Principle 1 (Asset-based Behaviors & Expectations)	**Evident?** ☐ No ☐ Unclear **Notes and Feedback on Evidence:** **Strength of Evidence:** ☐ Lacking	☐ Yes **Notes and Feedback on Evidence:** ☐ Developing ☐ Sustaining ☐ Leading
Principle 2 (Integrated Content & Language)	**Evident?** ☐ No ☐ Unclear **Notes and Feedback on Evidence:** **Strength of Evidence:** ☐ Lacking	☐ Yes **Notes and Feedback on Evidence:** ☐ Developing ☐ Sustaining ☐ Leading
Principle 3 (Targeted Language)	**Evident?** ☐ No ☐ Unclear **Notes and Feedback on Evidence:** **Strength of Evidence:** ☐ Lacking	☐ Yes **Notes and Feedback on Evidence:** ☐ Developing ☐ Sustaining ☐ Leading
Principle 4 (Assessment, Monitoring & Feedback)	**Evident?** ☐ No ☐ Unclear **Notes and Feedback on Evidence:** **Strength of Evidence:** ☐ Lacking	☐ Yes **Notes and Feedback on Evidence:** ☐ Developing ☐ Sustaining ☐ Leading

Overall Compliance Decision: ☐ Compliant   ☐ Not Compliant   ☐ More Information Needed

For OELAS:
Check "Compliant" if the LEA received a rating of "Yes" for all four principles.
Check "More Information Needed" if the LEA received a rating of "Unclear" for any of the principles.
For all other scenarios, check "Not Compliant."

Date Submitted: _____

Lacking	Developing	Sustaining	Leading
The information provided to OELAS suggests that….			
….the LEA's practices and programs **do not reflect** the central practices of the LDA principles. For example: • English learners are referenced minimally or not at all in the LEA's policies, programs, and practices; **OR** • The LEA's practices and programs do not align or may be in conflict with aspects of the LDA principles. **OR** The information provided is insufficient or insufficiently clear to support a rating. OELAS may request additional information or clarification.	… the LEA's practices and programs **reflect some of** the central practices of the LDA principles. For example: • English learners are referenced in some of the LEA's policies, programs, and practices; **OR** • The LEA can provide specific examples of policies, programs, and practices that clearly reflect or align with aspects of the LDA principles.	… the LEA's practices and programs **reflect most of** the central practices of the LDA principles. For example: • English learners are referenced in many or most of the LEA's policies, programs, and practices; **AND** • The LEA can provide specific examples of policies, programs, and practices that clearly reflect or align with aspects of the LDA principles.	… the LEA's practices and programs **exemplify** the central practices of the LDA principles. For example: • English learners are a central and explicit focus of the LEA's policies, programs, and practices; **AND** • The LDA principles are clearly reflected in nearly all of the LEA's policies, programs, and practices. "Leading" LEAs could serve as a model for other LEAs that wish to advance or improve their own programs.
Submissions that receive this rating level might reflect scenarios like the following:			
• *English learners are not referenced explicitly in LEA policies or guidance documents, but rather are mentioned only in footnotes or addenda.* • *English learners and their education are only referenced and acknowledged in stand-alone policies or documents that sit outside of the LEA's system-wide policies, programs, and practices and are not intended for all teachers and leaders.* • *It is not clear from the information provided how English learners are included or served in the policies, programs, or practices described.*	• *The LEA has at least one policy, or initiative, that includes an explicit focus on English learners, but otherwise lacks specific system-wide programmatic focus on English learners.* *NOTE: Please consult the Alternate Program Model Proposal Guidance pages for more specific examples for each principle.*	• *The LEA has several system-wide programs, policies, or initiatives, that include an explicit focus on English learners.*	• *The LEA has a system-wide vision for English learners and includes an explicit focus on ELs in all aspects of system-level planning and implementation.* • *The strengths and needs of English learners are woven throughout the system's policies and programs, including in areas that are not "specific" to English learners (e.g., in policies, programs, and practices related to science, math, ELA curriculum, college advising, student government, etc.).*