



Our Students. Their Moment.

Ensuring Equal Educational Opportunities for English Language Learners

Amended Commissioner's Regulations Part 154

Adopted 9/15/2014; Amended 12/14; 2/15; 4/15

Updated June 2015



COMMISSIONER'S REGULATION PART 154

- ❖ **Commissioner's Regulation Part 154 establishes the legal requirements for the education of English Language Learners (ELLs) in New York State.**
- ❖ **On September 15, 2014, the NYS Board of Regents amended CR Part 154 into Subparts:**
 - ❑ **SUBPART 154-1: Describes the requirements for the 2014-2015 school year. Essentially, the requirements are the same as in CR Part 154 (2007), but include changes in terminology.**
 - ❑ **SUBPART 154-2: Describes the new and expanded requirements of schools and school districts that are to be fully in effect as of the 2015-2016 school year.**
 - ❑ **SUBPART 154-3: As adopted by the Board of Regents establishes:
 - 1) ELL Identification criteria for Students with a Disability; and
 - 2) ELL Exit process and criteria for eligible Students with a Disability.**

AREAS OF CR PART 154 REGULATION

- ELL Identification
- Parent Notification and Information
- Retention of Records
- ELL Program Placement
- Program Requirements
- Provision of Programs
- Grade Span
- Program Continuity
- Students with Disabilities
- ELL Exit Criteria
- Intervention Support for ELLs
- Former ELL Services
- Graduation Requirements
- Professional Development
- School District Planning and Reporting Requirements

ELL IDENTIFICATION

<p>CR PART 154 FORMER REGULATION</p>	<p>SUBPARTS 154-1 & 154-2 ADOPTED REGULATION</p>	<p>TIMELINE</p>
<p>A three step ELL identification process by school staff, including:</p> <ul style="list-style-type: none"> (1) administration of the Home Language Questionnaire; (2) an informal individual interview with the student; and (3) the administration of a statewide English language proficiency identification assessment. <p>Former regulations did not define the qualifications of staff required to administer the identification process.</p>	<p>Implement an ELL identification process to ensure holistic and individualized decisions can be made by qualified personnel*, including:</p> <ul style="list-style-type: none"> (1) administration of the Home Language Questionnaire; (2) individual interview with the student; (3) for students who have a disability, a process specified in CR Part 154-3 shall be followed which will determine if the statewide English language proficiency identification assessment will be administered. (Please see NOTE below.) (4) for students without a disability, administration of a statewide English language proficiency identification assessment. <p><i>* Qualified personnel is defined as a Bilingual Education or ESOL teacher, or a teacher trained in cultural competency, language development and the needs of English Language Learners.</i></p> <p>NOTE: For newly enrolling students in NYS public schools who are <u>already</u> classified with a disability, CR Part 154-3 requires an additional series of steps in the initial ELL identification process that involves the creation and implementation of a “Language Proficiency Team (LPT)”</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>2015-2016</p> <p>Full Implementation</p> </div>

ELL IDENTIFICATION Cont'd

CR PART 154 FORMER REGULATION	SUBPARTS 154-1 & 154-2 ADOPTED REGULATION	TIMELINE
<p>Guidance documents defined Students with Interrupted Formal Education, but did not clearly indicate that they should be identified as part of the identification process.</p>	<p>School districts are required to identify ELLs as Students with Interrupted/Inconsistent Formal Education (SIFE) as an additional part of the interview during the identification process. It includes a review of academic history and student work samples to determine level in home language and math. [154-2.3(a)(6)]</p>	<div data-bbox="1663 282 1895 462" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>2015-2016</p> <p>Full Implementation</p> </div>
<p>Former regulations did not provide the opportunity for a review process addressing possible ELL misidentification.</p>	<p>Upon receiving a written request within an ELL's first 45 days of enrollment, school districts are required to implement a review process by qualified personnel to determine if a student may have been misidentified.</p> <p>A review of ELL identification determination would commence upon written request by a parent, a teacher with the consent of the parent, or a student, if the student is 18 years old or older.</p> <p>Before a change in ELL determination is final, parental consent, student consent if the student is 18 years or older, and principal and superintendent approval are required. [154-2.3(b)]</p>	<div data-bbox="1663 789 1895 969" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>2015-2016</p> <p>Full Implementation</p> </div>

RETENTION OF RECORDS

CR PART 154 FORMER REGULATION	SUBPARTS 154-1 & 154-2 ADOPTED REGULATION	TIMELINE
<p>Former regulations did not require school districts to maintain records of a parent’s preferred language or mode of communication, or records of notices and forms generated during the identification and placement process in ELL student’s cumulative record.</p>	<p>School districts are required to collect and maintain:</p> <ul style="list-style-type: none"> Records indicating parent’s preferred language or mode of communication; and Records of notices and forms generated during the identification and placement process in ELL student’s cumulative record. 	<div data-bbox="1669 282 1901 454"> <p>2015-2016</p> <p>Full Implementation</p> </div>

PARENT NOTIFICATION AND INFORMATION

<p>Former regulations required school districts to make an effort to meet with parents or persons in parental relation at least twice a year to help them understand the goals of the program and how they might help their children.</p>	<p>Parent notification and communication is required to be in the language best understood by the parents as indicated and on file in each ELL student’s cumulative record.</p> <p>School personnel is required to meet with parents or persons in parental relation at least once a year, in addition to other generally required meetings with parents, to discuss with parents their child’s academic content and language development progress and needs.</p>	<div data-bbox="1669 896 1901 1068"> <p>2015-2016</p> <p>Full Implementation</p> </div>
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ELL PROGRAM PLACEMENT

CR PART 154 FORMER REGULATION	SUBPARTS 154-1 & 154-2 ADOPTED REGULATION	TIMELINE
Former guidance called for placement in a Bilingual Education/ESL program within 10 school days after initiating the identification process.	ELL identification, parent notification, signed consent, and placement in a Bilingual Education or ENL/ESL program is required to take place within 10 school days after initiating the identification process. [154-2.3(g)(1)]	<div data-bbox="1671 349 1897 525"> <p>2015-2016</p> <p>Full Implementation</p> </div>
Former regulations did not require school districts to complete the identification process before an ELL student received a final school placement.	School districts are required to complete the identification process before an ELL student receives a final school placement. A student is to be provisionally placed in a school until the identification process is completed. [154-2.3(a)(8)]	

PROGRAM REQUIREMENTS & PROVISION OF PROGRAMS

Former regulations required school districts to provide English as a Second Language instruction through a Stand-Alone model only.	<p>English as a New Language instruction is required to be offered through two settings:</p> <p>(1) Integrated ENL/ESL (ESL methodologies in content area instruction co-taught or individually taught by a dually certified teacher);</p> <p><i>and</i></p> <p>(2) Stand-Alone ENL/ESL (ESL instruction with an ESOL teacher to develop the English language needed for academic success). [152.2(m)and(x)]</p>	<div data-bbox="1671 982 1897 1158"> <p>2015-2016</p> <p>Full Implementation</p> </div>
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CR Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<i>2 units of study <u>per week</u> (360 min.)</i>	<i>2 units of study <u>per week</u> (360 min.)</i>	<i>1 unit of study <u>per week</u> (180 min.)</i>	<i>1 unit of study <u>per week</u> (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (<i>ELA, Math, Science, or Social Studies</i>)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

Updated May 6, 2015

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Core Content Area (90 min.)	1 unit of study in ENL/Core Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	<i>540 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.*

Updated May 6, 2015

CR Part 154-2 (K-8) Transitional Bilingual Education Program

	ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
	INTEGRATED ENL / ELA	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
	FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
	TOTAL ENL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
	HOME LANGUAGE ARTS	1 HLA Class	1 HLA Class	1 HLA Class	1 HLA Class	
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
STAFFING/ PERSONNEL	K-8 BILINGUAL EDUCATION PROGRAM			K-8 ENGLISH AS A NEW LANGUAGE PROGRAM		
	<ul style="list-style-type: none"> (K-6 Bilingual) Common Branch teacher with a bilingual extension (7-8 Bilingual) Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English (LOTE) teacher.] 			<ul style="list-style-type: none"> (K-8 STAND-ALONE) ESOL certified teacher (K-6 ENL) Common Branch K-6 teachers with a bilingual extension can teach the ENL component of a K-6 Bilingual Education program. (7-8 ENL) Integrated ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers. 		
<p>The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.</p>						

*Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress. Content Area shall mean ELA, Math, Science, and Social Studies.

CR Part 154-2 (9-12) Transitional Bilingual Education Program

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			Former ELLs must continue to receive services for an additional two years
	INTEGRATED ENL / ELA	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
	FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <i>or</i> other approved Former ELL services for two additional years*
	TOTAL ENL	<i>540 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
	HOME LANGUAGE ARTS	1 HLA Course	1 HLA Course	1 HLA Course	1 HLA Course	
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study			<u>HOME LANGUAGE ARTS</u> Language Other Than English (LOTE) credit is awarded upon passing each corresponding HLA unit of study		
	<u>INTEGRATED ENL</u> Core Content area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies			<u>BILINGUAL CONTENT AREA</u> Core Content area credit is awarded upon passing each corresponding Bilingual Content Area subject		
STAFFING/ PERSONNEL	<u>BILINGUAL EDUCATION PROGRAM</u> <ul style="list-style-type: none"> (9-12) <u>Bilingual Content Area</u> teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English (LOTE) teacher.] 			<u>ENGLISH AS A NEW LANGUAGE PROGRAM</u> <ul style="list-style-type: none"> (9-12) <u>Stand-alone</u> ESOL certified teacher (9-12) <u>Integrated ENL</u> can be taught by an ESOL teacher with Content Area certification or two individually certified teachers. 		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.						

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies

PROGRAM REQUIREMENTS & PROVISION OF PROGRAMS

Cont'd

CR PART 154 FORMER REGULATION	SUBPARTS 154-1 & 154-2 ADOPTED REGULATION	TIMELINE
<p>Former regulations required each school with 20 or more ELL students of the same grade who speak the same home language to provide a Bilingual Education program.</p>	<p>Each school with 20 or more ELL students of the same grade who speak the same home language continues to be required to provide a Bilingual Education program. [154-2.3(d)(4)]</p>	<div data-bbox="1657 301 1889 479"> <p>2015-2016</p> <p>Full Implementation</p> </div>
<p>Former regulations did not require districts to conduct an annual estimate of ELL enrollment, nor create a sufficient number of Bilingual Education programs in the district, if there were 20 or more ELLs of the same grade level who speak the same home language district wide.</p>	<p>School districts are required to annually estimate ELL enrollment before the end of each school year, and create a sufficient number of Bilingual Education programs in the district, if there are 20 or more ELLs <i>district wide</i> of the same grade level who speak the same home language. [154-2.3(d)(1)]</p> <p>New Bilingual Education programs are not to be placed in a school identified as a School Under Registration Review or as a Focus or Priority School. [154-2.3(d)(3)]</p> <p>A school district will be allowed to apply for a one-year waiver for languages that represent less than 5% of the statewide ELL population, if the district can demonstrate it meets established criteria and provides alternate home language supports. [154-2.3(d)(6)]</p>	<div data-bbox="1657 791 1889 969"> <p>2015-2016</p> <p>Full Implementation</p> </div>

GRADE SPAN

CR PART 154 FORMER REGULATION

SUBPARTS 154-1 & 154-2 ADOPTED REGULATION

TIMELINE

Former regulations did not address grade span or program continuity.

The maximum allowable grade span is two contiguous grades for grouping instruction in ENL/ESL and Bilingual Education programs. [154-2.3(i)]

2015-2016

Full
Implementation

PROGRAM CONTINUITY

Former regulations did not address program continuity.

Districts are required to provide program continuity so that ELLs can continue to receive the program type (Bilingual Education or ENL/ESL) in which they were initially enrolled. [154-2.3(e)]

In order to ensure program continuity, schools are required to continue providing a Bilingual Education program if at least 15 students who speak the same home language were enrolled in such a program in the previous school year. [154-2.3(e)]

2015-2016

Full
Implementation

ELL EXIT CRITERIA

CR PART 154 FORMER REGULATION	SUBPARTS 154-1 & 154-2 ADOPTED REGULATION	TIMELINE
<p>Former regulations only allowed students to exit ELL status through one criterion:</p> <p>(1) scoring proficient on the statewide English language proficiency assessment.</p>	<p>Exit criteria has expanded to allow qualified students to exit ELL status by:</p> <p>OPTION 1) Scoring at the Proficient/Commanding level on the NYSESLAT [154-2.3(m)(1)(i)]</p> <p>OPTION 2) Scoring at the Advanced/Expanding level on the NYSESLAT, -and- ➤ 3+ on a grade 3-8 ELA Assessment, -or- ➤ 65 + on the Regents Exam in English [154-2.3(m)(1)(ii)]</p>	<p>2015-2016</p> <p>Full Implementation</p>

INTERVENTION SUPPORT FOR ELLS

CR PART 154 FORMER REGULATION	SUBPARTS 154-1 & 154-2 ADOPTED REGULATION	TIMELINE
Former regulations did not require school districts to annually identify ELLs not demonstrating adequate performance or provide appropriate support services to achieve and maintain academic success.	Districts are required to annually identify ELLs not demonstrating adequate performance and provide additional support services aligned to district wide intervention plans. [154-2.3(j)]	<div data-bbox="1663 268 1901 448" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>2015-2016</p> <p>Full Implementation</p> </div>

FORMER ELL SERVICES

Former state and federal guidance called for school districts to provide one year of support services to students who exit out of ELL status (Former ELLs).	<p>School districts are required to provide at least two years of Former ELL services to support students who exit out of ELL status including:</p> <ul style="list-style-type: none"> • A half unit of study of Integrated ENL/ESL in ELA, Math, Science or Social Studies, ~and/or~ • With OBEFLS approval, other services that monitor and support each Former ELL's language development and academic progress. [154-2.3(h)(1)(v)] and [154-2.3(h)(1)(v)] 	<div data-bbox="1663 862 1901 1042" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>2015-2016</p> <p>Full Implementation</p> </div>
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PROFESSIONAL DEVELOPMENT

CR PART 154 FORMER REGULATION

Former regulations required in-service training to all personnel providing instruction or other services to ELLs, but did not require specific types of professional development beyond the general requirement of 175 hours of professional development over 5 years.

SUBPARTS 154-1 & 154-2 ADOPTED REGULATION

School districts are required to ensure that a prescribed percentage of Professional Development hours be specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction:

- 15% total hours ELL-specific PD for All Teachers and ~and~
- 50% total hours ELL-specific PD for Bilingual Education and ENL/ESL teachers

Amended change in December 2014 allows for school districts to seek permission annually from the Commissioner for a one year waiver from the 15%~50% PD requirements if ELL enrollment makes up less than 5% of the school district's total student population, and the school district provides evidence that the district's PD plan meets the needs of its ELLs, co-teaching strategies, and integrating language and content instruction for its ELLs.

Amended change in February 2015 expanded verbiage to include all Administrators and Level III Teaching Assistants as well as Board of Cooperatives Educational Services (BOCES)

TIMELINE

2015-2016

Full
Implementation

SCHOOL DISTRICT PLANNING AND REPORTING

CR PART 154 FORMER REGULATION

SUB-PARTS 154-1 & 154-2 ADOPTED REGULATION

TIMELINE

Former regulations required school districts to provide information in plans regarding programs for ELLs, information provided to parents, methods to annually measure and track ELL progress, and systems to identify, assess, and exit students from ELL status.

School districts are required to provide additional information in comprehensive plans regarding programs for subpopulations of ELLs, information provided to parents in the languages they best understand, methods to annually measure and track ELL progress, and systems to identify, assess, and exit students from ELL status. [154-2.4(b)]

2015-2016

Full
Implementation

Former regulations did not require school districts to report ELL program information for subpopulations of ELLs or by languages spoken in the school district. Former regulations did require school districts to provide information in reports regarding programs for ELLs, information provided to parents, methods to annually measure and track ELL progress, and systems to identify, assess, and exit students from ELL status

School districts are required to provide additional information in reports regarding programs for subpopulations of ELLs including program information, if offered, by subpopulations and languages spoken in the school district. [154-2.4(c)]

2015-2016

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