the school, according to student needs. | ***Yes*** | ***No*** |
| The content and curriculum of sheltered content instruction (SCI) classrooms should be appropriate to the age(s), and grade(s) of the students in the class. Developmental differences must be considered before ELs are clustered from different grade levels. | ***Yes*** | ***No*** |
| There is a system in place to accomplish ongoing English language proficiency progress monitoring. | ***Yes*** | ***No*** |
| The SCI component of the SEI program provides access to grade-level content and the development of discipline-specific academic language in a rich language environment where all students have the opportunity to learn academic English through the scaffolding of instruction. | ***Yes*** | ***No*** |
| SCI occurs throughout the day during core content and career vocational technical classes that have ELs and is designed for optimum EL engagement in content. | ***Yes*** | ***No*** |
| ESL and content teachers are given adequate time to collaborate. | ***Yes*** | ***No*** |
| ELs are not segregated from their English-speaking peers, except where programmatically necessary, to implement the ELE program. |  |  |
| ELs are provided access to the full range of academic, non-academic and extracurricular opportunities and supports afforded non-ELs. | ***Yes*** | ***No*** |

| **INDICATORS OF AN EDUCATIONALLY SOUND Two Way Immersion PROGRAM** | | |
| --- | --- | --- |
| The program targets:  • developing high levels of proficiency in the student’s first language;  • developing high levels of proficiency in a second language;  • developing academic performance for both groups of students that will be at or above grade level; and  • demonstrating positive cross-cultural attitudes and behaviors. | ***Yes*** | ***No*** |
| The program includes fairly equal numbers of two groups of students: language majority students and language minority students. So, in addition to ELs, TWI programs also enroll a variety of non-EL groups, including:  • those who speak the partner language at home;  • those who speak the partner language but also speak English proficiently;  • those who are exposed to a heritage language through their families or communities;  • monolingual English speakers who speak different varieties of English; and  • third-language learners are also included in some programs. | ***Yes*** | ***No*** |
| The program distributes instruction both in English and the partner language. | ***Yes*** | ***No*** |
| The program is integrated, meaning that the language majority students and language minority students are grouped together for academic instruction (i.e. not just physical education and music) for all or most of the day. | ***Yes*** | ***No*** |
| The program provides core academic instruction (i.e., content and literacy courses) to both groups of students in both languages including language arts instruction in both languages. | ***Yes*** | ***No*** |
| Teachers use the partner language exclusively during instructional time in the partner language, and English exclusively during instructional time in English; this is considered bridging. | ***Yes*** | ***No*** |
| Students have the opportunity to be fully immersed in each language. | ***Yes*** | ***No*** |
| The program provides an additive bilingual environment where all students have the opportunity to learn a second language while continuing to develop their native language proficiency. | ***Yes*** | ***No*** |
| Classrooms include a balance of students from the target language and English backgrounds who participate in instructional activities together. | ***Yes*** | ***No*** |
| ESL instruction is delivered through a systematic, explicit and sustained focus on language and literacy based on a language-driven ESL curriculum and/or curricular materials that are aligned to the WIDA and Massachusetts Frameworks. | ***Yes*** | ***No*** |
| In addition to ESL, programs will also have language development for the target language. TWI programs may offer targeted ELD (English Language Development) or Language Development for the partner language during specific times of the day or week. These may occur in homogeneous or heterogeneous groupings in the classroom or in a separate setting with a designated teacher. In a 90/10 model, ELD must be explicitly developed through academic content. | ***Yes*** | ***No*** |
| The program offers ELs grade-level content taught by:   * Core academic teachers that provide instruction in a language other than English that hold the Bilingual Education Endorsement. * Core academic teachers that provide instruction in English to an English learner in a bilingual education setting that hold either the Bilingual Education Endorsement or the SEI Endorsement. * ESL licensed teachers that provide groups of ELs ESL instruction. | ***Yes*** | ***No*** |
| ESL instruction is delivered through a systematic, explicit and sustained focus on language and literacy based on a language-driven ESL curriculum and/or curricular materials that are aligned to the WIDA and Massachusetts Frameworks. | ***Yes*** | ***No*** |
| There is a system in place to accomplish ongoing language proficiency progress monitoring in both languages. | ***Yes*** | ***No*** |
| The program provides access to grade-level content and the development of discipline-specific academic language in a rich language environment where all students have the opportunity to learn academic English through the scaffolding of instruction. | ***Yes*** | ***No*** |
| ESL and content teachers are given adequate time to collaborate. | ***Yes*** | ***No*** |
| ELs are provided access to the full range of academic, non-academic and extracurricular opportunities and supports afforded non-ELs. | ***Yes*** | ***No*** |

| **INDICATORS OF AN EDUCATIONALLY SOUND Transitional Bilingual Education PROGRAM** | |  |
| --- | --- | --- |
| The program targets to:  • develop English skills without delaying or sacrificing content courses;  • develop grade-appropriate levels of achievement in all subjects;  • develop a positive attitude toward the native culture and that of the majority group; and  • prepare students to enter mainstream English-only classrooms. | ***Yes*** | ***No*** |
| The program utilizes literacy in the native language as a foundation for English reading and writing. The native language is used initially for students to learn academic content. | ***Yes*** | ***No*** |
| The amount of time used for content instruction in the native language and English in the TBE program varies according to the students’ English language proficiency and grade levels. This shift in language of instruction continues for the student until the home language instruction is phased out. |  |  |
| The instructional program is created through a comprehensive balanced curriculum including interdisciplinary language learning through all the content areas. | ***Yes*** | ***No*** |
| ESL instruction is delivered through a systematic, explicit and sustained focus on language and literacy based on a language-driven ESL curriculum and/or curricular materials that are aligned to the WIDA and Massachusetts Frameworks. | ***Yes*** | ***No*** |
| There is a system in place to accomplish ongoing language proficiency progress monitoring in English. | ***Yes*** | ***No*** |
| The program provides access to grade-level content and the development of discipline-specific academic language in a rich language environment where all students have the opportunity to learn academic English through the scaffolding of instruction. | ***Yes*** | ***No*** |
| The program offers ELs grade-level content taught by:   * Core academic teachers that provide instruction in a language other than English that hold the Bilingual Education Endorsement. * Core academic teachers that provide instruction in English to an English learner in a bilingual education setting that hold either the Bilingual Education Endorsement or the SEI Endorsement. * ESL licensed teachers that provide groups of ELs ESL instruction. | ***Yes*** | ***No*** |
| ESL and content teachers are given adequate time to collaborate. | ***Yes*** | ***No*** |
| ELs are provided access to the full range of academic, non-academic and extracurricular opportunities and supports afforded non-ELs. | ***Yes*** | ***No*** |

Once the district has determined that it has an educationally sound ELE program, it must provide ELs access to the necessary resources and supports to implement its ELE program with fidelity including the following: qualified instructional and support staff (includes hiring of new staff and training of current staff), ESL and content curricula, instructional equipment and materials, and instructional space.

**PRONG 2:** The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district.

* **Instructional and Support Staff:** Districts must identify the number of instructional and support staff appropriate to implement the district’s ELE program (e.g., qualified teachers, interpreters, translators, and others) as well as determine and provide the training educators need to work with ELs. Educators who teach ELs must hold an appropriate license or current waiver issued by the Department.
* **ESL and Content Curricula:** Regardless of the ESL approach, method, or setting of instruction (pull-out, push-in, co-teaching etc.), districts must provide ELs with subject matter content and ESL instruction aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards Framework. Whether it is district-developed or purchased, an ESL curriculum that addresses the English language needs of the EL population at all levels is integral to an effective ELE program in which ELs become English proficient at a rapid pace. The Department supports curricula that’s coherent, aligned to state standards, and effective.
* **Instructional Equipment and Materials:** Districts must also identify and make available the materials and resources such as specialized books and equipment to implement the ELE program in the district. Instructional materials provided to ELs should be equivalent to the ones provided to other students in the district.
* **Instructional Space:** Districts are required to educate ELs in appropriate facilities, comparable to the facilities provided to non-ELs.

1. **Support for ELs and Access to Academic and Non-Academic Opportunities:**

Please describe the implementation of the district’s ELE program(s) by using the prompts below:

1. **a. Support for ELs Prompts**
2. Please describe the setting (e.g. pull-out, push-in, co-teaching) and instructional time for targeted ESL instruction the district projects as appropriate considering student needs based on their English language proficiency levels and benchmarks’ future targets and their difficulty index in order for ELs to meet the program and district goals.

| **Elementary School(s)** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| --- | --- | --- | --- | --- | --- |
| Instructional Time for Targeted ESL Instruction |  |  |  |  |  |
|  |  |  |  |  |  |
| **Middle School(s)** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Instructional Time for Targeted ESL Instruction |  |  |  |  |  |
|  |  |  |  |  |  |
| **High School(s)** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Instructional Time for Targeted ESL Instruction |  |  |  |  |  |

* How does the district analyze that it has a sufficient number of qualified ESL teachers to implement the ELE program with fidelity at each school? Please submit the district’s staffing analysis and determine whether the district can implement the ELE program with fidelity.
* Please explain how the district ensures that school and district administrators are knowledgeable about the specifics of the district’s ELE program and are ready to support the implementation of the program on day one.
* Please explain the action steps taken by the district to ensure that general education, ESL, and when appropriate, special education teachers have regular, collaborative planning time to review student data, analyze student work and design instruction, including scaffolds.
* Please explain how the district ensures that school administrators reinforce clear expectations for both ESL and SEI teachers and provide regular, actionable feedback to improve instruction for ELs.
* Please describe the ongoing monitoring of ELs’ linguistic, academic and socio-emotional progress and provide information regarding the district staff assigned to this process.
* Please describe the ongoing monitoring of ELs’ linguistic, academic and socio-emotional progress and the types of formative and summative assessments used by the district to provide rigorous learning experiences to ELs that accelerate their progress toward mastery of content standards and English language proficiency. If the district or its schools have not met their ELP benchmarks, did the district establish a process to:
* Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency;
* Assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement;
* Review resources and services available to assist ELs in the identified areas in need of improvement; and
* Incorporate input from the parents or legal guardian of the identified EL.
* Please explain how the district provides instructional supports and services tailored to the unique academic and linguistic needs of ELs including SLIFE, ELSWD and newcomers.
  + - * Please explain the social-emotional supports available in the district to address the social and emotional needs of ELs.
      * Please explain how district leaders ensure that schools prioritize culturally responsive instruction that encourages students to share their cultures, families, and experiences.

1. **Access to Academic and Non-Academic Programs Prompts**

* Please describe how the district maximizes academic and non-academic opportunities for ELs to engage them in learning alongside their non-EL peers.
  + Please explain how the district ensures that ELs meaningfully participate in the academic special programs available at the schools ELs attend (*e.g.*, history, science, social studies, music, vocational education, extracurricular activities *etc*.). For example, does the master schedule preclude ELs from certain core content classes?
  + Please explain the type of access ELs have to special education, Title I and other interventions such as multi-tier system of supports (**MTSS**). Please provide some examples of this access.
  + Please explain how the district creates opportunities for ELs to participate in educational opportunities related to career development (e.g., awareness, exploration, and immersion activities, including but not limited to internships and capstones).
  + Please explain the type of access ELs have to advanced courses such as Advanced Placement, International Baccalaureate, early college and dual enrollment courses.
  + Please explain how district leaders monitor ELs’ course-taking patterns and ensure that teacher credentials (e.g., lack of SEI Endorsement) are not a barrier to ELs’ participating in rigorous, grade-appropriate courses, including advanced courses such as Advanced Placement, International Baccalaureate, early college, and dual enrollment courses.
* Please explain how the ELE director collaborates with school leaders to develop policies and scheduling procedures to ensure that all required core academic classes, including ESL, are provided to ELs.
* Please explain the district’s action plan to remove linguistic, economic and social barriers to ensure the inclusion of ELs in all aspects of school life.

**B. Resources**

Please describe the implementation of the district’s ELE program(s) by using the prompts below:

* Please provide information regarding the ESL curriculum and/or textbooks adopted or developed by the district at each grade level (elementary, middle, high).
* Please explain how SEI, TBE, and TWI content curricula or curricular materials advance ELs’ academic and linguistic development and align fully to the content and rigor of grade-level standards.
* For districts with bilingual education programs (e.g. TBE and TWI programs), please explain the availability of equitable facilities, materials and resources in English and in the partner language.
* For districts with an SEI program, please explain how native language supports are utilized in the school’s SEI classes.
* What are the district’s strategies for adopting culturally responsive core content curricular materials and providing ongoing professional learning opportunities to support educators to meet the unique needs of ELs?
* Please provide information regarding the availability of instructional resources, such as specialized books and technology tools, that will support the full implementation of the ELE program? How are guidance and counseling staff included to support issues of poverty, trauma, truancy, and discipline?

It is not enough that the district’s ELE program has a sound educational theory and is resourced appropriately. It must also be effective. As a result, every district in Massachusetts must conduct periodic evaluations of its ELE program at least every two years to answer the following questions:

**PRONG 3:** The program succeeds when producing results indicate that students’ language barriers are actually being overcome within a reasonable period of time.

* Is the ELE program working?
* Are EL students gaining the proficiency in English that will enable them to participate meaningfully in the district's education program?

***Please Note:*** *Where the district determines that the program is not effective, it must take action steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation to ensure that EL students are provided with meaningful opportunities to participate in its educational program by creating goals for areas that need improvement.*

1. **Review of the information collected in Prong Two:**

* Based on the information collected under “Support for ELs” has the district identified any area that needs improvement?
* Based on the information collected under “Access to Academic and Non-Academic Opportunities”, has the district identified any area that needs improvement?
* Based on the information collected under “Resources”, has the district identified any area that needs improvement?

1. **Review of Student Data Prompts: (Note: Data for each district can be found in EL Data Dashboard)**

* Did the district and its schools meet the English language proficiency benchmarks set by the Department over the past three years? If not, what academic and non-academic supports and ELE programmatic changes will the district provide to ELs to meet their future English language proficiency benchmarks?
* Do ELs and FELs demonstrate adequate achievement compared to the state average based on the MCAS results in ELA, Math and Science? What factors have influenced EL/FEL student success and how has the district addressed the challenges for helping ELs acquire English language proficiency and achieve academic success? Please consider procedural and programmatic modifications.
  + Based on the number and percentage of ELSWD that are enrolled in the district, does the district wish to reconsider its current program and/or supports for its ELSWD population at certain grade clusters/schools? Does the rate of ELSWD mimic that of non-ELs? Is there an over-identification or an under-identification of ELs on IEPs (compared to the state average)? If so, why? Is there something regarding the tiered system of support or IEP process that may contribute to this?

1. **Goals and Action steps taken in order to address the areas that need improvement.** 
   * Based on the number and percentage of ELs that have been suspended, does the suspension rate for ELs mimic the rate for non-ELs (compared to the state average)? If not, why? Is there something regarding the district’s disciplinary policies or processes that may contribute to this?
   * Based on the number and percentage of ELs that dropout, does the dropout rate for ELs mimic the rate for non-ELs (compared to the state average)? Why not? Do the district’s high school academic offerings and supports contribute to the high dropout rates of ELs?
   * Based on the number and percentage of ELs that graduate in four and five years, does the four and five-year graduation rates for ELs mimic the rate for non-ELs? If not (compared to the state average), why? Do the district’s high school academic offerings and supports contribute to the high dropout rates of ELs?
   * Based on the number and percentage of ELs that have taken advanced courses such as Advanced Placement, International Baccalaureate, early college and dual enrollment courses at the high school level, does the number of ELs and FELs that take advanced courses mimic the percentage of non-ELs? If not, why? Are there restrictions put on ELs or FELs taking advanced courses by guidance counselors or teachers on ELs’ access to these courses?

**Analyzing the Information and Identifying Areas for Improvement**

This section provides information on analyzing the data collected and describes steps to consider in developing an action plan to address the findings from the evaluation.

#### **Review of Results: Findings and Conclusions**

The following are questions that may be considered with respect to compiling, organizing, and summarizing the information collected for each area where the district has identified areas in need of improvement.

* Is each identified area that needs improvement evaluated to determine why it arose and how it is interfering with program goals?
* Were adequate resources allocated to the identified area in need of improvement?
* Were responsible staff adequately trained/licensed with respect to their responsibilities?
* Were program goals and other program expectations adequately communicated?
* Does the area that needs improvement suggest the need to take another look at some aspect of the program design?
* Are there any contributing factors, explanations, or reasons for each area of concern?

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Goal** | **State the goal for the identified area that needs improvement.** | | **Action:** | **Describe what action steps will be implemented in order to ensure successful accomplishment of the goal.** | | **Responsible Staff** | **Staff member(s) responsible for the successful accomplishment of the goal.** | | **Timeline:** | **When will the action steps be started and what is the expected completion date and/or other important dates towards completion?** | | **Indicators of Success:** | **Prior to implementing program changes:**  Please provide supporting data and evidence to be used to determine whether the goal listed above will be successful.  **Once the action plan has been completed:**  Did the action steps address problem causes, instead of just symptoms?  Have the action steps been fully implemented?   * Actual Outcome -- describe what the evaluation demonstrated with respect to shortcomings in achieving the desired goal or standard. * Contributing Factors -- describe factors and circumstances that may have influenced the goal or standard--why was it not as expected? | |

#### **Implementing Program Changes**

Once the planned modifications are developed, they can be put in place. Questions about implementation procedures may include:

* Have all stakeholders (responsible and interested parties) been notified of any program changes?
* Has necessary training been identified?
* Have appropriate steps been put in place so that responsible persons understand expectations and are prepared to implement the changes as planned?

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| To facilitate the success of the program improvement process, you may wish to consider the following questions:   * **Staff Responsibilities.** Have staff been assigned specific responsibility for activities? Have the assigned staff been granted appropriate authority, and have they been provided directions describing responsibilities and outcomes that are expected? * **Establishing Schedules.** Has a schedule of due dates been established for key events, action steps, and expectations? Does the schedule provide for prompt actions to afford equal educational opportunities to ELs students? * **Follow-up as Appropriate.** Has an approach been established to ensure that the process moves forward as expected? Has a person been designated with overall responsibility for the process to ensure its effective implementation? |

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| **Reminder:** Students must be provided with services until they are proficient enough in English to participate meaningfully in the district's overall education program. |

**Progress Monitoring**

Gather the team together periodically to review the data used to set the goals and any new data that has been gathered as it relates to completing the goals. List the action steps that will be monitored, and who will be responsible for checking that the action steps are being implemented as intended. List the processes and tools used to complete the action steps to ensure goals are being met on time and with the attention needed to ensure success of the plan. Also, please indicate the frequency with which monitoring of the action steps will take place. Determine whether any changes need to be made in order to ensure the success of the plan. Rows may be added as needed.